

University Interdisciplinary Courses Committee

Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.

Completed forms are due by March 1, 2016

Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

1. Course Designation, Number and Name

For designation, indicate UNIV and then add course number and name.

UNIV 1784 Freshman Honors Seminar

2. Principal Contact Person (Name, Phone Number, e-mail address, and title of the person who manages this course):

Name: Jaclyn Chancey, Ph.D.

Phone: 860-486-1429

Email: jaclyn.chancey@uconn.edu

Title: Assistant Director for Curriculum, Assessment, & Planning

3. Academic unit(s), and/or university unit(s) responsible for overseeing this course.

Honors Program

4. Course Consistency: Briefly describe how uniformly or how diversely this course is taught across sections. Explain what steps have been taken to ensure that all sections meet the course goals and learning objectives. (e.g. Explain how much leeway instructors have in their assignments or syllabi.)

The purpose/goals of the UNIV 1784 program are as follows:

- Engage students immediately in their college experience
- Create enthusiasm for Honors courses
 - Communicate expectations for Honors coursework
- Provide direct contact with a faculty member in a small classroom environment
- Orient freshmen to UConn and the Honors community
 - Create a "neighborhood" within the Honors academic community

The structure of the program is set up to accomplish these goals:

- Classes are taught by faculty members or by staff members with terminal degrees (many of whom also hold or have held adjunct or other faculty roles).
- The classes are small (max capacity 19). This provides for an active classroom environment, direct contact with the faculty member, and the building of smaller "neighborhoods" of students within the larger Honors community.
 - Some sections are set aside for special programs (Medicine and Dental Medicine; Law; and Pharmacy beginning in 2016), helping them form their own communities within Honors.
- Course topics are variable and largely based on student and faculty interest, generating enthusiasm for a class that they might not otherwise have an opportunity to experience.

At Storrs, the course is taught over two days each week in the fall. One day is led by the instructor and focuses on the topic advertised. The other day is led by two or three trained student facilitators who focus on orientation to UConn and Honors.

- Facilitators enroll in a two-semester course sequence:
 - EGEN 3200 (3 credits, Honors, Spring): Peer Mentoring and Leadership. *Review of literature*

on college student development, gifted student development, leadership, mentoring, and pedagogy with the goal of preparing students to become Honors First Year Experience Seminar Facilitators.

- EGEN 3092 (3 credits, Honors, Fall): Peer Facilitation Practicum. *Integration of the topics of mentoring, leadership and pedagogy with classroom experiences for students serving as facilitators for the Honors First Year Experience course.*
- Facilitators create their own syllabi for their half of the course. This syllabus must meet certain course requirements, as detailed in the attached document "Updated Syllabus Requirements 2015" (Appendix A).
- Instructors have full freedom for their syllabus, which includes all grading for the course. We provide a few guidelines:
 - Focus on the process of learning, not the mastery of content.
 - The process includes the emphasis on **participation** in Honors course, so that generally translates into a sizable portion of the course grade. Participation in the facilitator section should also be incorporated here.
 - Scale the quantity of the work to be appropriate for 1 credit, but the quality should still represent an Honors credit.
 - **No exams.** Assessment should take different forms, including portfolios, (short) papers or journals, presentations, or student-led discussions.

At Stamford, the course is taught in the spring of students' first year. Enrolled students are those who are likely to enter Honors the following fall (the first point of entry for regional campuses). The structure of this course is designed to introduce the students to Honors work and expectations, plus form the community of Honors students at Stamford. The format differs in that there are no student facilitators, and enrolled students have taken another first year experience course the previous semester. The faculty advisor for the Stamford campus supervises this course, and the syllabus is attached.

5. **Course Subtitles:** Please attach a list of all subsections of the course that were offered in the current academic year.

See Appendix B

6. **Syllabi:** Please attach a sampling of syllabi from three different course instructors. If this course is offered at any regional campuses, please include at least one syllabus from a regional instructor.

See Appendix C:

- Pages 1-4: Section 14, instructor syllabus
- Pages 5-7: Section 14, facilitator syllabus
- Pages 8-20: Section 22, instructor syllabus
- Page 21: Section 22, facilitator syllabus
- Pages 22-23: Section Z81 syllabus