

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

*Attach a syllabus, except if dropping a course.*

**SUBMITTED BY:**

Department	Rural Student Services	College/School	College of Rural and Community Development
Prepared by	Colleen Angaiak	Phone	474-7871
Email Contact	<a href="mailto:cbangaiak@alaska.edu">cbangaiak@alaska.edu</a>	Faculty Contact	Colleen Angaiak

**1. COURSE IDENTIFICATION:** *As the course now exists.*

Dept	RD	Course #	F100	No. of Credits	1
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**COURSE TITLE** College Seminar

**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course  If Change, indicate below what is changing. Drop Course

<b>NUMBER</b>		<b>TITLE</b>		<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREREQUISITES*</b>		<b>FREQUENCY OF OFFERING</b>			

\*Prerequisites will be required before a student is allowed to enroll in the course.

**CREDITS (including credit distribution)** 3 **COURSE CLASSIFICATION**

**STACKED (400/600)**  Dept.  Course #

Include syllabi.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered?); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**ADD NEW CROSS-LISTING**

<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>
<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>

Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

**STOP EXISTING CROSS-LISTING**

Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

**OTHER (specify)**

**3. 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 and the appropriate Faculty Senate curriculum committee. 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 all that apply)**

Mode of delivery (specify lecture, field trips, labs, etc.)

**Instructional Method:**

- Class discussions
- Guest speakers (ex. student panels and/or Alaska Native Leaders)
- General sessions
- Written and emailed homework assignments
- Small group discussion and activities
- Student presentations
- Review of video and audio tapes
- Lecture

4. **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  X

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,  \*Format 6 also submitted  W = Writing Intensive, \*Format 7 submitted  Natural Science, \*Format 8 submitted

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES  X  NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  X  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Course may be repeated for credit if the course theme or content have significantly changed. A reference to the course syllabus and permission of instructor would be required.

How many times may the course be repeated for credit?  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?  CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike-through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case study ~~Comparative~~ approach in ~~assessing Aboriginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

This course is designed to serve as an academic, cultural, and social transition to the UAF campus. Through Learner-Centered education RD 100 will build on students' personal strengths and ~~provide an opportunity to develop skills and expertise that will lead to student success academically. and in other areas of life, including decision-making, communication and overall personal development and growth. The class will help students achieve and understand their responsibility for a successful undergraduate education by taking advantage of those resources and supports which will serve them in coping with their personal transition to college life. Students will benefit from close interaction with instructors, as well as their peers, and will better understand their inherent value and significance in the university community.~~

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

This course is designed to serve as an academic, cultural, and social transition to the UAF campus. Through Learner-Centered education RD 100 will provide an opportunity to build on personal strengths and skills as well as learning to take advantage of those resources and supports which will serve students in their transition to college life.

8. **GRADING SYSTEM:** Specify only one.

LETTER:  X

PASS/FAIL:

9. **ESTIMATED IMPACT**

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

**SPACE:** Course currently occupies classroom space every Thursday 2:00 – 3:30 therefore increasing the one credit to three credits would use space that currently could not be scheduled since the class was occupying space and time that would be used for a typical TR class.

**BUDGET:** Tuition revenue would increase from one credit to three credits per student

**FACULTY:** The time commitment would increase, however since the course is an integral part of the students' connection to and success in their college career the impact is a positive one. This course is currently taught by Rural Student Services Advisors and included in our work load.

10. **LIBRARY COLLECTIONS**

*Have you contacted the library collection development officer (kljensen@alaska.edu, +74-6695) 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  X Yes

Majority of assignments do not require library based research and we currently have access to media equipment

11. **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)*

Department of Alaska Native Studies and Rural Development would not be impacted beyond having the course listed as a course option. Rural Student Services Staff will continue to instruct the course.

12. **POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

The time commitment would increase, however since the course is an integral part of the students connection and success in their college career the impact is a positive one. This course is currently taught by Rural Student Services Advisors and included in our work load.

