

**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:**

<b>Department</b>	General Studies	<b>College/School</b>	General Studies
<b>Prepared by</b>	Alexandra Fitts	<b>Phone</b>	X6253
<b>Email Contact</b>	affitts@alaska.edu	<b>Faculty Contact</b>	A. Fitts

<b>1. ACTION DESIRED (CHECK ONE):</b>	Trial Course	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>
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<b>2. COURSE IDENTIFICATION:</b>	Dept	GENR	Course #	294	No. of Credits	3
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<b>Justify upper/lower division status &amp; number of credits:</b>	The course will meet for 42 classroom contact hours, justifying 3 credits. It is at the 200-level because it is intended for students who have already entered UAF and then encountered academic difficulty. The course is not just a "study skills" course, but presents significant reading, research, project development, and presentations.
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<b>3. PROPOSED COURSE TITLE:</b>	Academic Recovery
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<b>4. To be CROSS LISTED? YES/NO</b>	no	If yes, Dept:	<input type="text"/>	Course #	<input type="text"/>
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

<b>5. To be STACKED? YES/NO</b>	no	If yes, Dept.	<input type="text"/>	Course #	<input type="text"/>
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**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

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.

<b>6. FREQUENCY OF OFFERING:</b>	Every semester, if Trial Course is successful
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)</b>	Fall 2014
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**8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>6 weeks to full semester</b>
<b>OTHER FORMAT (specify)</b>								
<b>Mode of delivery (specify lecture, field trips, labs, etc)</b>								

<b>9. CONTACT HOURS PER WEEK:</b>	<input type="text" value="3"/>	<b>LECTURE</b> hours/weeks	<input type="text"/>	<b>LAB</b> hours /week	<input type="text"/>	<b>PRACTICUM</b> hours /week	<input type="text"/>
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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 on number of credits.

<b>OTHER HOURS (specify type)</b>	<input type="text"/>
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**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

**FISH F487 W, 0 Fisheries Management**  
**3 Credits Offered Spring**  
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)*

<p><b>GENR F201</b>          3 Credits Offered Fall and Spring          This course helps students who are facing academic challenges to identify strengths, weaknesses, and goals through self-exploration and the creation of a project that involves building campus relationships and the development of research and presentation skills. Enrollment is highly encouraged for students placed on academic probation or disqualification.</p>
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**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="text"/>	S = Social Sciences	<input type="text"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	<b>YES:</b>	<input type="text"/>	<b>NO:</b>	<input checked="" type="text" value="x"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="text"/>	W = Writing Intensive, Format 7	<input type="text"/>	X = Baccalaureate Core	<input type="text"/>
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**11.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.**

<b>YES</b>	<input type="text"/>	<b>NO</b>	<input checked="" type="text" value="x"/>
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**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?	<b>YES</b>	<input type="text"/>	<b>NO</b>	<input checked="" type="text" value="x"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
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How many times may the course be repeated for credit?	<input type="text"/>	<b>TIMES</b>
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	<b>CREDITS</b>
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	<b>CREDITS</b>

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

<b>LETTER:</b>	<input checked="" type="text" value="x"/>	<b>PASS/FAIL:</b>	<input type="text"/>
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**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

Enrollment is encouraged for (but not limited to) students placed on academic probation.

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

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

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Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

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

Funding for an instructor will be provided by the Vice Provost. The course will require classroom space.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (*kljensen@alaska.edu, 474-6695*) 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

Yes

x

1/14/14- okayed by Karen Jensen

**20. 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)

There should be little impact on other programs. This course addresses a different audience and needs than existing college success skills courses.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

Impacts should be positive. The goal is to allow students in academic difficulty to identify roadblocks to their success, explore their strengths and skills, and gain a better understanding of the university system and its requirements. The success of these students is a benefit to the programs and departments where they study and the university as a whole.

**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.

Students who have been placed on academic probation or disqualification are at great risk for not continuing their education. A recent PAIR study showed 23% of UAF students falling into this category. UAF needs to have a more systematic support system for these students or they are likely to discontinue their studies. This course is modeled on courses that have been successful at other institutions as an intervention strategy to guide those students through the factors that have lead to their difficulty and the relationships, habits, strategies and skills that will help them recover.

