2016-2017
UAF Faculty Senate

Academic Course & Degree

Procedures Manual

Faculty Senate Office

Table of Contents

INTRODUCTION

Because changes to policy and procedures for curriculum occur regularly, the manual is always a work in progress. The days of this particular version of the Curriculum and Degree Procedures Manual are numbered. Work to implement CourseLeaf software continues behind the scenes, but very soon the first stage will become visible in the form of the 2016-17 UAF Catalog. Automation of the curriculum submission process will begin to unfold during the fall 2016 semester. But, until then, it's business as usual in terms of the paper process.

Each type of curriculum (new courses, changed courses, etc.) is given its own chapter in this manual, with the goal being to address the frequent questions and information needs pertaining to each format form. The basic approach is to facilitate the use of the forms for new faculty and staff, providing as much clarity and transparency to the entire process as possible.

Those already familiar with the curriculum process should find this manual useful as well. Curriculum policy and regulations have been put into appendices to make them more quickly accessible.

Your comments, suggestions, and corrections for future versions are welcomed and may be sent to Jayne Harvie at the Faculty Senate Office.

Submit Paperwork by the appropriate deadline to:

Faculty Senate Office: 312B Signers' Hall Box 7500 jbharvie@alaska.edu		**Formats** **1 – new and trial x94 courses** **2 – major course changes** **3 – new programs** **3A – occupational endorsement** **3B – new minor** **4 – program discontinuation** **5 – major program change** **6 – "O" designation** **7 – "W" designation**
Registrar's Office: 102 Signers' Hall Box 7495 registrar@uaf.edu		**1A – special topics: x93** **1B – x98, x99** **2A – minor course changes** **5A – minor program changes**
Summer Sessions: 216 Eielson Bldg. Box 7540 summer@alaska.edu		**Format 1C – x95**

Chapter

1

Overview

Deadlines for the Curriculum Review Cycle of 2016-17

CURRICULUM SUBMISSION DEADLINES*		
Special Topics (-93) Format 1A Form	As determined by the Registrar's Office.	Submit to: Registrar's Office
Summer Special Topics (-95) Format 1B Form	As determined by Summer Sessions.	Submit to: Summer Sessions
Non-Thesis Research (-98) Course Thesis/Dissertation (-99) Course Format 1C Form	As determined by the Registrar's Office.	Submit to: Registrar's Office
Trial Course (-94) Format 1 Form	Sept. 16, 2016 for Spring 2017 Jan. 13, 2017 for Fall 2017	Submit to: Faculty Senate Office
New Course Format 1 Form	Oct. 7, 2016 for AY2017-18 Feb. 10, 2017 for spring review*	Submit to: Faculty Senate Office
Minor Course Change Format 2A Form	Oct. 7, 2016 for AY2017-18*	Submit to: Registrar's Office
Major Course Change or Drop Course - Format 2 Form	Oct. 7, 2016 for AY2017-18*	Submit to: Faculty Senate Office
Course Compression Format 2B Form	Oct. 7, 2016 for AY2017-18*	Submit to: Faculty Senate Office
Occupational Endorsement Format 3A Form	Accepted throughout the academic year.*	Submit to: Faculty Senate Office
New Minor Format 3B Form	Oct. 7, 2016 for AY2017-18* PENDING ALL APPROVALS	Submit to: Faculty Senate Office
New Degree Program Format 3 and related Forms	Oct. 7, 2016 for AY2017-18* PENDING ALL APPROVALS	Submit to: Faculty Senate Office
Program Deletion Format 4 Form	Oct. 7, 2016 for AY2017-18* PENDING ALL APPROVALS	Submit to: Faculty Senate Office
Program Change Format 5 Form	Oct. 7, 2016 for AY2017-18*	Submit to: Faculty Senate Office
Core Designators: "O" – Oral Intensive: Format 6 "W" – Writing Intensive: Format 7	Oct. 7, 2016 for AY2017-18*	Submit to: Faculty Senate Office

***March 1** is estimated deadline for completed approval is required to meet 2017-18 UAF Catalog production schedule. Requests approved after March deadline take effect in AY2018-19. New courses are the exception.

