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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
(Attach copy of syllabus)

SUBMITTED BY:

Department	HONR	College/School	Division of General Studies
Prepared by	Marsha Sousa	Phone	7931
Email Contact	mcsousa@alaska.edu	Faculty Contact	Marsha Sousa

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	HONR	Course #	F101	No. of Credits	1
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Justify upper/lower division status & number of credits:

This is a first year experience course. It is designed to cohort honors students and introduce them to the University and to the Honors Program. It is not appropriate for transfer students or upper division students.

3. PROPOSED COURSE TITLE:

Introduction to Honors Program

4. To be CROSS LISTED? YES/NO

No If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO

No If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:

Fall

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

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Fall 2017

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)

<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)

Discussions, field trips, presentations, group activities

9. CONTACT HOURS PER WEEK:

<input checked="" type="checkbox"/>	LECTURE	<input type="checkbox"/>	LAB	<input type="checkbox"/>	PRACTICUM
	hours/weeks		hours /week		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):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HONR F101 Introduction to the Honors Program	1 credit	Offered Fall
Introduction to the Honors Program at UAF. Explains the services provided by the University in general and the Honors Program specifically and how to best achieve goals in this academic setting. Student explores personal interests, strengths, and weaknesses. Culminates in the development of an academic plan for a four- year degree program at UAF as well as a personal growth and development plan for the student.		

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:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 <input type="checkbox"/>	W = Writing Intensive, Format 7 <input type="checkbox"/>	X = Baccalaureate Core <input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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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?

<input type="text"/>	TIMES
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If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

<input type="text"/>	CREDITS
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

<input type="text"/>	CREDITS
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13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Admission to the UAF Honors Program

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

15. SPECIAL RESTRICTIONS, CONDITIONS

Admission to the UAF Honors Program

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.:

As FYE F101 in fall 2015
as HONR F193 in fall 2016

18. ESTIMATED IMPACT

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

No impacts. Will be taught by honors faculty and staff as part of their workload. Can be taught in the Honors House.

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

Do not anticipate requiring any library materials.

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 other departments will be affected.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact on the Honors Program. In the two times that we have taught it, we have seen an increase in the cohesion and commitment of the students, a better rapport between Honors faculty and students, and we anticipate an increased rate of graduation in Honors.

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.

We are developing a short series of courses that will be required for Honors students. Our goals are to create a value-added program in which we retain and graduate the majority of our freshmen honors students. In this course, students get to know each other and the Honors staff, they develop a greater understanding of the workings of the University and the requirement of the Honors Program. Most importantly, they think intentionally about themselves and develop a personal growth plan. This course will be followed by Methods of Inquiry (HONR 201), Capstone development (HONR 381), Research (HONR 498) and Thesis (HONR 499). An interdisciplinary seminar that changes topics each semester will also be required (currently trial course HONR 393).

APPROVALS: Add additional signature lines as needed.

<i>Marsha Sousa</i>	Date	9-29-16
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature of Provost (if above level of approved programs)		

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:		

n/a

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

<i>[Signature]</i>	Date	10-3-16
Signature, Dean, College/School of:	General Studies	

HONR F193

FH1, 76633, Fall 2016

Introduction to the Honors Program

Course Information

HONR F193, FH1, Introduction to Honors, 1 cr
Prerequisite: Admission to the Honors Program
Meetings: Wednesday evenings, 6-8, Honors House.

Instructor

Dr. Marsha Sousa, Honors Program Director
Others will be joining us at various times

Dr. Sousa's contact information

email: marsha.sousa@alaska.edu
Phone 474-7931
Office: in the Honors House
By appointment, though I'm around much of the time anyway and you are welcome to stop in

Course materials

Everything that you need will be provided. We will not use a textbook, but there will be materials to read and discuss.

Course Description

This course introduces the student to both the Honors Program and the University in general. It provides a variety of information for negotiating the academic world. In addition, it helps the student begin developing a personal plan for both academic and extracurricular achievement.

Course Goals

The overall goal of the course is to provide a thorough introduction to life in academia and to personal awareness.

Student Learning Outcomes

By the time the Honors Student completes this course he/she will be able to:

1. Identify the academic and extracurricular requirements of the Honors Program.
2. Explain the Honors Program curriculum.
3. Create an academic calendar for completion of a degree program within 4 years.
4. Identify extracurricular activities that are of interest and meet the student's personal goals.
5. Locate resources for health, safety, tutorial support, advising, financial aid, recreation, and student activities.
6. Identify major UAF policies regarding academics and behavior.
7. Explain the significance of a liberal education and interdisciplinary or multi-disciplinary approaches to solving problems.