**APPROVALS: Add additional signature lines as needed.**

n/a	Date	
Signature, Chair, Program/Department of:		

n/a	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	1.16.14
Signature, Dean, College/School of: <span style="float: right;">General Studies</span>		

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

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair		
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)**

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:**

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

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be **denied**.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. **Be specific** so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below **as applicable** to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

##### **12. Disabilities Services: Note that the phone# and location have been updated.**

<http://www.uaf.edu/disability/> 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.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

## SAMPLE SYLLABUS- ACADEMIC RECOVERY

GENR 294

3 CR.- LETTER GRADED

INSTRUCTOR:

OFFICE HOURS:

CONTACT INFORMATION:

This course helps students who are facing academic challenges to identify strengths, weaknesses, and goals through self-exploration and the creation of a project that involves building campus relationships and the development of research and presentation skills. Enrollment is highly encouraged for students placed on academic probation or disqualification.

### STUDENT LEARNING OUTCOMES:

- Identify personal strengths and describe strategies for further developing them
- Align strengths and interests with academic and career goals
- Analyze barriers to success and develop strategies for overcoming them
- Demonstrate leadership skills and abilities
- Describe awareness and growth in regard to self-efficacy and identity
- Display the development of interdependent relationships within the campus community
- Develop skills and awareness for navigating the university system, including communication with professors
- Define strategies for narrating personal success and failure

### GRADING

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	
A 93-96	B 83-86	C 73-76	D 63-66	F 59 or below
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

### READINGS

- Light, Richard. Making the Most of College: Students Speak Their Minds. Cambridge, MA: Harvard UP, 2001.
- Nathan, Rebekah. My Freshman Year: What a Professor Learned by Becoming a Student. NY: Penguin Books, 2005.
- Van Blerkom, Dianna. Orientation to College Learning (7<sup>th</sup> ed.) NY: Cengage, 2012.
- Articles as assigned by instructor- to be posted on course website.

## COURSE POLICIES

Students are expected to attend all class sessions and in-class participation is a part of the final grade. Students will meet individually with the instructor at least 7 times as part of their Individualized Growth Project. Failure to come to a scheduled meeting will result in a zero grade for that week's assignment. Work is due on the schedule set by the syllabus- late or make-up work will be allowed only with instructor permission.

## ASSIGNMENTS

1. Journals (20%)
2. Personal growth project (20%)
3. Group institutional reform project (50%)
4. In-class assignments and participation (10%)

**JOURNALS/ BLOG:** You will submit weekly journal entries to your instructor reflecting on your readings and experiences. These journal entries should be written with your personal growth in mind, but also reflect on the academic material that is presented. The journals will be graded credit/no credit. You will also be required to participate in the class blog in conversations with your fellow students about the course material.

**INDIVIDUALIZED GROWTH PROJECT:** Each student will meet with the instructor within the first week of the course and begin developing an individualized growth proposal to strengthen your academic performance. These projects will vary based on student needs and interests but may include: regular meetings with the instructor, sessions with a counselor, visits to academic support and resource offices on campus, meetings with other instructors and advisors, major exploration, and career planning. You will develop a personal portfolio that can serve as a map to your success at the university.

**GROUP PROJECT:** As a class, you will make a recommendation to UAF students, faculty, staff, or administration about how to help struggling students (or how to help students stay out of academic difficulties). This project will have several components for which you will receive individual grades:

- Each student will identify a possible reform
- You will present your ideas to the group
- The group will discuss and decide which reform to pursue
- As a group, you will do research and conduct interviews to form the foundation for your recommendation
- As a group, you will prepare a written report and an oral presentation (or video, or website- work with your instructor to focus on the most appropriate medium) of your recommendation for a public audience
- As a group, you will prepare an assessment of the initiative- how will you know it works and what are the strategies for improvement?