Flow Chart for UAF Academic Proposals

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┌─────────────────────┐        ┌─────────────────────────┐
│  Individual Faculty  │───────▶│   Department/Division    │
└─────────────────────┘        │      Chair or Head       │──────┐
                               └─────────────────────────┘      │
┌─────────────────────┐        ┌──────────────────┐   ┌─────────────────────────┐
│  Registrar's Office  │◀───────│       Dean       │◀──│  College/School Curriculum │
│  Formats 1A, 2A      │        └──────────────────┘   │         Council          │
│     and 5A           │              │                 └─────────────────────────┘
└─────────────────────┘              │
                               ┌─────────────────────┐
┌─────────────────────┐        │ Faculty Senate Office│
│   Summer Sessions    │◀───    └─────────────────────┘
│     Format 1B        │              │
└─────────────────────┘              ▼
                              ┌──────────────────┐
                              │     Comments     │
                              │    (10 days)     │
                              └──────────────────┘
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Graduate Academic & Advisory Committee

Curriculum Review Committee

Core (GERs) Review Cmte.

Curricular Affairs

Administrative Committee

UAF Faculty Senate

Faculty Senate Office

Provost/ Chancellor

System Academic Council

UA President

UA Board of Regents

NWCCU

Program Approval Level:

Occupational Endorsements: Chancellor
New Minors: Chancellor
Certificates: BOR (and NWCCU)
Associates: BOR (and NWCCU)
Bachelors: BOR (and NWCCU)
Masters: BOR (and NWCCU)
Graduate Certificates: BOR (and NWCCU)
Post-Baccalaureate Certificates: BOR (and NWCCU)
Doctorates: BOR (and NWCCU)

Route to Approval of Curriculum

1. Item is prepared by faculty member according to approved format, using a separate form for each course request. (Stacked courses should come in on one form, not two.) Close attention is given to how new, changed and dropped courses will impact degree programs, especially if a course is cross-listed or stacked. If degree programs are affected, a Format 5 form for program changes must be included with paperwork submissions. Item(s) are sent to the department chair.

2. If approved by the department chair / program head, the request is sent to the respective College/School Curriculum Council(s). Note: Cross-listed or stacked courses must be signed off by all associated departments, curriculum councils and deans, as appropriate to the request. Also, close attention must be given to how submissions will impact degree programs, particularly if a cross-listed or stacked course is involved.

3. College/School Curriculum Council acts on the item. If disapproved, the item is returned to the department. If approved, the College/School Curriculum Council sends the signed original request to the dean.

4. The dean approves or disapproves the item and may return it to originating department for next action. (Some units, upon dean approval, then forward the approved request to UAF Faculty Senate Office directly.)

5. If the submission item is approved by the dean, the ORIGINAL form with ALL required signatures is sent to the appropriate office. Reference the tables on pages iii and 1 for routing forms.

6. Items sent to the Faculty Senate Office undergo a ten-day review period for the solicitation of comments or objections prior to the review by the requisite Faculty Senate committee. Comments and objections will be forwarded to the department from which the curriculum originated. Items for ten-day review are posted at: http://www.uaf.edu/uafgov/faculty-senate/curriculum/
   - Changes in graduate programs and graduate level course offerings and all professional degree courses and programs will be addressed by the Graduate Academic & Advisory Committee.
   - Substantive undergraduate course and program additions, changes, compressions and deletions will be reviewed by the Curriculum Review Committee. This committee is composed of the chairs of the college/school curriculum councils and the university registrar (or designee) and is chaired by a member of Curricular Affairs Committee. In the event that a proposed change is not approved, it may be withdrawn or appealed to Curricular Affairs for resolution.
   - The Core (GERs) Review Committee reviews and approves courses submitted by the appropriate college/school curriculum councils for their inclusion in the core curriculum. This committee will also review courses for communication and "X" core / GERs classification, and those core courses submitted for compression.
   - Deletion of Program Requests (Format 4) and New Degree Program Requests (Format 3) will be acted on by the full Faculty Senate after review by the appropriate committee (Curriculum Review Committee or Graduate Academic & Advisory Committee) in addition to the Curricular Affairs Committee and the Administrative Committee.

