

**FORMAT 1**

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

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

<b>1. ACTION DESIRED (CHECK ONE):</b>	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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<b>2. COURSE IDENTIFICATION:</b>	Dept	<b>URSA</b>	Course #	<b>492</b>	No. of Credits	<b>1</b>
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Justify upper/lower division status & number of credits:	This is a once-weekly seminar for students engaged in undergraduate research or creative scholarship providing them an opportunity to present their work and listen to other student researchers present their work. One-hour seminars are given by student researchers, especially those who are preparing to present their work at regional or national conferences. Enrolled students are expected to have been actively participating in a research project for at least one semester either as research for credit (397, 497, 388, 488, 498 courses) or as research for pay as an undergraduate research assistant. This last expectation justifies the upper division credit.
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<b>3. PROPOSED COURSE TITLE:</b>	<b>Undergraduate Research and Creative Scholarship Seminar</b>
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<b>4. To be CROSS LISTED? YES/NO</b>	<b>No</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

<b>5. To be STACKED? YES/NO</b>	<b>No</b>	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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<b>6. FREQUENCY OF OFFERING:</b>	<b>Fall and Spring semesters</b>
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

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

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify) \_\_\_\_\_

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

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### 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-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 students a venue for presenting their research and learning about peer research at UAF. Students will have an opportunity to gain and develop oral presentation skills and will gain a broad understanding of the significance, process and impact of research as conducted across the wide range of scholarly disciplines of UAF campuses.

### 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).

Each offering of URSA 492 will feature a unique collection of speakers, thus it will be a different course each time. Undergraduate researchers can be involved in multiple research projects and/or projects spanning multiple semesters. Accordingly, it is appropriate that students be allowed to participate (for credit) in URSA 492 multiple times.

How many times may the course be repeated for credit?

**TIMES**

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

**CREDITS**

 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. Note: Later changing the grading system for a course constitutes a Major Course Change.

**LETTER:** 
**PASS/FAIL:**

## Trial COURSE or New Course - FORMAT 1

### RESTRICTIONS ON ENROLLMENT (if any)

**14. PREREQUISITES**

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

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

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

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

### 18. ESTIMATED IMPACT

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

The seminar course will be coordinated by a faculty member, and each seminar will be delivered by a UAF student researcher or creative scholar. Occasionally, graduate students may be granted a schedule slot to fill out the schedule or to provide them an opportunity to practice a presentation for an upcoming meeting. We do not anticipate a negative budget impact. The course will be offered on campus at Fairbanks. A distance delivery version may also be offered 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

### 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 publicize undergraduate research and creative scholarship at UAF and provide opportunities for undergraduate researchers to present their work. In so doing, this seminar course will raise the profile and existence of undergraduate research and contribute to the mission of making UAF one of the nation's premier student-focused research universities. Thus, URSA 492 can be expected to impact all UAF programs and departments, especially those whose projects are presented.

### 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 students and, generally, will have a positive effect on UAF enrollment, retention and student engagement. 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. Biology previously had such a course; however, there are currently no instructors available for Biology 492. If such courses exist, cross-listing with URSA could be beneficial by expanding their scope or spreading the workload effort of instruction/coordination.

**Trial COURSE or New Course - FORMAT 1**

**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.

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. Communication of results is an important part of the research process, and URSA 492 will afford students an opportunity to orally communicate their research findings. These opportunities will have a preparatory benefit; they will help develop and improve communications skills, which are essential for success in any field. For those students who aspire to post-graduate research positions, the opportunity to develop skill communicating research will be particularly beneficial.

**APPROVALS:** Add additional signature lines as needed. AS PER ATTACHED.

	Date	
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Signature, Chair, Program/Department of:

	Date	
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Signature, Chair, College/School Curriculum Council for:

	Date	
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Signature, Dean, College/School of:

	Date	
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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**

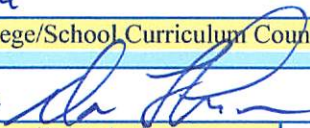

	Date	
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Signature, Chair

Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

**APPROVALS:** Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of:		
<i>none</i>	Date	
Signature, Chair, College/School Curriculum Council for:		
<i>none</i> 	Date	<i>8/9/2011</i>
Signature, Dean, College/School of:		
	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 GOVERNANCE OFFICE**

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

**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:		

## Trial COURSE or New Course - FORMAT 1

**Preliminary Syllabus: This syllabus for URSA 493P 201103 serves as an example**  
**URSA 492 Undergraduate Research and Creative Scholarship Seminar**

