

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 Support

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 & Spring of 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) Spring 2012

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 382 "Honors Capstone Support" (1 credit) Offered in Fall and Spring.

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 second in the sequence. Students in this course will present regular progress reports and prepare (at least) one abstract at the level of a presentation at a regional or national meeting; by the completion of the course, each student will have made a significant advancement towards the completion of their capstone project. Open only to Honors students; required of all third-year (spring) and fourth-year (fall) Honors students. This course can be repeated twice for credit.

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).

As with practicum courses, the course goals are realized in different ways as the student progresses towards completing their capstone project.

How many times may the course be repeated for credit? **2** **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? **3** **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, and HONR 381

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 and fourth-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** Yes No

If yes, give semester, year, course #, etc.:

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 Yes 9/24/2010; no library support required

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.


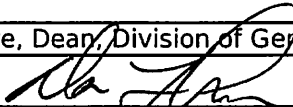
This course supports undergraduate research undertaken by students in all programs.

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 second in the sequence. Students in this course will: prepare and present regular progress reports, develop or learn and use project management tools, write and submit (at least) one abstract for a presentation at a regional or national meeting. On completing this course, each student will have made a significant advancement towards the completion of their capstone project. This course will be open only to Honors students, and is required of all third-year (in spring) and fourth-year (in fall) 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 SUPPORT -

HONORS 382 - Syllabus

Spring 2012

Instructor : *Instructor, phone, email* TBD

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

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

Prerequisites : HONR 381, 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 second in the sequence. Students in this course will present regular progress reports, will develop or learn and use project management tools, and will submit (at least) one abstract to a regional or national meeting; by the completion of the course, each student will have made a significant advancement towards the completion of their capstone project. Open only to Honors students; required of all third-year (in spring) and fourth-year (in fall) Honors students. Can be repeated twice for credit.

Grading : 1 credit. Grades will be based on written work, oral presentations, and class participation (10%). Students will write monthly progress reports (3 @ 20%), and will prepare (at least) one abstract at the level of a presentation at a regional or national meeting (10%). Students will make at least two oral progress reports (10% each). 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 able to efficiently produce regular progress reports, will have submitted an abstract for a regional or national meeting, and will have become familiar with project management tools. On completing this course, each student will have made a significant advancement towards the completion of 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. In the second semester of the course, students whose work is sufficiently advanced will be encouraged to develop the support needed to make a presentation of their project in an extramural venue.

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 382 Course Schedule

Week 1: The format of the progress report; tools for project management

Week 2: Preparing an abstract for a meeting

Week 3: Student oral progress reports; roundtable discussions

Week 4: Individual consultations on capstone projects

Week 5: Student oral progress reports; roundtable discussions

Week 6: Student oral progress reports; roundtable discussions

Week 7: Individual consultations on capstone projects

Week 8: Student oral progress reports; roundtable discussions

Week 9: Student oral progress reports; roundtable discussions

Week 10: Individual consultations on capstone projects

Week 11: Student oral progress reports; roundtable discussions

Week 12: Student oral progress reports; roundtable discussions

Week 13: Individual consultations on capstone projects

Week 14: Preparing for semester break: checkpointing a project

Grading Rubric
for
HONR 382

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
Monthly written progress reports	Statement of current status	Unclear, unfocussed or stagnant statement	Somewhat clear understanding of larger picture	Clear and succinct statement of status
	Statement of progress since last report	Unclear or evasive on current progress	Somewhat clear understanding of current progress	Clear and succinct statement of current progress
	Statement of outstanding issues or problems	Evasive or inappropriate focus; assignment of blame rather than acceptance of situation	Somewhat clear understanding of issues or problems; some willingness to hear suggestions	Open sharing; accepts responsibility as appropriate; open for suggestions
	Statement of projected progress by next report	Unrealistic or absent projections	Expectations are somewhat unrealistic for situation or externalities	Realistic expectations focussed for maximum effect
Oral group progress reports	Description of project	Unprepared, evasive, or otherwise unable to succinctly summarize project	Limited in ability to summarize project for mixed group	Succinct and effective summary for mixed group
	Sharing of situations	Uncooperative or hostile in group interactions	Selective in sharing about self; limited interest in assisting others	Honest and non-judgemental sharing of situations

(Rubric continues on next page.)

Development of abstract	Introduction	Absent or inaccessible introduction; no background or context; no statement of problem/thesis goal	Partly accessible, leaving key terms undefined; context and background are unclear	Concise, thorough entry providing context and background; explicit statement of problem/thesis/goal
	Methodology	No discussion of methodology	Discussion of methodology is disorganized/vague/verbose/jargonized	Methodology described in clear, concise, organized manner
	Results (for work in progress, may be presented hypothetically)	No discussion of results	Results discussed qualitatively; no connection to methods or to context	Results presented independently of methods and in larger context; results connected to methods appropriately
	Conclusion (for work in progress, may be presented hypothetically)	No conclusion presented	Results presented without context; absent or incomplete reflection of purpose	Interprets results in context; concise reflection of purpose of project; suggestion of further work
	Presentation	Numerous undefined terms; numerous grammatical, syntactical, spelling errors	Some undefined terms; one or two grammatical, syntactical, spelling errors	All terms and acronyms are defined; no grammatical, syntactical, spelling errors