Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Honors College
   Department: NA

2. Course Prefix and Number: HONR 1037
3. Effective Term: Fall 2010

4. Course Title: Honors Sustainability and the Modern World 2
   Abbreviated Title: Honors Sustainability 2

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   - Contact/Group Scheduled Type Weekly or Credit Anticipated
     Hours (e.g.: Lab, Lecture, Practicum, Directed Study) Hours
     Maximum Hours Anticipated
     (Repeatability): 3 80
     1 80
   Total Credit Hours: 4

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Pre/Corequisites:
   Prerequisite(s):
   Honors status or permission of Honors Director
   Corequisite(s):
   Pre/Corequisite(s):

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    From an interdisciplinary perspective, examines the intersections of technology and culture in a variety of social, historical, and global settings from prehistoric times to the present

11. May Count Either
    Honors Core or elective credit (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type Program Title Requirement or Elective?
    Minor in Art
    MS in Chemistry, Performance Option
    NA

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. **Justification:**

This interdisciplinary symposium will add breadth and flexibility to the Honors Core while also reducing the number of traditional sections that the Honors College must offer to satisfy its growing enrollment. It will be a 2-course sequence totaling 6 hours in fall semester and 4 hours in spring semester. Students, on successful completion of the fall course, will receive credit for a 3-hour unit in either a Humanities or a Social Science Core plus credit for a 3-hour Honors Writing Seminar. For the spring course, students will receive credit for a 3-hour unit in either a Humanities or a Social Science Core plus 1-credit hours for Honors Participation. All but the 1-hour credit for Honors Participation will count as Honors Core.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. **Resources:**

On balance, the introduction of this Interdisciplinary Symposium sequence will save the Honors College money because Honors will not need to be offering as many traditional Honors sections. The Honors College subsidizes departments/colleges for the teaching of all Honors classes on campus, and by creating the Interdisciplinary Symposia we will have a way to lower the overall cost of Honors instruction. (All of this has been discussed at length with the Provost and Associate Provost for Undergrad Studies.) There will also be no increase in the number of classrooms needed, except for the need for use of an auditorium for the plenary lectures.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. **Student Learning Outcomes:**

To a remarkable degree, the course sequence will achieve a number of the university's critical SLOs, notably: (1) analytical skills and critical thinking, especially constructing an effective argument and critiquing an argument effectively; (2) effective communication, written and oral; (3) informed and engaged citizenship; (4) intercultural knowledge and diversity awareness; (4) scientific and technological literacy; and (5) information literacy.

(Attached to this form is a checklist of the things that students should be able to do when they have completed this course sequence.)

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. **Course Content Outline:**

A syllabus for the first class in this sequence, which has been authored under the direction of Dr. Lindy Biggs, Director of Sustainability on the AU campus, is attached to this form. Essentially, the symposium will address the capacity of Planet Earth and its living species, including humankind, to endure and sustain a healthy existence (and co-existence) over the long-term. This course will examine how biological systems remain diverse and productive over time. It will explore “sustainability” as a wide-ranging concept that can be applied to almost every facet of life on Earth, from a local to a global scale and over various time periods. It will study how long-lived and healthy wetlands and forests are examples of sustainable biological systems and how invisible chemical cycles redistribute water, oxygen, nitrogen, and carbon through the world’s living and non-living systems, thereby sustaining life for millions of years. It will investigate how, as the earth’s human population has increased, natural ecosystems have declined and changes in the balance of natural cycles have had a negative impact on both humans and other living systems.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. **Assignments / Projects:**

Students will engage in a range of tasks devised by the teaching faculty. Students will discuss reading assignments and participate in written, oral,
and other exercises. Faculty from the different participating disciplines will collaborate on assignments. They may assign film, exhibit, or lecture activities in their sections. A problem-based approach to the course will provide students with opportunities to evaluate and analyze information from disparate sources, enhancing their skills in approaching real-world questions and issues.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

The course grade will be based on a 100-point scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; <60=F. Students will accumulate points from (a) class participation/discussion; (b) the writing of essays ("reaction papers"); (c) making in-class presentations; and (d) taking a comprehensive final exam. The 1-credit hour service learning component of the spring semester course will be graded S/U.

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: NA

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the request to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (VT).