**Fall 2011**

CRN TBD 1 Credit  
Day; time TBD Schaible Auditorium

Instructor: Dr. Barbara Taylor (betaylor@alaska.edu)  
Office: 301 Bunnell (URSA Office) 474-2487  
Office hours: The URSA Office is open weekdays 9AM to 5PM

**Course description:** This is a once-weekly seminar for undergraduate student researchers providing them a venue for presenting their research and learning about peer research at UAF. Instruction on effective seminar preparation and delivery is given by the instructor or guest expert. Example seminars may be given by graduate student researchers. The majority of presentations are given by students who present their active or proposed research. Each enrolled student is required to present one research seminar as well as attend the weekly presentations and complete evaluation forms. Seminars will vary in length from 10 to 60 min. Multiple seminars may be given in a single class meeting. In addition to facilitating the gain and practice of oral presentation skills, the seminars will provide an overview of the diversity of research at UAF. Students will gain a broad understanding of the significance process and impact of research as conducted across the wide range of scholarly disciplines represented on all the UAF campuses.

**Course goals:** Students will gain and sharpen their critical thinking and presentation skills as well as learn about a variety of life science topics from the molecular to the organismal, to the population level. They will also sharpen their critical thinking and presentation skills.

**Instructional methods:** This course will comprise student-led presentations about current research topics at UAF.

**Course readings/materials:**

1. Students may wish to refer to:  
*The Craft of Scientific Presentations: critical steps to succeed and critical errors to avoid*  
by Michael Alley 2003 Springer  
for instruction on preparing and making scientific presentations
2. Occasionally, journal articles resulting from UAF research may be presented, and students will be emailed a pdf copy of the article prior to the presentation.

**Policies:** Students are expected to attend and complete an evaluation for all seminars.

**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

## **Trial COURSE or New Course - FORMAT 1**

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. Rubrics for the reflections and student seminars are included at the end of this syllabus. This is a Pass/Fail course. Students must accumulate 210 points on their assignments to pass the course.

**Disabilities:** The instructors will work with the Office of Disabilities Service (203 WHIT, 474-7043) to provide accommodations in both the classroom and laboratory to provide equal access to all materials in this course to all students.

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**Course calendar:** The following is a PRELIMINARY seminar schedule.

DATE	SPEAKER	SEMINAR TITLE
SEP		
6	Course Introduction	
15	Barbara Taylor	Effective Research Presentations
22	Webinar and sign-up	
29	Enrolled student	
OCT		
6	Enrolled student	
13	Enrolled student	
20	Enrolled student	
27		
NOV		
3		
10		
17		
24	THANKSGIVING - NO SEMINAR	
DEC		
1		
8		



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**URSA 492  
Rubric for Reflective Writing – Research Reflection**

Student:

Date:

Category	Excellent 5	Good 4	Average 3	Poor 2	Unacceptable 1	Total
Process	Clearly illustrates a thorough web search of the seminar speaker and the specific topic. States specific expectations for the seminar and the anticipated level of interest for the topic.	Illustrates a good web search of the speaker and specific topic. Includes a good statement of seminar expectation and anticipated level of interest in the topic.	Illustrates a moderate web search of the speaker and specific topic. Includes a statement of seminar expectation and anticipated level of interest in the topic.	Illustrates a superficial web search of the speaker and specific topic. No statement of seminar expectation or anticipated level of interest in the	Illustrates a superficial web search of the speaker and specific topic. No statement of seminar expectation or anticipated level of interest in the topic	
Writing Style	Communicates effectively to audience. Writer's voice is evident throughout reflection. Does not use cliches or colloquialisms. Thoughts are well organized and presented with no ambiguity. The writing is focused throughout the reflective piece. Writer supports and elaborates on ideas to enhance meaning.	Communicates effectively to audience. Writer's voice is evident in many parts of the material. Scattered use of cliches and colloquialisms. Thoughts are organized and logically presented. Some portions of the material are more developed and focused than others. Writer supports some ideas with examples.	Communication is directed at a general audience and needs elaboration. Writer's voice is clouded through the use of cliches or colloquialisms. Thoughts are general, random, or are not presented in a manner that can easily be followed. The material presented is scattered with gaps and needs transitions.	Communication is incomplete and unelaborated. Writer's voice cannot be discerned either because the communication lacks focus or development, or because the use of jargon is excessive. Thoughts are presented in very general or incomplete terms.	Communication is disjointed and unelaborated. Communication lacks focus or development. Thoughts are presented in incomplete terms. There is an obvious need for additional information.	
Critical Thinking	Reflection demonstrates an in-depth reflection on, and personalization of the information found during the web search. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Writing demonstrates general reflection on, and personalization of, the information found during the web search. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Writing demonstrates a minimal reflection on, and personalization of the information found during the web search. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Writing demonstrates a lack of reflection on, or personalization of the information found during the web search. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.	Writing demonstrates a lack of reflection on, of the information found during the web search. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Development	Well-developed; shows evidence of reflection and/or metacognition; reflects a good grasp of concepts and information found during the web search.	Shows somewhat developed evidence of reflection and/or metacognition; reflects a fair grasp of the concepts and information found during the web search.	Shows some evidence of reflection but not well-developed; only a few new ideas are introduced but reflects a grasp of concepts and information found during the web search.	Shows little evidence of reflection and are not well developed; reflects only minimal grasp of concepts and information found during the web search.	Not much thought or detail; shows little evidence of reflection or grasp of concepts and information found during the web search.	

