TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	URSA (Undergraduate Research and Scholarly Activity)	College/School	Division of General Studies
Prepared by	Barbara Taylor	Phone	474-2487
Email Contact	betaylor@alaska.edu	Faculty Contact	Barbara Taylor

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

2. COURSE IDENTIFICATION:	Dept	URSA	Course #	388	No. of Credits	2-6

Justify upper/lower division status & number of credits:	This course offers opportunities for student research or creative scholarship in advanced topics beyond typical undergraduate course offerings. Discipline-specific knowledge equivalent to Sophomore standing is assumed. This expectation justifies this course as upper division/junior level. Enrolled student are required actively participate in research or creative scholarship with a faculty mentor, present their work in poster format and turn in a progress report at the end of the semester. Research and creative scholarship areas range across all disciplines. Credits are assigned at the beginning of the semester when students enroll, but may be subject to change as the result of consultation between the student and professor. Two-credit URSA 388 is reserved generally for introductory literature or archival research or small projects. In general, 3 credits provide an absolute minimum amount of time to accomplish a novel project; 4 credits may be appropriate if the student has a large ongoing project with plenty of available time. Six credits of 388 are acquired by students who enroll in 388 in multiple semesters. Each credit of 388 corresponds to an average weekly minimum of 3 hours working productively in the archive/field/ laboratory/studio, plus 1-2 hours additional work on the project (planning, interpretation, notebook writing and background reading).

3. PROPOSED COURSE TITLE:	Undergraduate Research and Creative Scholarship I

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 and Spring semesters
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)	Fall 2012

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)	Lecture and faculty mentorship

9. CONTACT HOURS PER WEEK:

	0-1	LECTURE hours/weeks	4-10	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-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type)	

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Provides undergraduate opportunities for student research or creative scholarship in advanced topics beyond typical undergraduate laboratory or studio course offerings across all disciplines. Students must meet with the course instructor in the previous semester to identify a mentor. Students will write a project proposal for further work by the end on the semester and make a poster presentation of their proposal and any preliminary findings.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form**.		YES:		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?	YES	√	NO	

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	URSA 388 can be repeated by students engaging in a new project in the same or a different discipline or extending a previous project to a next logical step.

How many times may the course be repeated for credit?	2	**TIMES**
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	6	**CREDITS**
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	6	**CREDITS**

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:	√	**PASS/FAIL**:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES | Junior standing or permission of the instructor

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

15. SPECIAL RESTRICTIONS, CONDITIONS | None

16. PROPOSED COURSE FEES | $0

Has a memo been submitted through your dean to the Provost 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.: | URSA 393 Fall 2011 and Spring 2012

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Undergraduate Research and Creative Scholarship I will be coordinated by a faculty member who will meet with the students at the end of the previous semester to insure their readiness for research and help them identify a faculty mentor. Any research costs (supplies etc) will be borne by the faculty mentor (on their grant) or scholarships (some of which may be available through URSA). We do not anticipate a negative budget impact. The course will be offered on campus at Fairbanks and in the future we may offer the course on selected rural campuses.

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 | | Current library resources are satisfactory; no additional resources will

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)

This class will increase active participation by undergraduates in research and creative scholarship at UAF by bringing together potential student researchers and faculty mentors, insuring students have all necessary certifications required for participation the discipline-specific project and relieving faculty mentors of the burden of organizing multiple individual study courses. In so doing, this course will contribute significantly to the mission of making UAF one of the nation's premier student-focused research universities. Having a vibrant and dynamic culture of undergraduate research, being one of the nation's premier student-focused research universities, is certain to have a positive effect on student recruitment, retention and engagement.

21. POSITIVE AND NEGATIVE IMPACTS

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

We anticipate that the course will represent an important recruiting platform for prospective undergraduate researchers and will have a positive effect on enrollment at UAF. The only potential for negative impact is if any student research seminars are already being offered within departments and schools; there could be competition for student enrollment. Chemistry and Biochemistry has such a course (Chem 388) and Biology and Wildlife offered such a course once as a special topics course. If such courses exist, cross-listing with URSA could be beneficial by expanding their scope or spreading the workload effort of instruction/coordination.
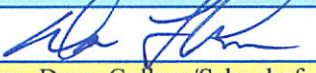
JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize 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.

