

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Honors Program	College/School	Division of General Studies
Prepared by	C. P. Price	Phone	x6106
Email Contact	cpprice@alaska.edu	Faculty Contact	C. P. Price

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits: This will be a required course for third-year Honors students.
This class will meet for one hour each week.

3. PROPOSED COURSE TITLE: Honors Capstone Development

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #
 (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO If yes, Dept: Course #

6. FREQUENCY OF OFFERING: Fall, every year
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Fall 2011

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 6 weeks to full semester

OTHER FORMAT (specify) _____

Mode of delivery (specify lecture, field trips, labs, etc) Lecture/discussion.

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

HONR 381 "Honors Capstone Development" (1 credit) Offered in Fall.

The single greatest part of the Honors education at UAF is the student's capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student's goal to successfully complete their capstone project, the sequence of Honors Capstone courses are required of Honors students during their last two years of study. This course is the first in the sequence. Students in this course will develop their capstone proposal and by the end of the course will be fully prepared to begin their capstone projects. Open only to Honors students; required of all third-year Honors students.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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

How many times may the course be repeated for credit? TIMES

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.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 211 or ENGL 213, and COMM 141 or COMM 131

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

RECOMMENDED Honors sections of ENGL 211 or ENGL 213, and of COMM 141

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS Open only to students in the Honors Program. Required for third-year Honors students.

16. PROPOSED COURSE FEES \$

Has a memo been submitted through your dean to the Provost & VCAS 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.:

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18. ESTIMATED IMPACT

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

Honors Program Director will teach this course as part of assigned duties. There is no impact on other departmental budgets. The Honors Program will coordinate with scheduling to set class time when class space is available.

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	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	9/24/2010; no library support required
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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 departmental or programmatic impacts.

21. POSITIVE AND NEGATIVE IMPACTS

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


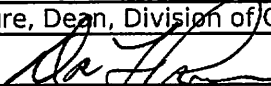
This course supports undergraduate research undertaken by students in all programs.

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.

The UAF Honors Program aims to educate critical thinkers, problem solvers and community leaders who adapt as the future unfolds. The single greatest part of the Honors education at UAF is the student's capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student's goal to successfully complete their capstone project, the sequence of Capstone Project courses are required of Honors students during their last two years of study. This course is the first in the sequence. Students in this course will: develop their capstone proposal, become familiar with the resources available to support their projects, interview and select a faculty capstone mentor, understand the restrictions on various types of research, be aware of the expectations for capstone project, and learn about various venues for the publication of undergraduate research. On completing this course, each student will be fully prepared to begin their capstone project. This course will be open only to Honors students, and is required of all third-year Honors students.

APPROVALS:

	Date	27 September 2010
Signature, Interim Director, Honors Program: Channon Price		
	Date	
Signature, Chair, DGS Curriculum Council		
	Date	
Signature, Dean, Division of General Studies		
	Date	October 4, 2010
Signature of Provost (if applicable)		

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide 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 change will 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.)

11. Support Services:

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

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

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

- HONORS CAPSTONE DEVELOPMENT -

HONORS 381 - Syllabus

Fall 2011

Instructor : *Instructor, phone, email* TBD

Office hours : *Days, time(s)* TBD

Class hours : *Days, time(s), location* TBD

Prerequisites : ENGL 211 or ENGL 213 (preferably taken in Honors), and COMM 141 (preferably taken in Honors) or COMM 131.

Texts : Materials will be provided by the Honors Program.

Description : The single greatest part of the Honors education at UAF is the student's capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student's goal to successfully complete their capstone project, the sequence of Honors Capstone courses are required of Honors students during their last two years of study. This lecture and discussion course is the first in the sequence. Students in this course will develop their capstone proposal and will become fully prepared to begin their capstone project. Open only to Honors students; required of all third-year Honors students.

Grading : 1 credit. Regular written work will be required, including a project definition statement (10%), several drafts of the capstone proposal document (15%), a review of an Honors capstone project or thesis in a related area (25%), the final capstone project proposal (25%). Each student will also make one oral report on an Honors capstone project or thesis in a related area to their proposed project (15%). Class participation will also be graded (10%). The course will be graded on a rubric (attached), and will be graded plus/minus.

Schedule : See the attached course schedule.

Learning Outcomes : Students who complete this course will: be familiar with literature reviews, become familiar with the resources available to support their projects, interview and select a faculty capstone mentor, understand the restrictions on various types of research, be aware of the expectations for a capstone project, and learn about various venues for the publication of undergraduate research. On completing this course, each student will have submitted their capstone project proposal and be fully prepared to begin their capstone project.

Remarks : The UAF Honors Program aims to educate critical thinkers, problem solvers and community leaders who adapt as the future unfolds. One of the goals of the Honors Program is for each student to develop and practice the skills involved in the scholarly activity which contributes to the advance of knowledge. It is against both the standards of the Honors Program and the UAF Honor Code to misrepresent work which is not your own; plagiarism will result in a failing grade.

Disability Services : The Honors Program will work with the Office of Disabilities Services (208 WHIT, x7043) to provide reasonable accomodation to students with disabilities.