Additional comments:

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**URSA 492**  
**Rubric for Reflective Writing – Seminar Reflection**

Student:

Date:

Category	Excellent 5	Good 4	Average 3	Poor 2	Unacceptable 1	Total
Process	Clearly illustrates new learning from the seminar, how views changed from research reflection, Articulates why actual level of interest in the seminar matched or did not match anticipated interest.	Illustrates learning from the seminar and how views changed from research reflection. Indicates whether actual level of interest in the seminar matched anticipated interest and offers some explanation.	Illustrates some learning from the seminar and how views changed from research reflection. Indicates whether actual level of interest in the seminar matched anticipated interest but offers little explanation.	Illustrates some learning from the seminar and how views changed from research reflection. Indicates whether actual level of interest in the seminar matched anticipated interest but offers no explanation.	Illustrates no learning from the seminar or change in views from research reflection. No indication of whether actual level of interest in the seminar matched anticipated interest.	
Writing Style	Communicates effectively to audience. Writer's voice is evident throughout reflection. Does not use cliches or colloquialisms. Thoughts are well organized and presented with no ambiguity. The writing is focused throughout the reflective piece. Writer supports and elaborates on ideas to enhance meaning.	Communicates effectively to audience. Writer's voice is evident in many parts of the material. Scattered use of cliches and colloquialisms. Thoughts are organized and logically presented. Some portions of the material are more developed and focused than others. Writer supports some ideas with examples.	Communication is directed at a general audience and needs elaboration. Writer's voice is clouded through the use of cliches or colloquialisms. Thoughts are general, random, or are not presented in a manner that can easily be followed. The material presented is scattered with gaps and needs transitions. Writer presents ideas in general terms with few	Communication is incomplete and unelaborated. Writer's voice cannot be discerned either because the communication lacks focus or development, or because the use of jargon is excessive. Thoughts are presented in very general or incomplete terms.	Communication is disjointed and unelaborated. Communication lacks focus or development. Thoughts are presented in incomplete terms. There is an obvious need for additional information.	
Critical Thinking	Reflection demonstrates an in-depth reflection on, and personalization of the information gained during the seminar. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Writing demonstrates general reflection on, and personalization of, the information gained during the seminar. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Writing demonstrates a minimal reflection on, and personalization of the information gained during the seminar. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Writing demonstrates a lack of reflection on, or personalization of the information gained during the seminar. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	Writing demonstrates a lack of reflection on, of the information gained during the seminar. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Development	Well-developed; shows evidence of reflection and/or metacognition; reflects a good grasp of concepts and information gained during the seminar.	Shows somewhat developed evidence of reflection and/or metacognition; reflects a fair grasp of the concepts and information gained during the seminar.	Shows some evidence of reflection but not well-developed; only a few new ideas are introduced but reflects a grasp of concepts and information gained during the seminar.	Shows little evidence of reflection and are not well developed; reflects only minimal grasp of concepts and information gained during the seminar.	Not much thought or detail; shows little evidence of reflection or grasp of concepts and information gained during the seminar.	

Additional comments:

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URSA 492  
Student Project Presentation Rubric

Student: \_\_\_\_\_

Date: \_\_\_\_\_

TIME LIMITS: 40 minutes for presentation    10 minutes for questions

Description	Max. Points	Points Earned	Comment
Title	2		
Background Information / Significance of, and motivation for, the project	4		
Goal pursued or hypothesis tested (quality and originality)	4		
Methods and materials (explanation of how the project was carried out)	5		
Explanation of results or products	4		
Discussion of the impact or relevance of the results or product to the discipline	4		
Future directions(s)	3		
Acknowledgements	2		
Subject command (depth of background knowledge)	5		
Quality of responses to questions	5		
Delivery of presentation (poise, voice, enthusiasm)	4		
Timing of presentation (conforms to time limits, well-paced/not rushed, adequate time allocated to all components of the talk)	4		
Preparation (quality of visual aids)	4		
<b>Total Points</b>	<b>50</b>		