Providing opportunities for undergraduate research is a high impact educational practice. In the current economic climate and in the face of rising tuition costs, such high impact practices are essential to successful recruiting and retention of students at post-secondary learning institutions. In recognition of this, the UAF Chancellor and Provost have created URSA. The mission of URSA is to support, develop and institutionalize a broad-based and robust program of undergraduate research and creative scholarship. At all levels, URSA aims to improve skills in critical thinking and communication and to engender a culture of life-long learning among all students, as well as enhance preparation and education of students who will fill the needs of Alaska's 21st century workforce and society. URSA is UAF's resource for the development and promotion of experiential learning activities that engage undergraduate students to support UAF's goal to become a leading student-focused research university. Building on existing efforts and capacities, the program enables UAF students to pursue varying levels of research engagement from a single credit of first-year seminar to independent scholarly investigations or a senior thesis including BFA exhibit or performance. URSA 388 will afford students an opportunity to actively participate in research. These opportunities will have a preparatory benefit; they will help develop and improve critical thinking skills, which are essential for success in any field. For those students who aspire to post-graduate research positions, the opportunity to develop research skills will be particularly beneficial.

APPROVALS:

	Date	8-8-2011
Signature, Chair, Program/Department of: URSA		
NONE	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	8/18/2011
Signature, Dean, College/School of: DGS		
	Date	
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 REGISTRAR'S OFFICE.

ADDITIONAL SIGNATURES: (If required)

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

Preliminary Syllabus:

URSA 388   Undergraduate Research and Creative Scholarship I   Fall 2012

Course Information:

Title: Undergraduate Research and Creative Scholarship I
CRN Number: TBD
Instructor: Barbara Taylor, PhD
Contact Information: betaylor@alaska.edu; 474-2487
Office Location: URSA Office 301 Bunnell
Office Hours for Students: weekdays 9AM – 5PM

Course Readings/Materials:

How to Mentor Undergraduate Researchers Council on Undergraduate Research (CUR)
http://www.cur.org

Course Description:

Undergraduate research refers to collaboration in original research and/or creative activity between an undergraduate student and a faculty member, leading to work which is presentable to scholars in the field. Projects may be an element of the faculty member's work or could be initiated by the student. Undergraduate Research and Creative Scholarship I offers opportunities for student project work in advanced topics beyond typical undergraduate course offerings. Students must meet with the course instructor in the previous semester to identify a mentor. Enrolled students will write a project proposal for further work by the end on the semester and make a poster presentation of their proposal and any preliminary findings. Research areas range across all disciplines. A substantial level of discipline-specific background, a level commensurate with having achieved junior or senior standing, is assumed.

Course Goals:

Involvement in research can be an important ingredient in a successful and satisfying undergraduate program in biology. Undergraduate Research gives students a chance to discuss research projects with faculty members, participate in ongoing projects in research laboratories, write a research report and present a research poster. As a research university, UAF strives to communicate to undergraduate students how research and scholarly activity is conducted. Accordingly, the course goals of URSA 388 are that students learn, through direct research experience, how discipline-specific knowledge is created and how to communicate research results in oral, written and performance formats.

Student Learning Outcomes:

The intended outcomes of URSA 388 are that students learn, through direct research experience, how discipline-specific knowledge is created and how to communicate research results in oral, written and performance formats.   Specifically students will learn:

1. tools, skills and techniques specific to the discipline that encompasses their project
2. critical thinking skills leading to ability to engage in research, to interpret results and to formulate future questions and directions
3. to communicate research motivations and proposed work in oral, written, poster and performance formats.

Instructional Methods & Course Activities:

Course Meetings Meetings with the instructor will be held on an ad hoc basis throughout the semester. At the start of the semester, the URSA course instructor will establish contact with the student and the mentor to determine the need for safety and other training. This contact will be maintained throughout the semester so the URSA instructor can provide resources and ensure progress.

Course Projects   The course project should be envisioned as a proposal for work that could lead to a publication in a peer-reviewed journal or public performance. The proposal should define a project for the student's participation in URSA 488, one that stands a reasonable chance of completion in the available time. Work done during the semester will include a substantial component of experiential learning so the student has the opportunity to develop and apply an understanding of in-depth concepts grounded in the primary scholarly literature. Most students will complete proof of concept work or gather preliminary data to include in their proposals.

Finding a Project First-time 388 students, or returning students working with a different mentor, must write a brief description outlining the subject area of the proposed project, including 1-3 key references that define the scope of the project (see Project Identification Form at the end of this syllabus). The Project Identification Form must be submitted by 5 PM of the 2rd Monday of the semester (please also send a copy to the project mentor). The project description should be written in consultation with the mentor. For information about faculty and their research areas, visit the faculty web pages at http://www.uaf.edu/.

Number of credits Credits are assigned at the beginning of the semester when students enroll, but may be subject to change as the result of consultation between the student and professor. Two credits of URSA 388 is reserved generally for literature research or small computational projects. In general, 3 credits provide an absolute minimum amount of time to accomplish a studio-, laboratory- or field-based project; 4 credits may be appropriate if the student has a large ongoing project with plenty of available time. Six credits of URSA 388 are acquired by students who enroll in 388 for multiple semesters. Each credit of 388 corresponds to an average weekly minimum of 3 hours working productively in the laboratory/field/studio, plus 1-2 hours additional work on the project (planning, interpretation, notebook writing and background reading).