Tentative HONR 381 Course Schedule

Week 1: Overview of the UAF Capstone Project; requirements, flowchart of capstone process, deadlines

Week 2: Information about undergraduate research publication venues: topics, submission rules, formats, editorial policy, co-author policy

Week 3: Presentation by representative from UAF Office of Research Integrity on research ethics, human and animal subject research, and research misconduct

Week 4: Presentation by representative from UAF Office of Sponsored Programs on proposal preparation, including budgets, and applicable university regulations and policies related to research, research safety, and dealing with proprietary information

Week 5: Guides to writing an Honors capstone project proposal (undergraduate research proposal)

Week 6: Discussion about faculty capstone advisers, and interviewing a potential capstone adviser or capstone committee member

Week 7: Individual consultations on capstone proposals

Week 8: Student reviews of Honors capstone project or thesis in a related area to their proposed project

Week 9: Student reviews of Honors capstone project or thesis in a related area to their proposed project

Week 10: Individual consultations on capstone proposals

Week 11: Student reviews of Honors capstone project or thesis in a related area to their proposed project

Week 12: Student reviews of Honors capstone project or thesis in a related area to their proposed project

Week 13: Student reviews of Honors capstone project or thesis in a related area to their proposed project

Week 14: Presentation of completed capstone project proposals

Grading Rubric for HONR 381

What is a grading rubric, and why is it useful?

A grading rubric is simply a table showing expected performance levels for various aspects of graded work. By giving the student a clear description of the criteria applied in grading, and explicit standards of performance for those criteria, a rubric gives the student the opportunity to direct their efforts productively. Note that use of a rubric allows the instructor to assign the grade which each student deserves (in contrast to grading on a curve, which forces a distribution of grades regardless of student performance.)

Stage	Criteria \ Standard	Not To Expectations	Partly to Standards	Fully to Standards
Project definition statement	Statement of proposed question/goal	Questions are trivial/ antagonistic/distracting or do not bear on topic	Questions are not fully on point, or are evidently inattentive	Questions are pertinent/ reasoned/thoughtful/ integrative
	Statement of proposed methodology	Silence or monosyllabic offerings; pattern of derailing or dominating discussions	Partial discussion of problem context	Cooperative, thoughtful and engaging comments which broaden discussion
	Timely completion	Unprepared for interview(s)	Partly or barely prepared for interview(s)	Fully prepared well in advance of interview(s)
First draft of Capstone Proposal	Timely contact of potential mentors	No contact with any potential mentors until last 3 weeks	Contacts with potential mentor(s) by mid-semester	Contacts with potential mentor(s) within first 3 weeks
	Post-interview summary email to mentor	Absent or cursory email summary to mentor	Summary is late/partial/ ineffective	Timely summary which is thorough yet succinct to mentor and Program
	Appropriate literature review	No review of pertinent literature at any level	Partial or limited review of pertinent literature with incomplete citations	Thorough review of pertinent literature at several levels with complete citations
	Familiarity with UAF and federal rules and regs governing research	Uninformed on appropriate policies governing proposed research and timeline for approvals	Partial understanding of appropriate policies; if needed, approval process not yet complete	Thorough understanding of appropriate policies governing proposed research; if needed, project had been vetted
	Familiarity with Capstone project expectations, policies and timelines	Uninformed about expectations, policies and timelines for Honors Capstone projects	Partial understanding about expectations, policies and timelines for Honors Capstone projects	Thorough understanding about expectations, policies and timelines for Honors Capstone projects
	Timely completion of first draft and submission to mentor	Not completed by 10 th week of semester	--	Completed before 10 th week of semester

(Rubric continues on next page.)

Final Capstone Proposal	Proposal approved and signed by mentor	Not completed by end of semester	--	Completed by end of semester
	Proposal approved and signed by Program	Not completed by end of semester	--	Completed by end of semester
Written review of Honors capstone in related area, UAF or other	Listing of resources considered	Limited search leading to haphazard choice of reviewed work	Somewhat thorough search leading to one work to review	Thorough search leading to well-reasoned choice of reviewed work
	Citation of reviewed work	Insufficient to identify reviewed work	Partial citation	Complete citation in appropriate format
	Effective summary	No statement of i) thesis/goal/purpose ii) major results iii) methodology	Imprecise statement of i) thesis/goal/purpose ii) major results iii) methodology	Appropriately thorough and precise statement of i) thesis/goal/purpose ii) major results iii) methodology
	Personal reflection on Capstone in light of review	Trivialized or absent reflection	Reflection indicative of some uncertainty re: capstone process	Thorough internalization of capstone process
Oral report to class on reviewed project	Effective summary	No statement of i) thesis/goal/purpose ii) major results iii) methodology	Imprecise statement of i) thesis/goal/purpose ii) major results iii) methodology	Appropriately thorough and precise statement of i) thesis/goal/purpose ii) major results iii) methodology
	Good use of time	Talk is too short/ too long/disorganized/ ineffective	Talk can be improved on organization/ use of time	Talk is on point, within time limit, and maximizes use of time
	Good use of slides	Too many or too few slides; slides are ineffective at presenting information	Slides can be improved for organization/layout	Appropriate number of slides for time allotted; slides well laid out and well organized
Review of appropriate undergraduate publication venues for proposed project	--	No review of venues for publication of proposed project	Partial review of venues with incomplete understanding on submission process	Thorough review yielding multiple venues with complete information on submission formats, deadlines, etc.