

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:


The UAF Faculty Senate moves to approve establishment of a central online collection of expanded course descriptions for all UAF courses, using the template provided below. Any changes to the template must be approved by the UAF Faculty Senate. Access to the online collection of expanded course descriptions shall be restricted to the University of Alaska community through a UA login.

This motion supersedes the Faculty Senate motion of October 12, 2009 (Meeting #161) to establish a single website containing sample syllabi for UAF courses.

EFFECTIVE: Immediately.

RATIONALE: Course descriptions in the official UAF catalog are limited to 50 words or less, and there are legal and logistical impediments to longer catalog entries. A centralized online collection of expanded course descriptions will assist students and advisors with course selection based on academic considerations by providing easy access to more detailed information. Discussions in the Faculty Senate and a faculty-wide survey in February 2013 have indicated strong support for this. The survey also indicated a clear preference for posting expanded course descriptions rather than syllabi, and for a restricted-access site.

The template makes use of required elements in a UAF course syllabus, so that most of it can be filled in by simple cut-and-paste from a syllabus. Several additional entries require interpretation of the syllabus or reference to the catalog, but are simple enough that including them should not pose a problem. It should be quick and straightforward to create and update expanded course descriptions using a current syllabus. Some courses are taught by several instructors, but only one expanded course description would be needed because the elements in it should be consistent among instructors.



President, UAF Faculty Senate

APPROVAL: 

Chancellor's Office

DATE: 1 April 2013

DISAPPROVED: _____
Chancellor's Office

DATE: _____

Template elements directly from the syllabus: Course Title, Course Number, Credits, Prerequisites, Course Description, Course Goals, Student Learning Outcomes.

Additional elements, all entered using dropdown menus: Designator, Course Format, Lab, Grading.

The following three examples of expanded course descriptions are based on sample syllabi posted on the Faculty Senate web site.

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/syllabus-examples/>

TEMPLATE for Expanded Course Descriptions

Course Title: *from syllabus*

Course Number: *from syllabus (cross-listed and stacked courses have several numbers)*

Designator: *dropdown menus (none, O, W)*

Credits: *from syllabus*

Course Format: *several dropdown menus to allow for classes with multiple formats (face-to-face, videoconference, audioconference, online)*

Lab: *dropdown menu (yes, no)*

Prerequisites: *from syllabus*

Course Description: *from syllabus*

Course Goals: *from syllabus*

Student Learning Outcomes: *from syllabus*

Grading: *dropdown menu (pass/fail, letter grade)*

Date of Entry: *(can be automatically entered by the computer system)*

EXAMPLE #1

Course Title: Omlet Design and Fabrication
Course Number: EGG F637
Designator: none
Credits: 3
Course Format: face-to-face
Lab: no
Prerequisites: EGG 601 (Molecular Gastronomy) and CHEM 451 (Biochemistry--Metabolism)

Course Description:

This is a graduate level course in the design, analysis, and synthesis of the beaten-egg cooked foodstuff known variously as an omelet or omelette. This is a required core course in the Master of Egg degree program, but can be taken as an elective by interested graduate students in related fields. In addition to basic cooking knowledge, a detailed understanding of molecular gastronomy (EGG 601) and metabolic foodstuff processing (CHEM 451) is required to understand the relationships between chemical transformations and crispiness.

Course Goals:

Generally, we will cover the detailed molecular transformations obtained in beating and frying eggs, primarily the effect of anhydrous heat on eggs and yolk, and the determination of the optimal trade-off in cooking times, from blackened Cajun style through tepid and runny.

Student Learning Outcomes:

After completing this course, students will be able to:

- Explain how heat denatures protein chains in egg yolk and whites.
- Explain the effect of glucose-6-phosphate dehydrogenase on ingested lipids.
- Use this knowledge to cook a truly spectacular omelet.

Grading: letter grade
Date of Entry: February 26, 2013

EXAMPLE #2

Course Title: History of Earth and Life
Course Number: GEOS F112
Designator: none
Credits: 4
Course Format: face-to-face
Lab: yes
Prerequisites: GEOS 101 or GE 261

Course Description:

Historical geology is about evolution. This course will explore the evolution of planet Earth and the degree to which geological and biological processes have influenced each other throughout the history of our planet. This is a subject that is deeply concerned with time - large amounts of time. Geological events are typically measured in millions or billions of years. This time scale, *geologic time*, vastly transcends human experience. Events that are exceedingly rare during a human lifetime may be frequent and

inevitable at geological time scales. If you take this course seriously, it will change your frame of reference to incorporate a sense of geologic time, a concept that will transform your understanding of the landscape, the biota, and your place in history.

Course Goals:

The primary mission of this course is to provide you with the tools and skills necessary to reconstruct physical and biological events that occurred deep in Earth's past. To meet this goal, there are three primary course objectives: 1) Explore the ways in which plate tectonics, erosion, and climate change modify the size and topography of continents, using North America as the prime example. 2) Examine the sequence of organic evolution, from the triumphant trilobite to the mighty mammoth. 3) Understand the interrelationships between physical and biological processes and events

Student Learning Outcomes:

Ultimately, you will learn to think like a historical scientist. Labs will allow you to practice interpreting geological data (rocks and fossils) and using basic tools (maps and microscopes), while class discussions and homework assignments will encourage you to think critically. Upon completing this course, you will be able to:

- Use sedimentary rocks to reconstruct past climates and environments
- Identify fossil organisms and use them to reconstruct past habitats
- Reconstruct the tectonic and climatic history of a region based on a geologic map
- Explain the origin of the major physiographic features of North America
- Outline major "breakthroughs" in the history of life on Earth
- Evaluate historical data in terms of quality, reliability, and interpretation
- Investigate a geological topic and display your findings on a poster

Grading: letter grade

Date of Entry: February 26, 2013

EXAMPLE #3

Course Title: Fundamentals of Media Design and Web Tools 2.0

Course Number: ED F432

Designators: none

Credits: 3

Course Format: online

Lab: no

Prerequisites: GEOS F101 or GE F261

Course Description:

Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture, motion screen capture, and analyze for educational content. These productions will be included on the students' MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 431 Web 2.0 Fundamentals: Participate, Produce, Publish. It is expected that this course will take 135+ hours to complete.

Course Goals:

This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Student Learning Outcomes:

Students in the course will:

- Capture and manipulate photos in proper format for print, computer display and web publication.
- Create and publish video productions with multiple elements and in correct format.
- Create, publish and video podcasts for educational content.
- Create and publish SMART presentations and incorporate available presentations
- Create, publish, and print tutorials using static screen captures and analyze for educational content.
- Create, publish, and analyze video tutorials using motion screen captures.

Grading: letter grade

Date of Entry: February 26, 2013