Project Proposal A main assignment of the course is a project proposal written according to the format of a discipline-specific review panel or funding agency. Early in the semester the student and

mentor should decide on an appropriate format. Throughout the semester the student write the proposal while engaging in proof-of-concept work or preliminary experiments. The results of this preliminary work should be included in the proposal. Copies of the proposal are to be submitted to both the project mentor and the URSA course instructor no later than 5 PM on the last day of final exams for the semester. Reports must be well-written, comprehensive and contain appropriate citations.

Public Presentation Students must prepare a poster presentation of their project proposal. The usual size is 36" x 48", but other sizes may be appropriate if the student will be presenting a poster at another venue. A template and rubric for poster presentations are included at the end of this syllabus. The template will be provided by email, the image in this syllabus is for your reference only.

Course Calendar:

Course week	Course Topic	Course Assignment
1	Research at UAF: opportunities and requirements for participation	
2	How to prepare a Project Proposal and Poster	
3	Individual research	Project Identification Form
4	Individual research	
5	Individual research	
6	Individual research	
7	Individual research	
8	Individual research	
9	Individual research	
10	Individual research	
11	Individual research	
12	Individual research	
13	Individual research	
14	Individual research, poster preparation	
15	Project Proposal finishing touches	Poster Project Proposal
Finals week		Written Project Proposal

Course Policies:

Safety All research students must complete safety training. This may involve several online training presentations (with quizzes that you must pass). Contact your department's Safety Coordinator to arrange for training before beginning your project.

Safety Tips While Safety Coordinators will provide a thorough review of safety issues, and you will hopefully have gained safety knowledge in previous courses, here we emphasize several important points. Project work must be carried out with all due caution. Do not work alone. Wear safety gear as suggested. Do not rush. Do not attempt a procedure without the necessary training. Familiarize yourself with the potential hazards of materials you are using. Use common sense. This is a learning experience, so do not be bashful about asking for assistance.

Attendance In consultation with your mentor, establish a regular schedule of attendance in the mentor's work area (studio, laboratory, etc.). You may also be asked to attend a regular research meetings with your mentor and other students held weekly or periodically during the semester. Regular attendance is required. You are expected to attend all classes. Classes will be held during the first two weeks of the semester. The purpose of these classes is to assist students in identifying research mentors and insure each student completes any training required for research participation in their chosen discipline.

If you are required to participate in: military; UAF-sponsored activities; or documented, necessary participation in cultural activities that will cause you to miss a class, you must notify me as soon as possible. You must notify me of all scheduled UAF-required absences for the semester (e.g. athletic events) during the first week of classes.

Research Hours The total number of hours spent working on the project (both time in and away from your mentor's workplace, doing background reading, data production and analysis, creation, practice, performance or poster and report preparation will vary between students and projects. Spend all the time necessary to complete the proposed project and facilitate the poster and report presentation required at the end of the semester. The number of credits assigned for each student's URSA 388 course is determined by the project. As a rough guide, students should spend an average minimum of 3 hours per week per credit.

Student Conduct As a UAF student, you are subject to the Student Code of Conduct (http://www.uaf.edu/ses/student-resources/conduct/#condu). In accordance with Board of Regents' Policy 09.02.01, UAF will maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles of the Code are designed to facilitate communication, foster academic integrity, and defend freedoms of inquiry, discussion, and expression among members of the university community. You should become familiar with campus policies and regulations as published in the student handbook.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

A. cheating, plagiarism, or other forms of academic dishonesty;

B. forgery, falsification, alteration, or misuse of documents, funds, or property;

C. damage or destruction of property;

D. theft of property or services;

E. harassment;

F. endangerment, assault, or infliction of physical harm;

G. disruptive or obstructive actions;

H. misuse of firearms, explosives, weapons, dangerous devices, or dangerous chemicals;

I. failure to comply with university directives;

J. misuse of alcohol or other intoxicants or drugs;

K. violation of published university policies, regulations, rules, or procedures; or

L. any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes or exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and exams.

2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.

3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures

specified in regent's policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the Dean of Student Services or web www.alaska.edu/bor/ or refer to the student handbook that is printed in the back of the class schedule for each semester. Students are encouraged to review the entire code.

