

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

SUBMITTED BY:

Department	URSA (Undergraduate Research and Scholarly Activity)	College/School	Division of General Studies
Prepared by	Barbara Taylor	Phone	474-2487
Email Contact	betaylor@alaska.edu	Faculty Contact	Barbara Taylor

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	URSA	Course #	492	No. of Credits	1	those who are preparing
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conferences. Enrolled students are expected to have been actively participating in a research project for at least one semester either as

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9. CONTACT HOURS PER WEEK:	1	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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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 credits.

IRS (specify type)

CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or 50 words or less if possible):

Undergraduate students a venue for presenting their research and learning about peer at UAF. Students will have an opportunity to gain and develop oral presentation skills and a broad understanding of the significance, process and impact of research as conducted wide range of scholarly disciplines of UAF campuses.

CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

is course be used to fulfill a requirement baccalaureate core? **If YES, attach form.**

YES:	<input type="checkbox"/>	NO:	<input type="checkbox"/>
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check which core requirements it could be used to fulfill:

Oral Intensive, **Format 6** W = Writing Intensive, **Format 7**

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RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

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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.

Providing opportunities for undergraduate research is a high impact educational practice. In the current economic climate and in the face of rising tuition costs, such high impact practices are essential to successful recruiting and retention of students at post-secondary learning institutions. In recognition of this, the UAF Chancellor and Provost have created URSA. The mission of URSA is to support, develop and institutionalize a broad-based and robust program of undergraduate research and creative scholarship. At all levels, URSA aims to improve skills in critical thinking and communication and to engender a culture of life-long learning among all students, as well as enhance preparation and education of students who will fill the needs of Alaska's 21st century workforce and society. URSA is UAF's resource for the development and promotion of experiential learning activities that engage undergraduate students to support UAF's goal to become a leading student-focused research university. Building on existing efforts and capacities, the program enables UAF students to pursue varying levels

AS PER ATTACHED.

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be asked to reflect on the quality of the presentation and describe what aspect they believe worked best and which worked poorest. Together, these three paragraphs compose the seminar-reflection. Seminar-reflections are due at the seminar; thus, assignments will be turned in at all seminars except the first and the last. Seminar-reflections for the final seminar are due one week after the seminar. Reflection assignments will not be accepted if the student does not attend the seminar. Students do not complete reflection assignments for the seminar they deliver.

Grading Each reflection (one research-reflection and one seminar-reflection for each of approximately 15 seminars – 30 reflections in all) will be graded out of ten points by the instructor (aided by a TA if class size warrants). Each student seminar will also be graded by the instructor out of ten points. Rubrics for the reflections and student seminars are included at the end of this syllabus. This is a Pass/Fail course. Students must accumulate 210 points on their assignments to pass the course.

Disabilities The instructors will work with the Office of Disabilities Service (203 WHIT, 474-7043) to provide accommodations in both the classroom and laboratory to provide equal access to all materials in this course to all students.

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Course calendarThe following is a PRELIMINARY seminar schedule.

DATE	SPEAKER	SEMINAR TITLE
SEP		
6	Course	Introduction
15	Barbara Taylor	Effective Research Presentations
22	Webinar and sign up	
29	Enrolled student	
OCT		
6	Enrolled student	
13	Enrolled student	
20	Enrolled student	
27		
NOV		
3		
10		
17		
24	THANKSGIVING SEMINAR	
DEC		
1		
8		

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URSA 492
Rubric for Reflective Writing – Seminar Reflection

Student:

Date:

Category	Excellent 5	Good 4	Average 3	Poor 2	Unacceptable 1	Total

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URSA 492
Student Project Presentation Rubric

Student: _____

Date: _____