8. Create SMART objectives to meet goals.
9. Create a personal plan for building on strengths and remediating weaknesses.
10. Begin development of a professional portfolio.

Instructional Methods

The class will include a variety of discussions, readings, activities, and field trips.

Course Policies

Honors students are expected to attend all classes and to come to class on time, fully prepared to participate, and with all assignments completed. Absences will be discussed individually, but are expected to occur only in the case of illness or family emergency. Preparing for another class and social activities are not reasons for absences.

Honors students will uphold the highest standards for ethical behavior. Students will abide fully by the UAF Student Code of Conduct. Plagiarism, cheating, bullying, and harassment will not be tolerated; those are not the characteristics of an Honors student.

Evaluation

Students will be assessed for a letter grade based on their completion of all assignments and on their participation and contribution to class discussion. Each assignment is worth 10 points; grades will be based on the total percentage of points earned. **A student must earn a B or better in the class in order for it to count as an Honors credit toward your Honors requirements.**

Grade	% of points earned	GPA points	Characteristics
A+	99-100	4.0	A grades indicate a thorough mastery of course content and outstanding performance in completion of course requirements.
A	91-98	4.0	
A-	90	3.7	
B+	89	3.3	B grades indicate a high level of acquired knowledge and performance in completion of course requirements. Honors students must earn at least a 3.0 B (not a B-) in order to have the honors credit count toward their honors requirements
B	82-88	3.0	
B-	80	2.7	
C+	79	2.3	C grades indicate a satisfactory level of acquired knowledge and performance in completion of course requirements.
C	71-78	2.0	
C-	70	1.7	
D	60-69	1.0	D grades indicate that the student has acquired only minimal knowledge and has not met performance standards for the course.
F	<60	0.0	F grades indicate that the student failed to acquire minimal knowledge and did not meet even minimal performance expectations for the class.

Support Services

If you encounter any problems with the assignments in this course, please contact the instructor right away. I'm happy to help.

UAF also has an office of disability services. If you have a documented disability that requires accommodation, please first get in contact with Disability Services. Their offices are where the Health Center is on the second floor of the Whitaker Building in room 208. Phone 474-5655 or email uaf-disabilityservices@alaska.edu.

Finally, the Health and Counseling center offers up to 6 free counseling session each academic year for students who find themselves in need of those services. Please check their webpage for a variety of other services and don't hesitate to contact them if you need help.

<http://www.uaf.edu/chc/counseling-services-1/>

If you are in need of other services, please contact me and I'll help you get what you need.

Schedule of Class Meetings

Draft – this may change as I get in touch with various faculty and programs

Date	Topic	Your Assignment
8-31-16	Getting to know each other Introducing Honors Program, Honors curriculum and personal growth plan Introducing MBTI Photo releases House rules signatures	Assignment #1 will be provided. All aspects of it (4 parts) are due by Wednesday, Sept 7.
9-7-16	Share the scavenger hunt photos Time management and procrastination	Assignment #2: form groups to investigate clubs and organizations on campus. Prepare short presentations for Sept 21. Assignment #3: Identify 3 sources of information on time management and procrastination. Send them to Dr. Sousa along with an explanation of why each site is useful for you personally.
9-14-15	No class - Dr. Sousa is out of town Spend your time working on Assignment #2 and 3.	
9-21-15	What is a liberal education? Clubs and organizations – presentations by your groups	Assignment #4: Figure out your best guess of what MBTI type you are, and be prepared to engage in discussion and activities when you get your actual MBTI results on Sept 28.
9-28-16	MBTI discussion with Jackie Debevec	Assignment # 5: Prepare two resumes: your current one and your “dream” resume. Bring them to class on Oct 5.
10-5-16	Beginning to think about your personal growth plan and your portfolio. Writing SMART objectives	
10-12-16	No class	Work on your STRONG inventory. It is due no later than Oct 3.
10-19-16	Honors on Exchange	Presentations by Honors students who have returned from international experiences. Food from other countries.
10-26-16	How to plan your 4-year degree, using degree works, registration Junior and Senior Honors students available to brainstorm academic planning	Assignment #6. Create a 4-year plan for your classes. Due 11-2-16 Be sure your STRONG inventory is completed by Oct 31.
11-2-16	Ginny Kinne, STRONG inventory	
11-9-16	Portfolios, personal growth plans	Assignment #7: Prepare a personal growth plan. Due 11-9-16
11-16-16	Last class: Present your 4 –year plan.	