13. **JUSTIFICATION FOR ACTION REQUESTED**

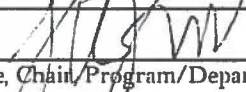
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

1. With the increased complexity of university programs, policies, and financial aid regulations, more time is needed to cover the information students require for success. This class has existed for approximately 20 years, and in recent years we have found ourselves eliminating topics in order to accommodate policies and regulations.

2. Most students who enroll in this course place into Developmental math and/or English. These students need elective options that provide them with useful skills and a three-credit option will help these students maintain full-time status.

3. As a three-credit course, the instructor will maintain continued contact with all enrolled students throughout the students' entire first semester at UAF, providing important support for student success.

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	10/18/13
Signature, Chair/Program/Department of: DAN SKID		

	Date	2/26/14
Signature, Chair, College/School Curriculum Council for: CRCD		

	Date	2/28/14
Signature, Dean, College/School of: CRCD		

Offerings above the level of approved programs must be approved in advance by the Provost:

Signature of Provost (if applicable)	Date
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

Signature, Chair	Date
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC	
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:	Date
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Signature, Chair, College/School Curriculum Council for:	Date
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Signature, Dean, College/School of:	Date
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Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

**College Seminar**  
**RD 100-F01 (3 credits)**  
**Class Schedule and Syllabus**

**Instructors:** Colleen Angaiak, Advisor, [cbangaiak@alaska.edu](mailto:cbangaiak@alaska.edu) , 474-6623  
212 Brooks Building.  
Available 8:00 a.m. – 5:00 p.m. Monday –Friday by appointment.

Gabrielle Russell, Advisor, [garussell@alaska.edu](mailto:garussell@alaska.edu) , 474-6615  
Carol Murphrey, Advisor, [cmurphrey@alaska.edu](mailto:cmurphrey@alaska.edu) , 474-6616  
Olga Skinner, Advisor, [ojskinner@alaska.edu](mailto:ojskinner@alaska.edu) , 474-5152

**Course Description:**

This course is designed to serve as an academic, cultural, and social transition to the UAF campus. Through Learner-Centered education RD 100 will build on students' personal strengths and provide an opportunity to develop skills and expertise that will lead to student success academically. The class will help students achieve and understand their responsibility for a successful undergraduate education by taking advantage of those resources and supports that will serve in coping with the transition to college life.

**Course Goals:**

1. To help each student develop and enhance their rational/critical thinking ability to understand and use values in personal decision making as well as encourage individual growth by increasing awareness of human diversity, cultures, and beliefs.
2. To have a specific focus on self-concept by exploring identity development, realization of how values affect choices, and determining individual motivations.
3. To provide each student with the information for and importance of connecting to the University including awareness of resources available on campus and participating in University activities and organizations.
4. To prepare each student to understand and accept their personal responsibility for planning and completing their educational goals and career plans.
5. To help students clarify the reasons for furthering their education and set realistic goals for their college experience.
6. To foster each students' sense of confidence in their ability to participate in discussions and public speaking by formulating ways to voice opinions and thoughts.
7. To prepare each student to develop guidelines for maintaining a healthy lifestyle and coping with stress.

**Student Learning Outcomes:**

Upon Completion of this course students will be able to...

1. Identify personal values and UAF's Core Themes
2. Set personal and academic goals for the university experience
3. Have a sense of belonging to, and actively begin to participate in, the university learning community.



4. Understand how to access university academic and student support resources
5. Discuss the relationship between motivation and achievement
6. Develop a sense of appreciation and respect for their own culture as well as cultures unique from theirs.
7. Develop a sense of responsibility to social justice issues and service to others both in and out of the classroom
8. Identify differences between high school and university, and rural and urban educational settings
9. Identify skills and knowledge that can be used in rural and urban settings.
10. Identify and utilize campus resources
11. Develop the practical skills necessary for academic success including note-taking and test-taking skills.
12. Develop strategies to cope with stress, including homesickness.

