

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"/>
--------------	--------------------------	------------	-------------------------------------

2. COURSE IDENTIFICATION:

Dept	HONR	Course #	F390	No. of Credits	2
------	-------------	----------	-------------	----------------	----------

Justify upper/lower division status & number of credits:	This course is designed for upper division honors students who are ready to begin their independent research projects. They must have sufficient critical thinking, writing, and oral communication skills to succeed.
--	---

3. PROPOSED COURSE TITLE: **Honors Research Development**

4. To be CROSS LISTED? YES/NO

No	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
-----------	---------------	--------------------------	----------	--------------------------

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.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
-----------	---------------	--------------------------	----------	--------------------------

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
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)												

9. CONTACT HOURS PER WEEK:	<input type="text" value="2"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
-----------------------------------	--------------------------------	------------------------	----------------------	--------------------	----------------------	--------------------------	----------------------

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)	<input type="text"/>
----------------------------	----------------------

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 F390	Honors Research Development
2 credits	Fall, Spring

This course is designed to help the Honors Student identify a research project and a faculty mentor, develop an excellent research proposal including a budget, identify critical literature that informs your research and places it in disciplinary context, and create a realistic timeline for completion of the research. Students will explore funding sources locally and will be introduced to concepts of grant writing for state and federal awards. Students will be introduced to IRB and IACUC processes. Prerequisites: ENGL F211X or ENGL F213X, COMM F131X or F141X, and HONR F201. (2 + 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	<input type="text"/>	S = Social Sciences	<input type="text"/>
----------------	----------------------	---------------------	----------------------

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="text"/>	NO: <input checked="" type="text" value="x"/>
---	---------------------------	---

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

O = Oral Intensive, Format 6 <input type="text"/>	W = Writing Intensive, Format 7 <input type="text"/>	X = Baccalaureate Core <input type="text"/>
---	--	---

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="text"/>	NO <input checked="" type="text" value="x"/>
--------------------------	--

12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES <input type="text"/>	NO <input checked="" type="text" value="x"/>
---------------------------------------	--------------------------	--

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
---	----------------------

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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

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**

ENGL F211X or ENGL F213X, COMM F131X or COMM F141X, and HONR F201.

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

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.

No significant impact on any.

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

No specific content is needed from library resources.

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 only impacts the Honors Program, and it should help us do a better job of mentoring honors students through their independent research.

21. **POSITIVE AND NEGATIVE IMPACTS**

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

This single course replaces a previous sequence of 3, 1 credit courses (HONR F381, HONR F382, HONR F383). We see this as a better way to mentor students and to get them to complete a research project in a timely manner. The previous method of requiring two semesters of preparation before beginning the research caused many students to neglect to enroll in the sequence. They found it redundant and not helpful. Thus, we think this will have only positive impacts on our program.

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.

As part of our proposed changes to the honors program, we want to create a clear and meaningful way for students to fully engage in research. This course will follow our Methods of Inquiry class (HONR F201) and provide specific focus on students' own research proposals. It streamlines our process and should be of benefit to the students who choose to do independent research for their capstone experience. We anticipate an increase in enrollment compared to our previous method of 3, 1-credit classes.

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

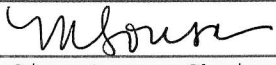
	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

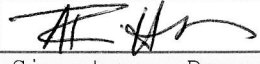
	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School		

APPROVALS: Add additional signature lines as needed.

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

NA	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:	<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:		

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 F390

FH1, CRN, Fall 2017

Honors Research Development

Course Information

HONR F390, Honors Research Development

2 credits, CRN....

Course meetings: TBD, 2 hours weekly for the semester

Instructor

TBD

Professor's contact information

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 is designed to help the Honors Student identify a research project and a faculty mentor, develop an excellent research proposal including a budget, identify critical literature that informs your research and places it in disciplinary context, and create a realistic timeline for completion of the research. Students will explore funding sources locally and will be introduced to concepts of grant writing for state and federal awards. Students will be introduced to IRB and IACUC processes. Prerequisites: ENGL F211X or ENGL F213X, COMM F131X or COMM F141X, and HONR F201.

Course Goals

Students in this course will develop a research proposal that they can complete at UAF as part of their final capstone experience in the Honors Program. This course will be followed by one or more semesters of research and a final semester of thesis writing.

Student Learning Outcomes

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

1. Identify a research question and create a clear hypothesis to explore.
2. Write a literature review that identifies critical information to inform their project.
3. Identify sources of funding at UAF that might support their project.
4. Explain the importance of ethical conduct in research, and the roles of Institutional Review Boards and Animal Care and Use Committees.
5. Identify a faculty mentor to work with in the future.
6. Create a timeline for realistic completion of the research project.

