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	**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		New Course	x	
2. COURSE IDENTIFICATION:	Dept	**HONR**	Course #	**F302**	No. of Credits **3**
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 #	

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, 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)		*1*		*2*		*3*		*4*		*5*	x	*6 weeks to full semester*
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:	x	**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 team-work 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		
Signature, Chair, Program/Department of:			
	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:	___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:			

APPROVALS: Add additional signature lines as needed.

[signature]	Date	10-7-16	
Signature, Chair, Program/Department of:			
NA	Date		
Signature, Chair, College/School Curriculum Council for:			
[signature]	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:

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

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.

Topic: The topic of this semesters projects is XXXXXXXX. This topic was at the end of last semester's interdisciplinary seminar. The proposed projects selected were: XXXXX

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 students 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.
- Bring together knowledge and background from humanities, social sciences and natural sciences to complete this project and appeal to a wide audience.
- Work within a realistic time frame to complete a project.
- Propose a reasonable budget and work within it.

- Delegate responsibility and accept responsibility.

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 in the academic catalog 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.

Grading:
You will receive a letter grade for this course based on your contribution to the group project, your individual work, the quality of your written and oral communication, and the overall success of the project. Due to the variable nature of the projects, grading constructs will be more fully developed for each project and as a collaboration between faculty and students. The following is an example that might be used with a project that resulted in a panel discussion presented by a guest speaker and students, involving Q&A from the audience, and including written materials the audience can take with them for further study.

Percent of final grade	**faculty evaluation (0-4) (60% of grade)**	**self-evaluation (0-4) (20% of grade)**	**student evaluation (0-4) (20% of grade)**
Successful conduct of specific role in group project (40%)			
Quality of written communication (10%)			
Quality of oral communication (10%)			
Overall quality of project (40%)			

Rubric for grading successful conduct in specific role in group project.

	4	**3**	**2**	**1**	**0**
Timeliness of work	All work is completed by required dates without any	All work is completed by required dates	Student needed significant reminders to complete	Student did not complete assignments on time, needed	Almost nothing was completed and other students ended up doing

	reminders. Often it is completed ahead of schedule.	with a minimum of reminders.	assignments and assignments were occasionally late.	constant reminders, and other students had to pick up work for him/her.	this student's work.
Innovation within role	Student came up with excellent ideas and innovated along the way. Problems were met with solutions, often multiple solutions.	The student was able to handle setbacks with the assistance of faculty and other students, particularly if those parties helped the student think outside the box.	The student exhibited little ability to solve problems. The student could only follow the directions of others.	The student was unable to solve any problems and left the problems to others.	The student did not participate.
Quality of work	The student consistently exhibited high quality in all work. The student was enthusiastic and creative, and a real asset to the project.	The student's work was of high quality almost all of the time.	The student's work was of an acceptable quality, though it did not meet honors standards.	The student's work was of poor quality.	The student's work was incomplete and of very poor quality.
Communication with full group and with faculty	The student kept everyone informed of progress, innovations, setbacks, and appropriate details related to his/her role without reminders.	With minimal reminders, the student kept everyone informed of his/her progress within role.	The student needed reminders about adequately communicating within the group.	Communication was poor throughout the semester so that others were often unsure what loose ends needed to be completed.	The student did not communicate with others.

Example of rubric that might be used for written work. This may vary depending on the type of project selected.

Thesis: Up to 4 points for a clearly articulated thesis that guides the development of the paper. A 4 point thesis is clearly and eloquently stated. It lets the reader anticipate the breadth and depth of the discussion. The absence of a clear thesis warrants 0 points.

Evidence: Up to 8 points for presenting evidence appropriate to support and refute your thesis. A full 8 points will be awarded if there is evidence that logically supports your thesis and is central to the ideas we are discussion, and if there is also evidence presented that would refute the thesis – also logical and central to our discussions. An abundance of evidence has been selected crucially and carefully. Papers with lesser amounts of evidence or evidence that is not central to our discussion or does not support or refute the thesis will be awarded fewer points.

Analysis: Up to 8 points for analyzing the evidence you have selected as it relates to thesis. Eight points will be awarded if the evidence is analyzed critically and articulately. The focus should remain clear and the discussion should be well-developed. Fewer points

will be awarded if the discussion wanders and does not address the thesis or the writing is too general.

Mechanics: Up to 5 points for appropriate essay structure, grammar, punctuation, style, spelling, and use of terminology.