**Instructional Method:**

- Class discussions
- Guest speakers
- Written and emailed homework assignments
- Small group discussion and activities
- Review of video and audio tapes
- Lecture

**Disability Services:** The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services provides academic accommodations to enrolled students who are identified as being eligible for services. We make every effort to work in conjunction with the Office of Disability Services to provide the necessary accommodations for all identified students enrolled in our course. If you believe you are eligible, please contact Disability Services on the UAF campus at 907-474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu). Or visit <http://www.uaf.edu/disability/> on the web.

**Course Materials:** There will be no need to purchase textbooks for this course. All course materials, handouts and readings will be provided to the class by the instructors.

**Reflective Journal (30%):** Each student will keep a journal. The entries should be at least one paragraph in length (you are welcome to write more if you wish). The entries should show evidence of thoughtful reflection on topics which will be assigned each week in class. Entries will be submitted via email before the next class. Please do not use real names when discussing a classmate or instructor. Students' journals will be reviewed only by the instructors and the contents kept confidential.

If an instructor reasonably believes the contents of a journal reflect a possible danger to self or any third party, the instructor may take reasonable steps to prevent harm, including disclosing the journals contents to university officials or those deemed necessary in preventing any potential harm.

**Homework (20%):** Each week there will be a homework assignment, please consult the syllabus.

**Midterm and Final:** This class will include a midterm exam and a final exam. The midterm will be worth 15%, the final will be worth 25%, comprising 40% of the total grade.

**Class Attendance Requirements (10%):**

- **Late Arrivals and Early Departures:** You must not only attend class, but you must arrive on time and remain in class for the entire period. Two unexcused late arrivals or early departures will count as one absence for the purpose of the attendance policy.
- **Excused Absences:** For an absence to be considered excused, proper documentation needs to be provided to the instructor. (ex. doctor's note) The instructor has the right to initiate faculty withdrawals for any student who is missing classes and not participating substantially in the course.
- **Appointments, Meetings that Conflict with Class:** Please note that you should not schedule appointments with a doctor or dentist or anyone else that conflict with your class time (unless unavoidable).
- **Policy on Missed Assignments and In-Class Activities:** Assignments will not be accepted late, and students will not be permitted to make up missed in-class assignments. Exceptions will be made at the discretion of the instructor and will require appropriate documentation for illness, family emergency, or participation in University-sponsored activities.

**Make-up assignments:** Students may be allowed to make up an assignment if an absence is excused. Communicate with your instructors and let them know what situation may be preventing your attendance.

**RD 100 Expectations for Classroom Behavior:** As instructors, we will respect you as a student and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment.

- Students are expected to arrive to class on time because the class dynamic depends on everyone being present. Students may not leave or prepare to leave class until dismissed.
- Students are expected to be alert and attentive in class.
- Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
- Students are not permitted to wear headphones or use other electronic devices that may be distracting to the classroom environment.
- Students must refrain from any activity that will disrupt the class. **Cell phones turned off.**
- Students should not carry on private conversations while class is being conducted.

**University Expectations:**

- Attend all classes
- Be in class on time each day

- Bring the syllabus to class
- Complete all assignments in accordance with the assignment schedule
- Contribute positively to the learning experience of other students
- Refer to the syllabus to keep informed of upcoming assignments
- Check University e-mail daily for communications from your instructor and other university officials.

### **Class break-down:**

The beginning of each class will be dedicated to a discussion of the homework due that day. Unless otherwise specified, assignments are due at the beginning of class on the due date. Reading and assignment dates may vary slightly depending on the pace of the class and other scheduled activities. Instructors will announce any adjustments to the schedule in class. The end of each class will be dedicated to an explanation and clarification of the following week's homework. You are responsible for keeping up with assignments. **If you miss a class for any reason, contact the instructor.**

#### Week 1

Introductions, getting to know each other; UAF Core themes, personal values; introduce student panel/mentors

- Journal: List three personal values and how they will help you succeed in college.
- Homework: Write a brief (3-5 pages) autobiography of your life until now.