Instructional Methods

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

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. Your grade will be determined by the percentage of points you earn. **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.**

List of research questions	10 points
List of potential mentors	10 points
Interview mentors (written summaries, 10 points each)	30 points
Attend two research presentations (5 points each)	10 points
Draft of research proposal	40 points
Final research proposal	40 points
Oral presentation of proposal	20 points
Participation, attendance	20 points

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.

Research proposal: Presence and quality of each of these components.

Grade (0-4)	Component	Comments
	Title	
	Statement of Problem	
	Previous Work	
	Significance	
	Methodology	
	References	
	Mentor Information	

Rubric to grade written research proposal.

Component	4	3	2	0-1
Title (5%)	Intriguing and accurate, specific enough to notifies reader of expected content	Accurate and relatively specific, but not particularly interesting	Needs improvement as it doesn't provide any insight into the paper.	Missing or inappropriate
Statement of the Problem	Clear statement of what you intend to study. Specific and accurate.	Statement is accurate, but perhaps not as specific as it could be.	Needs improvement. The statement is vague and the reader is left wondering what the research will be about.	Missing or inadequate.
Previous work	Excellent literature review that clearly describes the foundational research in this area and brings the reader up to date.	A good lit review that points to most of the important papers in this area. There are a few omissions that need to be corrected.	Adequate to provide an introduction, but lacks the depth and breadth that the reader deserves.	Missing or inadequate.
Significance	Clearly places the proposed research in context. Explains to the reader why this is an important piece of research and how it will contribute to the body of knowledge.	Does a good job of placing the research in context, although there is room to more clearly tie the proposed work to advances in knowledge.	Adequate addresses context, but doesn't sufficiently support the significance of the proposed work.	Missing or inadequate.
Methodology	Clearly explains all methods and materials that will be used to complete the project. A reader would be able to replicate the work given this M&M section.	Does a good job of explaining the methods, though there are a few gaps in description or missing pieces of information.	Adequate overview of the material and methods, but the reader would have to ask numerous questions in order to be able to replicate the work.	Missing or inadequate.
References	Numerous appropriate references,	Good references have been selected, though they could be	Adequate citations of good resources, but more are needed.	Missing or inadequate resources are cited,

	particularly the key ones, are cited. They are cited appropriately for the discipline (APA, MLA, or CSE) both in text and in bibliography.	expanded to include additional sources. With few exceptions, they are appropriately cited by APA, MLA, or CSE as appropriate.	There are several mistakes in the citation format.	and they are not cited correctly.
Mentor information	Complete and appropriate titles are used.	Missing one component.	Missing two components.	Missing entirely.

Rubric to grade oral proposal presentation.

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

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

Support Services

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.

Health and Counseling

The health and counseling center in the Whitaker building is available to you. In addition to seeing you for physical ailments, counselors can help you if you are experiencing anxiety and/or depression.

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.

Student Support Services

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.

Assistance with Writing

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

Schedule of Class Meetings

Week	Topic	Assignment
1	Introduction Overview of the Honors Program Research and thesis requirements. The role of research at a University.	Create a list of research questions you would like to explore. (10 points)
2	Discussion of disciplinary differences in framing research.	
3	Discussion of potential mentors, and roles and responsibilities of mentors and mentees.	Create a list of potential mentors by what you know and by what you can find on the UAF websites. (10 points)
4	Presentation on funding sources for undergraduate research at UAF.	Interview at least one potential mentor (by 2 weeks out) (10 points)
5	Presentation on responsible conduct in research, and the roles of IACUC and IRB.	Interview 2 additional mentors (10 points each)
6	Creating a solid research proposal: hypothesis, literature review, proposed methodology, budget, citations.	Begin drafting your research proposal. First draft is due in 3 weeks.
7	Discussion of stylistic differences within disciplines, citation formats, etc.	Attend at least one seminar where original research is presented. (5 points)
8	Student reviews of draft proposals.	Attend at least one seminar where original research is presented. (5 points)
9	Funding sources at UAF, challenges of funding research in general.	First draft of research proposal is due. (4 points)
10	Discussion of first drafts.	
11	Individual conferences on draft proposals.	Polish up your research proposal. Meet with your faculty mentor to clarify methodology and budget.
12	Individual conferences on draft proposals.	
13	Presentations on publishing undergraduate research, and on presenting in national forums.	
14	Student presentations of final research proposals.	Oral presentation of polished research proposal (40 points for written proposal and 20 points for oral presentation)