Major Course Changes

Using the Format 2 Form

? **WHAT CHANGES QUALIFY AS MAJOR?**
- Changing the number of credits and / or the credit distribution of the course;
- Changing from upper to lower division status, or vice versa (see Appendix C);
- Stacking courses;
- Changing prerequisites which then affect degree requirements or other departments;
- Changing or adding to the formats offered for the course; i.e., adding or removing a lab, practicum or internship.
- Dropping a course which will no longer be taught in the future.

? **WHERE DO I GET THIS FORM?**
Curriculum forms may be downloaded from the links on the UAF Governance web site at:

http://www.uaf.edu/uafgov/faculty-senate/curriculum/

Click on the link to the Course and Degree Procedures Manual for a list of linked forms.

? **AFTER APPROVAL AT THE UNIT LEVEL, WHERE DOES THIS FORM GO?**
Format 2 forms with original signatures of all required parties are turned in to:
Faculty Senate Office
312B Signers' Hall (Include this with the Box number to ensure proper delivery.)
Box 7500

Please email an electronic copy with scanned signatures to the Faculty Senate Office at jbharvie@alaska.edu. Format 2 forms are processed by one or more Faculty Senate committees, depending upon whether a course will be stacked, or carry a core designator. A member of the committee will contact the faculty member if a question arises or a change is requested. Any resulting requests for updated paperwork should be sent to the Faculty Senate Office so it can be posted online for the committee (no signatures need to be re-collected).

Once approved by the committee(s), the Faculty Senate Office will process a form for the Provost's approval signature. Copies of the paperwork and approval form are then submitted to the Provost for review.

Copies of the final approvals are posted online in chronological order at the Faculty Senate web site under the Curriculum link. The original signed forms are kept on file at the Faculty Senate Office. (They have also recently begun to be stored on the OnBase database system used at the Registrar's Office.) Banner entry then takes place once final approval has been posted online. If all required approvals are obtained by March 1 (to make the catalog production deadline) major course changes will become effective and be included in the next UAF Catalog.

http://www.uaf.edu/uafgov/faculty-senate/curriculum

Instructions for the Format 2 Form

Fill out the "Submitted by" section completely. Numbered Sections contain fields that provide required information to create the course. Information appropriate to these sections cannot be left to guesswork by curriculum committees or other offices, and will slow down timely processing if no information is provided. Once the completed course form leaves its creator's desk, it will land on no less than eight more people's desks on its pathway to approval. Incomplete paperwork really slows the process down!

_____

"**Submitted by**" section:

SUBMITTED BY:			
Department		College/School	
Prepared by		Phone	*Include your office phone number.*
Email Contact		Faculty Contact	

- *Department* and *College/School* fields should be those where the course will be housed; which is usually where the faculty course creator has their teaching assignment.
- *Prepared by* field should be the name the faculty course creator who can answer all substantive questions regarding any aspect of the course being proposed. While there may be department staff working at the direction of the faculty course creator to 'fill in the blanks' on the form itself, please fill in the name of the faculty course creator.
- *Phone* should be the contact number of the faculty course creator who can answer substantive questions regarding all aspects of the course being proposed. If a cell phone number is provided, please also include a campus department number as well.
- *Email Contact* should be that of the faculty course creator who can answer substantive questions from the curriculum committees regarding all aspects of the course.
- *Faculty Contact* should be the faculty course creator who can answer substantive questions from the curriculum committees regarding all aspects of the course.

_____

Section 1: Course Identification

1. COURSE IDENTIFICATION: As the course now exists.					
Dept		Course #		No. of Credits	
COURSE TITLE					

- *Dept* is the two-to-four-letter department of origin designator; e.g., PS, PLS, BIOL.
- *Course #* is the three-digit number used to indicate upper/lower division status (100-, 200-, 300-, 400-, and 600-level courses, as defined in UA Regulation 10.04.090 section F), and to identify the individual course. UAF course numbers are prepended with "F" for Fairbanks; e.g., F101.
- *No. of Credits* is number of credits. Related to the number of credits is the course format (section #3) and the credit distribution. (See Appendix B for more information on credits and contact hours.)
- *Course Title* should be typed precisely how it currently appears in the course catalog.