#### Week 2

Catalog, registration, deadlines, campus resources; differences between high school and college, especially rural schools; personal strengths, online assessment tool

- Journal: Compare and contrast your 3 values with UAF's core themes. What is your opinion of the core themes?
- Homework: Collect puzzle pieces at various UAF locations

#### Week 3

University vocabulary Jeopardy; GPA computation, and importance; why are we here?

- Journal: What are you good at? How did you become good at it? How can you use this skill in college or in life after college?
- Homework: GPA exercises

#### Week 4

Time management note taking, including practice, classroom engagement. Role playing

- Journal: Do you manage your time differently here than at home? How do you feel about your current schedule?
- Homework: Time audit.

#### Week 5

Study skills: Reading, writing, math test-taking

- Journal: What makes a good teacher? Who is the best teacher you've ever had, and why
- Homework: Learning styles activity

#### Week 6



## Stress & coping skills, student panel, priorities – home vs. school

- Journal: Think of a person you feel like you could talk to about almost anything. Who is it? How do they help you?
- Homework: For the next week, each evening write down three things that went well today and why they went well. Answer the question “Why did this happen?” It’s hard at first, but it gets easier.

### Week 7

#### Homesickness

- Journal: If you could thank someone for something they’ve taught you, who would it be and why? Write them a short note thanking them for the help they’ve given you.
- Homework: Study for midterm

### Week 8

#### Motivation, test preparation, Midterm.

- Journal: List 3 goals you have for this semester. What are some things you can do to help achieve those goals?
- Homework: Study for midterm

### Week 9

#### Registration, advising, academic planning, model advising appointment

- Journal: Have any of your experiences this semester changed what you think about the classes you should take or your major? Do you feel different about this registration than the first time?
- Homework: Create a 2- or 4-year academic plan.

### Week 10

#### Financial Aid basics – Ashley Munro guest speaker; loan reality activity; Application and Essay workshop, GPA calculation review

- Journal: Who pays for your education? Do you feel any responsibility to people or agencies that are providing you with funding for college?
- Homework: Update your scholarship essay, or write one if you don’t have one Due 11/13

### Week 11

#### Career Services guest speaker, Resume and cover letter workshop, mock interview

- Journal: What are your career goals? Where do you plan to live and work?
- Homework: Schedule and attend mock interview at Career Services or RSS. Write a 2-4 page reflection on how this experience went.

### Week 12

#### Personal Budgeting, budgeting activity with jobs, salaries, expenses

- Journal: What do you spend money on? How has this changed since you’ve come to Fairbanks?
- Homework: Track what you spend for the next week.

### Week 13

#### Relationships, homework check – review spending, relationships

- Journal: Think of a person you feel like you could talk to about almost anything. Who is it? How do they help you?
- Homework: Tell a story you've heard or learned from an elder or family member. What lessons or values that are important to you are present in this story? You can write the story, record it, or create a visual presentation.

#### Week 14

##### Diversity, cultural identity

- Journal: What did you learn in your home community that is useful to you in college? What have you learned in college that will be useful to you in your home community?
- Homework: Write 2-3 paragraphs to add to your autobiography to bring it up to date and include your first semester of college

#### Week 14

##### Self-identity, values, UAF's Core Themes, Final prep

- Journal: Tell about an event in your life that has caused a change in you. What happened? How did you change?
- Homework: Study for final

### **Student Evaluation and Grading:**

Written Assignments must be double spaced and submitted to the instructor via E-mail.

Work for this course is weighted as follows:

- Reflective Journal 30%
- Homework and In class activities 30%
- Midterm 15%
- Final 25%
- Class Attendance and Participation 10%

You will be graded on each written assignment, activity/homework required in the course as indicated above. This class will not be using plus or minus grades in your final grade calculation.

#### ***Grading Scale:***

*90-100 = A*

*80-89 = B*

*70-79 = C*

*60-69 = D*

*0-59 = F*