A paper awarded a full 5 points for mechanics is free from any distracting errors of grammar, punctuation, and spelling. It is well organized and transitions easily from point to point. The vocabulary is appropriate to the topic and relatively sophisticated, further demonstrating the writers understanding of the topics. The writer's tone is clear and consistent, and is appropriate for a college-level audience. Please check and double check for errors that will detract from your paper and your grade.

Example of rubric that might be used to evaluate oral communication in the project.

from http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

	4	**3**	**2**	**0-1**
Delivery	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	Consistent use of direct eye contact with audience, but still returns to notes Speaks with satisfactory variation of volume and inflection	Displays minimal eye contact with audience, while reading mostly from the notes Speaks in uneven volume with little or no inflection	Holds no eye contact with audience, as entire report is read from notes Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content & Organization	Demonstrates full knowledge by answering all questions with explanations and elaboration Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Is at ease with expected answers to all questions, without elaboration Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	Is uncomfortable with information and is able to answer only rudimentary questions Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence	Does not have grasp of information and cannot answer questions about subject Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm & Audience Awareness	Demonstrates strong enthusiasm about topic during entire presentation Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented Raises audience understanding and knowledge of some points	Shows no interest in topic presented Fails to increase audience understanding of knowledge of topic

Rubric for evaluating overall quality of the project.

4 pts. An outstanding project that was not just interesting and informative, but also stimulated discussion and ideas for future directions. The project clearly incorporated multiple disciplinary points of view and stimulated the interest of participants from varying fields of study. The project was advertised well, brought forward a large audience, and was well presented. It came in on time and within budget. Problems were minimal and those that occurred were dealt with creatively and appropriately.

3 pts. An excellent project that was interesting and informative. Most of those in attendance participated in discussion and thought they would pursue additional information or actions. There were a few glitches in the final product or in the process of getting there, but most were dealt with without significant faculty intervention. The project had few problems with completion or with budget.

2 pts. This was an average project. Although there was some good information brought forward, it was not particularly enlightening and didn't provoke robust discussion. The audience was small due to lack of timeliness or advertising. Faculty intervention was necessary on more than one occasion in order to get the project to completion. Cost overruns were a problem. Multi-disciplinary points of view were either missing or not balanced.

1 pts. This project is in adequate. Public presentation will not occur.

Letter grades will be awarded in this course, and students must earn at least a B in order to receive honors credit for the course. Grades are the following:

Grade	Percentage	Calculation in your GPA	Explanation
A+	99-100%	4	An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.
A	90-98%	4	
B+	89%	3.3	Indicates outstanding ability above the average level of performance.
B	81-88%	3.0	
B-	80%	2.7	
C+	79%	2.3	Indicates a satisfactory or average level of performance.
C	71-78%	2.0	
C-	70%	1.7	
D	60-69%	1.0	The lowest passing grade, indicates work of below-average quality and performance.
F	59 or below	0.0	Indicates failure.

Support Services

Disability services provides assistance to any student with a documented disability. If you have a disability, please contact them (474-5655, 208 Whitaker Building) early in the semester. If you have

documentation of your disability, please bring it to my attention as soon as possible so that I may provide the accommodations you need.

Student Support Services are available at UAF (http://www.uaf.edu/sssp). These include: free tutorial services to eligible students, academic advising, mentoring and personal support, direct financial assistance to qualified low-income participants, use of laptop computers, labs, and other technology resources, and cultural and social engagement. The office is located in Gruening 512.

Information about the UAF Writing Center can be found at www.uaf.edu/english/writing-center/. The writing center is located in GRUE 801.

Information about the UAF Math Lab can be found at www.uaf.edu/dms/mathlab/. The lab is located in CHAP 305.

Title IX Protection

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

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.

Week 1 – Fully explore the ideas for projects that were presented in HONR 301. Divide into teams if sufficient numbers of students are participating. Using SMART objectives, describe what the project will be and determine what additional information you need before you can commit to this project.

Week 2 – Bring the additional information back to the full group. Determine which projects will be completed. Assign teams and specific roles within teams.

Week 3 – Meet with instructor to discuss progress and roadblocks. Provide instructor with detailed budget for completing project. Provide instructor with realistic timeline for completion of project.

Week 4 - 10 – Meet with instructor to discuss progress and roadblocks. Continue working within your teams.
Week 11-12 – Present projects to community as appropriate.
Week 13 – 14 – Debrief projects successes and shortcomings. Wrap up final details and ensure that budget is reconciled. Archive project for future students on the Honors database. Evaluate the group process and the individual contributions to the project.