Section 2: Action Desired

2. ACTION DESIRED: Check the changes to be made to the existing course.				
Change Course		If Change, indicate below what is changing.	Drop Course	
NUMBER		TITLE	DESCRIPTION	
PREREQUISITES*			FREQUENCY OF OFFERING	

- Check either the *Change Course* or *Drop Course* box. If changing a course, check the appropriate boxes in this section to indicate what items about the course will be changed by this form.
- If changing a course *Number*, be aware of affecting the upper/lower division status. If affecting the upper/lower division status is intended, include an explanation in the *Justification* section at the end of the form. Attach any supporting emails or memos to the form.

Section 2 – continued:

CREDITS (including credit distribution)			COURSE CLASSIFICATION	
ADD CROSS-LISTING See #8 if intent is to stop an existing cross-listing.		Dept.	(Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)	
STACKED (400/600) Include syllabi.		Dept.	Course #	

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.

OTHER (please specify)	

- Check **Credits** if the total number of credits is being changed. This box may also be checked if only the credit distribution is technically being changed; e.g., from (2+3) to (3+0). The intended change(s) will be made apparent at sections 6 and 7 of the form (catalog descriptions).
- **Course Classification** refers to changes that will be made apparent at section 4 concerning designations for courses fulfilling baccalaureate core requirements.
- The **Add Cross-listing** checkbox is checked only if your goal is creating a new cross-listing for an existing course. Exception: Use a Format 1 form if you are creating a brand new STACKED course, and are cross-listing to an already existing course at only the graduate or undergraduate level.
- Check the **Stacked** checkbox only if your goal is to create a new stacking for an existing course. Provide two syllabi, one for the undergraduate level and one for the graduate level of the course. Guidelines for stacked courses are included in the appendix section of this manual, and online.
- You must gather the required signatures of all parties at the other department(s) before submitting the form to Governance. (Additional signature lines may be added to the form as necessary.) Paperwork without all the required signatures will be returned to the faculty course creator.
- The **Other** field is a good place to indicate or draw attention to changes such as a change in credit distribution, changing the grading system for the course, or adding or dropping a lab or practicum.

Section 3: Course Format

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)												

- Course format refers to the timeframe(s) – in weeks – in which the course will be offered. The new course may be offered in more than one format; e.g., in addition to being taught over a full semester, it will also be compressed for other timeframes, or will be offered via distance delivery. Indicate all timeframe formats that apply.
- Example: A course will be taught over a regular fall semester and also at the two-week Maymester. Check both "2" and "6 weeks to full semester" boxes. At the "Other Format" field, type in "Maymester" to specify.
- Syllabi for all proposed delivery formats should be attached to the form when it is submitted. See Appendix A for syllabus requirements and sample syllabi.

Section 4: Course Classifications

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		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	

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		X = Baccalaureate Core	

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		NO	

- The course classifications for Humanities and Social Sciences are determined by the faculty course creator and approved by the appropriate college/school curriculum council. Additional information may be found in Chapter 12 of this manual.
- If the course will be used to fulfill a Baccalaureate Core Curriculum requirement, then additional paperwork applicable to the desired requirement ("O", "W") must be submitted simultaneously with the form for review by the Core Review Committee of the Faculty Senate. See Chapter 12 of this manual for more information and forms.

Section 5: Course Repeatability

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES		NO	H	

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

- Some developmental courses are repeatable for credit up to a maximum number of credits though the course content does not change.
- Other courses are repeatable because themes and topics change over time or are presented with a differing theme on a regular basis.
- Be sure to specify the maximum number of credits that may be awarded through repeating the course, especially if the course is offered with variable credit.

Section 6: Current Catalog Description (including dept., number, title and 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~~ to 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)

- The current catalog description may be cut and pasted into the form document from the online UAF Catalog. Paste the entire description for the course, including the department, course number and number of credits. Show markup to indicate desired changes to the existing description.
- Underline new wording and use strike through formatting on text to be dropped. Formatting of the course description content helps avoid confusion for those working on the UAF Catalog. Please do

not leave anything to guesswork for those who work on the printed and online catalogs, as well as for those who perform data input for the Banner system.

Section 7: Complete Catalog Description as it will appear with these changes

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

- Provide a "finished" description as it should appear in the catalog after all desired changes have been made. No mark-up should remain.
- Consult your curriculum council chair if you need assistance with the description or with figuring the credit distribution.

Section 8: Current Crosslisting of this course.

