

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.

RECEIVED

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

SEP 26 2016

Dean's Office  
 College of Natural Science & Mathematics

<b>SUBMITTED BY:</b>	
Department	DMS
College/School	CNSM

Prepared by	Leah Berman	Phone	907-474-7123
-------------	-------------	-------	--------------

Email Contact	lwberman@alaska.edu	Faculty Contact	lwberman@alaska.edu
---------------	---------------------	-----------------	---------------------

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

Dept	MATH	Course #	301	No. of Credits	3
------	------	----------	-----	----------------	---

<b>COURSE TITLE</b>	Topics in Mathematics
---------------------	-----------------------

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

Change Course	<input type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input checked="" type="checkbox"/>
---------------	--------------------------	---	-------------	-------------------------------------

NUMBER	TITLE	DESCRIPTION
--------	-------	-------------

<b>PREREQUISITES*</b>		<b>FREQUENCY OF OFFERING</b>
-----------------------	--	------------------------------

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

<b>CREDITS (including credit distribution)</b>		<b>COURSE CLASSIFICATION</b>
--	--	------------------------------

<b>ADD A STACKED LEVEL (400/600)</b> include syllabi.		Dept		Course #	
--	--	------	--	----------	--

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>ADD NEW CROSS-LISTING</b>		Dept. & No.	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
------------------------------	--	-------------	---

<b>STOP EXISTING CROSS-LISTING</b>		Dept. & No.	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
------------------------------------	--	-------------	--

<b>OTHER (specify)</b>			
------------------------	--	--	--

**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 **a**) that apply)

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/> X	6 weeks to full semester
--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	---------------------------------------	--------------------------

<b>OTHER FORMAT (specify all that apply)</b>	
--	--

<b>Mode of delivery (specify lecture, field trips, labs, etc.)</b>	
--	--

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
----------------	--------------------------	---------------------	--------------------------

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
---	-----	--------------------------	----	--------------------------

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

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
--	--------------------------	--	--------------------------	------------------------	--------------------------

**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	<input type="checkbox"/>	NO	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

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

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)

**MATH F301 Topics in Mathematics**

3 Credits

Offered Spring

An elective course in mathematics for majors. Topics will vary from year to year and may be drawn from mathematical biology, numerical linear algebra, graph theory, Galois theory, logic or other areas of mathematics. May be repeated with permission of instructor for a total of nine credits.

Prerequisites: MATH F265; or permission of instructor.

Lecture + Lab + Other: 0 + 0 + 0

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

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

LETTER:  PASS/FAIL:

**9. ESTIMATED IMPACT**

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

None—course has not been offered

**10. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kjensen@alaska.edu](mailto:kjensen@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

**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)

**12. POSITIVE AND NEGATIVE IMPACTS**

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

**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.

This course has not been offered in at least 7 years, and has been replaced by Math 430, which is offered fairly frequently.

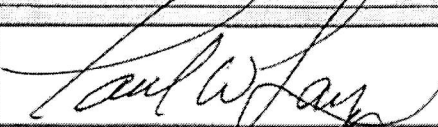
**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	9/20/16
---	------	---------

Signature, Chair, Program/Department of:	Math & Stat
--	-------------

	Date	9-26-16
---	------	---------

Signature, Chair, College/School Curriculum Council for:	CNSM
--	------

	Date	9/27/16
---	------	---------

Signature, Dean, College/School of:	CNSM
-------------------------------------	------

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
--	------	--

Signature of Provost (if applicable)
--------------------------------------

--

**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; add more blocks as necessary.)

	Date	
--	------	--

Signature, Chair, Program/Department of:	
--	--

	Date	
--	------	--

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

	Date	
--	------	--

Signature, Dean, College/School of:	
-------------------------------------	--

--

Note: If removing a cross-listing, you may 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.  
**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.