A Few Words on Plagiarism: In general, DO NOT present someone else's ideas or data as your own: you are expected and required to give credit where credit is due. Plagiarism is a violation of the law and may lead to serious repercussions! Please follow the following guidelines: for any written assignments, if you use someone else's ideas, data, or other information, write it in your own words and include the reference in parentheses directly following that information. Avoid copying someone else's text. If, however, you feel you have to include an exact copy of that text, put it in quotation marks followed by the reference in parentheses. Of course, include all cited references in the Literature Cited section. During oral presentations, please acknowledge the sources by mentioning their name(s) and year of publication or by printing them on overheads, slides, or handouts. Also be aware that you need to cite earlier work by yourself. Any substantial use of any written or other materials that was used for another course or that was generated in any other circumstances will not be accepted for credit in this course. Only minor contributions from earlier work with appropriate citation(s) will be accepted.

Withdrawal Students are expected to formally withdraw from the class if they cannot complete the course; they will not be automatically withdrawn by the instructor or their research mentor if they do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive a grade of "F".

Student Responsibility As students, you must accept the responsibility of ensuring your own success. It is your responsibility to know what you need to do and when you need to do it. This requires a great deal of initiative on your part. Always ask if you don't know what is expected of you. Never wait for someone to tell you. "I didn't know," and "no one told me," are not acceptable reasons for failure to fulfill your student obligations. I am here to help and support students who take the initiative to help themselves.

Evaluation:
Students will receive a letter grade based on their performance on course assignments.

Assignment	Percentage Contribution to Final Grade
Participation	10
Project Identification Form	10
Poster Project Proposal	40
Written Project Proposal	40

Students will be graded on a straight percentage basis: 90-100% is an A, 80-89.9% is a B, 70-79.9%

is a C, 60-69.9% is a D, and < 60% is an F. Students will not be graded on a curve. This means that, in principle, it will be possible for everyone to get an A in this course.

Support Services:
Students in need of support are encouraged to contact me via telephone. I have posted office hours and am available for group and private face to face meetings during the specified times. All college classes require strong reading and communication skills. There may be a student support program in your area. **If you feel that you may be falling behind, contact me immediately**. I want you to be successful. Never be afraid to ask for help.

Disabilities Services:
The Office of Disability Services (208 WHIT, 474-5655) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services to provide reasonable accommodation to rural students with disabilities. Please contact me or The Office of Disability Services is you require special assistance.

URSA 388 Undergraduate Research and Creative Scholarship I
Project Identification Form

Return this page to Dr Taylor b email or to the URSA Office Room 301 Bunnell Building by the 2nd Monday of the semester.

Student name:

UAF email address:

I agree to serve as project mentor for the above student. A description of the proposed research, along with a statement of possible hazards associated with the project, is attached.

Mentor Name (print):   Date:

Mentor Signature:

Number of Credit hours:

The primary deliverable of the URSA 388 course is the production of a project proposal, which will be presented in poster and written format.

Working title for the project is:

_____

Brief description of proposed project (Including identification of subject area and overview of planned techniques and/or procedures and materials, with descriptions of potentially hazardous procedures or materials):

Lead-in literature reference(s):

URSA 388 Undergraduate Research and Creative Scholarship I
Poster Template

Click here to add the poster title

Click here to add authors

LOGO

(click to edit) INTRODUCTION or BACKGROUND
Type in or paste your text here

(click to edit) TECHNIQUES or METHODS
Type in or paste your text here

(click to edit) PRELIMINARY WORK
Type in or paste your text here

(click to edit) GOALS of OBJECTIVES
Type in or paste your text here

(click to edit) EXPECTED OUTCOMES
Type in or paste your text here

(click to edit) REFERENCES
Type in or paste your text here

(click to edit) ACKNOWLEDGEMENTS or CONTACT
Type in or paste your text here

PICTURE PLACEHOLDER

URSA 388 Undergraduate Research and Creative Scholarship I
Poster Rubric

Poster Presentation Rubric

	Yes (excellent)	Somewhat (adequate)	No (inadequate)
Audience Can someone outside the field understand the findings? (e.g. language, diagrams, etc.)			
Audience Will the poster hold the attention of people in the field?			
Purpose Does the poster present the significance behind the research inquiry?			
Purpose Does the poster provide relevance of the topic presented?			
Purpose Does the poster present the topic and findings in a clear, concise, and succinct manner?			
Conventions Is sufficient information presented and in the appropriate format of the specific discipline? (e.g. references, headings, methods, images, etc.)			
General Features Is the poster engaging and professional? (e.g., pulls you in, visible from a distance, invites you to read more, free of punctuation, grammar, and spelling errors, etc.)			
General Features Do the figures/graphics support and enhance the content of the poster?			
Presentation Is the poster presenter comfortable and engaged when interacting with viewers and answering questions?			
Presentation Does the poster presenter convey enthusiasm and confidence?			