## SAMPLE SCHEDULE

	ASSIGNMENT	READING
WEEK 1	<ul style="list-style-type: none"> <li>• First Individualized Growth Project meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 1</li> <li>• Light, Chap. 1</li> <li>• Articles as assigned</li> </ul>
WEEK 2	<ul style="list-style-type: none"> <li>• Journal Entry 1</li> <li>• Blog Entry 1</li> <li>• Submit possible institutional reform</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 2</li> <li>• Light, Chap. 2</li> <li>• Articles as assigned</li> </ul>
WEEK 3	<ul style="list-style-type: none"> <li>• Journal Entry 2</li> <li>• Blog Entry 2</li> <li>• Second Individualized Growth Project meeting</li> <li>• Presentation of reform proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 3</li> <li>• Light, Chap. 3</li> <li>• Articles as assigned</li> </ul>
WEEK 4	<ul style="list-style-type: none"> <li>• Journal Entry 3</li> <li>• Blog Entry 3</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 4</li> <li>• Light, Chap. 4</li> <li>• Articles as assigned</li> </ul>
WEEK 5	<ul style="list-style-type: none"> <li>• Journal Entry 4</li> <li>• Blog Entry 4</li> <li>• Third Individualized Growth Project meeting</li> <li>• Reform proposal research/presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 5</li> <li>• Light, Chap. 5</li> <li>• Articles as assigned</li> </ul>
WEEK 6	<ul style="list-style-type: none"> <li>• Journal Entry 5</li> <li>• Blog Entry 5</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 6</li> <li>• Light, Chap. 6</li> <li>• Articles as assigned</li> </ul>
WEEK 7	<ul style="list-style-type: none"> <li>• Journal Entry 6</li> <li>• Blog Entry 6</li> <li>• Fourth Individualized Growth Project meeting</li> <li>• Reform proposal research/presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 7</li> <li>• Light, Chap. 7</li> <li>• Articles as assigned</li> </ul>
WEEK 8	<ul style="list-style-type: none"> <li>• Journal Entry 7</li> <li>• Blog Entry 7</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 8</li> <li>• Light, Chap. 8</li> <li>• Nathan, Chap. 1</li> <li>• Articles as assigned</li> </ul>
WEEK 9	<ul style="list-style-type: none"> <li>• Journal Entry 8</li> <li>• Blog Entry 8</li> <li>• Fifth Individualized Growth Project meeting</li> <li>• Reform proposal research/presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 9</li> <li>• Light, Chap. 9</li> <li>• Nathan, Chap. 2</li> <li>• Articles as assigned</li> </ul>



WEEK 10	<ul style="list-style-type: none"> <li>• Journal Entry 9</li> <li>• Blog Entry 9</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 10</li> <li>• Nathan, Chap. 3</li> <li>• Articles as assigned</li> </ul>
WEEK 11	<ul style="list-style-type: none"> <li>• Journal Entry 10</li> <li>• Blog Entry 10</li> <li>• Sixth Individualized Growth Project meeting</li> <li>• Reform proposal research/ presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 11</li> <li>• Nathan, Chap. 4</li> <li>• Articles as assigned</li> </ul>
WEEK 12	<ul style="list-style-type: none"> <li>• Journal Entry 11</li> <li>• Blog Entry 11</li> <li>• Draft of reform project due</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 12</li> <li>• Nathan, Chap. 5</li> <li>• Articles as assigned</li> </ul>
WEEK 13	<ul style="list-style-type: none"> <li>• Journal Entry 12</li> <li>• Blog Entry 12</li> <li>• Seventh Individualized Growth Project meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 13</li> <li>• Nathan, Chap. 6</li> <li>• Articles as assigned</li> </ul>
WEEK 14	<ul style="list-style-type: none"> <li>• Submit Individualized Growth Project Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Nathan, Chap. 7</li> <li>• Articles as assigned</li> </ul>
WEEK 15	<ul style="list-style-type: none"> <li>• Final presentations of group project</li> </ul>	

**SERVICES:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disabilities Services (203 WHIT, 474-5655 <http://www.uaf.edu/disability/>) to provide reasonable accommodation to students with disabilities.

There are a number of support services, labs, and tutoring opportunities available on campus. Your instructor will provide you with a complete list and part of your Individualized Growth Project will consist of determining what resources will be most helpful to you.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.