

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	Honors	College/School	DGS
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 #	F302	No. of Credits	3
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Justify upper/lower division status & number of credits:

This course is targeted at students who have developed sufficient written and oral communications skills and critical thinking skills, to participate in a project of significance. The students must complete the Interdisciplinary Seminar prior to taking this course.

3. PROPOSED COURSE TITLE: Honors Interdisciplinary Group Project

4. To be CROSS LISTED? YES/NO

No	If yes, Dept:	Course #
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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 #
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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, Spring

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, Weekly meetings with instructor in addition to substantial independent and team work outside of class.

etc)

9. CONTACT HOURS PER WEEK:

3

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)

Substantial work outside class both individually and as a team.

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 F302 Honors Interdisciplinary Group Project
3 credits Fall, Spring

In this course, students design and complete a project that grew out of the previous semester's HONR 301, Honors Interdisciplinary Seminar. The group project is the capstone experience in the Honors Program and will demonstrate the students' abilities in written and oral communication, critical thinking, team work, breadth of education, and scholarship. Prerequisites: HONR F 301. (3+0)

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:

No

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

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

NO

X

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

X

NO

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

The topic of the project will change each semester.

How many times may the course be repeated for credit?

3

TIMES

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

9

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: 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**

HONR F301

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Open only to Honors Students

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

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 course will be taught in the Honors House. Additional space on campus may be needed if students decide to create a public presentation as part of their project. The Honors Program will bear the costs associated with the project, and will solicit external funds or other partnerships if appropriate.

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

x

Yes

Since topics will change, we will have to find useful resources just prior to, or during, the semester the course is taught. We anticipate being able to be flexible and easily acquire sufficient written sources from Rasmuson or the internet.

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)

Only the UAF Honors Program 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.

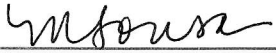
This should have positive impacts in the Honors Program by providing opportunity for students to explore multi-disciplinary thinking and problem solving. We do not anticipate any negative impacts.

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.

This course is part of the changes we are proposing in the Honors Program to make the program have greater value for students. Critical thinking skills, problem-solving skills, good communication, and teamwork are essential skills for our students and we want to provide robust opportunities for their development and documentation.

APPROVALS: Add additional signature lines as needed.

	Date	10-7-16
Signature, Chair, Program/Department of:		

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

	Date	10.7.16
Signature, Dean, College/School of:	General Studies	

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:	___ Curriculum Review ___ GAAC ___ Core Review ___ 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:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate 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 (or changes to it) may 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.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been updated. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

HONR 302
Interdisciplinary Group Project
3 credits

Group Project on Problems associated with Food

Topic: The topic of all proposed projects this semester were selected at the end of last semester's interdisciplinary seminar. They are:

TBD

Course Description: In this course, students design and complete a project that grew out of the previous semester's HONR 301, Honors Interdisciplinary Seminar. The group project is the capstone experience in the Honors Program and will demonstrate the students' abilities in written and oral communication, critical thinking, team work, breadth of education, and scholarship.

Prerequisites: HONR F 301.

Instructor:

Dr. Marsha Sousa is the Instructor of Record

Honors House 202

474-7931

mcsousa@alaska.edu

Office hours: MWF 1-3, TR- 10-12

Meeting time:

One 3 hour block weekly, TBD.

Course Goals:

This course provides a capstone experience for students in the Honors Program. The goal is for them to demonstrate critical thinking and research skills; outstanding planning, documentation, and team work; and excellent written and oral communication skills while drawing from the breadth of their education and experiences.

Student Learning Outcomes:

- By the end of the term students will be able to
- Plan a project of significant importance to the community and bring it to completion.

- Demonstrate the ability to work as a team.
- Demonstrate excellent written and oral communication skills.
- Create SMART objectives.
- Work within a realistic time frame to complete a project.
- Propose a reasonable budget and work within it.

Instructional Methods:

Weekly meetings with the instructor as well as substantial individual and group meetings outside of regularly schedule classes. Independent research, group planning, project documentation documents.

Course Policies:

This is an Honors class. You are expected to fully participate at every meeting, to do your work at a high level both inside and outside class, and to be at every scheduled class meeting. You will not plagiarize or be dishonest in any way. You should review the UAF Code of Conduct and make sure that you fully understand it and will abide by it. All discussion will be honest and respectful. If at any time you cannot meet these standards, you should contact Dr. Sousa immediately.

Support Services

If you need help with writing, you should contact Dr. Sousa or the writing center. If you have other needs associated with accessing or understanding the course materials, contact Dr. Sousa.

Disability Services

The office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Your course instructors will work with the Office of Disabilities Services to provide reasonable accommodations to students with documented disabilities. Their office is in 208 Whitaker, and you may contact them at 474-5655.

Schedule

Students will meet with the instructor weekly to communicate about all aspects of the project. During the remainder of the class period, students will be working together to create their project.