> 8.   IS THIS COURSE CURRENTLY CROSS-LISTED?   ¶
> YES/NO□   □   If Yes, DEPT□   □   NUMBER□   □   □
> (Requires written notification of each department and dean involved. Attach a copy of written notification.)□

- This section ensures that all related departments are aware of the changes being made to the course.

Section 9: Grading System specification.

> 9.   GRADING SYSTEM: Specify only one¶
> LETTER:□   □   PASS/FAIL:□   □   □

- If the grading system is being changed, be sure to specify this under Section 2 of the form and address the reasons for the change in the "Justification for action requested" section following Section 13.
- The course syllabus must further specify the grading system. It must meet the requirements of the Board of Regents Regulation R10.04.090. See Appendix C of this manual.
- Only one type of grading system may be used for a course overall. It must be applied equally to all the students enrolled for credit in the class.
- Faculty Senate policy pertaining to grading options and the grading system are also contained in the "Academics and Regulations" section of the UAF Catalog.

Section 10: Estimated Impact – Context of one's department and program.

> 10.   ESTIMATED IMPACT ¶
> WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.□
> ¶
> □

- Answer this with respect to your department, as well as any notable changes in physical course requirements, such as lab space.

Section 11: Library Collections

> 11. 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□   □   □ □

- http://library.uaf.edu/collection-development
- Collection Development Officer: Karen Jensen.

Section 12: Impacts on Programs/Depts – Context of other departments/programs.

- Copies of memos and email correspondence with other programs or departments may be attached to the course submission paperwork.

Sections 12 and 13: Impacts on Programs/Depts; Positive and Negative Impacts; and Justification for Action Requested

- These sections provide additional space to emphasize and highlight specifics about any substantive changes to the course and how they will affect the course and related aspects of the program(s).
- The "Justification" section should be self-explanatory, providing reasons why the proposed changes are beneficial and/or necessary. Additional information may be attached such as copies of emails and memos.

Signature Sections

- Cross-listed courses require the additional signatures of the other department heads; as well as the curriculum council and dean if the department is housed in another college or school. Additional signature lines may be added to the form as needed.
- The Provost's signature is required if the course offering is above the level of approved programs for the unit; e.g., a graduate course offering by a department that does not house a graduate program.

? **THE FORM HAS BEEN SENT TO THE FACULTY SENATE OFFICE. WHAT HAPPENS TO IT?**

Format 2 forms received at the Faculty Senate Office are logged in a spreadsheet and numbered for distribution to the appropriate Faculty Senate curriculum committee(s). Ten-day notice is posted online as required by academic policy (Meeting #33 of the Faculty Senate; see Appendix E). Hard copies and/or electronic copies are provided to the committee(s).

A member of the committee will contact the faculty course creator if a question arises or a change is requested. Updated paperwork should be sent to the Faculty Senate Office (no signatures have to be re-collected). Once approved by the committee(s), the Faculty Senate Office will process a form for the Provost's approval. Copies of the final approvals are posted online at the Faculty Senate web site under *Curriculum*.

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See http://www.uaf.edu/uafgov/faculty/cd for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department		**College/School**	
Prepared by		**Phone**	
Email Contact		**Faculty Contact**	

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	

COURSE TITLE	

2. ACTION DESIRED:

Change Course		If Change, indicate below what change.	Drop Course	

NUMBER		*TITLE*		*DESCRIPTION*	
PREQUISITES			*FREQUENCY OF OFFERING*		
CREDITS (including credit distribution)			*COURSE CLASSIFICATION*		
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please 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. 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)												

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Chapter 12 of the curriculum 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**	

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		X = Baccalaureate Core	

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. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

[   ]

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

[   ]

8. IS THIS COURSE CURRENTLY CROSS-LISTED?
   YES/NO [   ]   **If Yes, DEPT** [   ]   **NUMBER** [   ]
   (Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one
   LETTER: [   ]   **PASS/FAIL:** [   ]

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

[   ]

11. 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 [   ]   [   ]

12. 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)

[   ]

13.   POSITIVE AND NEGATIVE IMPACTS
   Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

[   ]

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.

APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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: ___Curriculum Review ___GAAC ____Core Review ____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 <u>denied</u>.

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. <u>Be specific</u> 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 <u>as applicable</u> 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

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.

Note: Optional Title IX syllabus statement may be used. See http://www.uaf.edu/oeo/eeo-statement/

07/28/2015