7. Proposed academic changes approved by the Senate will be forwarded to the Chancellor's Office or designee (routinely, the Provost). See #9 for routing of new programs. The Chancellor's Office has 30 days after receipt to review and approve or disapprove the Faculty Senate action(s). (New minors and occupational endorsements do not have to go higher than the Chancellor level for approval.)
   Curriculum Approvals web page: http://www.uaf.edu/uafgov/faculty-senate/curriculum/

8. Originals of signed program actions are returned to the Faculty Senate Office. The Faculty Senate Office notifies academic deans and departments and the university registrar of approval or disapproval of curriculum actions that do not need to continue to System Academic Council. Copies of campus approval documents are posted online (see link at #7). Typically, items become effective when included in the next UAF catalog (except for Special Topics; and Trial Courses which appear only in class schedules until approved as permanent courses). New courses may become effective the next term even though the March catalog deadline is missed. Summer Session courses appear in their own catalog.

9. New programs and deleted programs are forwarded by the Provost's Office to the Statewide Academic Council for approval by the UA President and submission to the Board of Regents. A prospectus is then sent to the Northwest Commission on Colleges and Universities (NWCCU). Please note that new programs cannot be advertised, offered, listed in the catalog, or enroll students prior to NWCCU approval.

Curriculum Committees Information

Curricular Affairs – *new or deleted programs*
Ken Abramowicz, SOM (18)
Ana Aguilar-Islas, SFOS (18)
Jennifer Carroll, CRCD (17)
Cindy Hardy, CRCD – SADAC Liaison
Eileen Harney, CLA (17)
Lisa Lunn, CNSM (17)
Rainer Newberry, CNSM (17)
Dejan Raskovic, CEM (17)
Kate Quick, CRCD (18)

Core Review *- all core- GERs-related courses*
CLA:
Daryl Farmer, English (18-Core)
Alex Hirsch, Social Sciences (18-Core)
Kevin Sager, Communication (18-Core)
Vacant, Humanities
LIB:
Kathy Arndt, Library (17-Core)
CNSM:
Larry Duffy, Science (18-Core)
Margaret Short – Math (17-Core)
College Reps:
Kevin Berry, SOM
Tony Rickard, CNSM
At-Large Rep: Andrew Seitz, SFOS (17-Core)

Student Academic Development & Achievement
Committee – *all developmental courses*
Sine Anahita, CLA seat (18-SADAC)
Vacant, CRCD Chukchi Campus
Jennifer Tilbury, CRCD/DevEd
Cindy Hardy, CRCD/DevEd (17)
Ben Kuntz, CRCD Kuskokwim Campus
Vacant, CRCD Northwest Campus
Jill Faudree, Math/CNSM (17-SADAC)
Bill Howard, Science/CNSM (17-SADAC)
Jennifer Schell, English / CLA (18-SADAC)
Sandra Wildfeuer, CRCD – IAC
Rural campus vacancies to be filled.
Representatives from Rural Student Services,
Academic Advising Center, Student Support
Services.

Graduate Academic & Advisory Committee *- all graduate
level curriculum*
Donie Bret-Harte, CNSM (17)
Anna Beaudreau, SFOS (non-senate member)
Jim Bicigo, CLA (18 – alternate)
Michael Daku, CLA (non-senate member)
Daryl Farmer, CLA (17)
Don Hampton, GI (17)
Roman Makarevich, CNSM (18)
Sean McGee, SOM (non-senate member)
Robin Shoaps, CLA (18 – alternate)
Sean Topkok, SOE (18)
Graduate Student member: Mitch Reed

Curriculum Review Committee – *all undergraduate
curriculum including new core courses*
Norm Harris, SNRE (17)
Galen Johnson, UAF CTC
Nicole Cundiff, SOM
Santanu Khataniar, CEM
Jessica Larsen, CNSM
Rainer Newberry, CNSM (18)
Rob Duke, CLA
Andres Lopez, SFOS
Gary Jacobsen, SOE

Committee Membership Information:

Curricular Affairs Committee is a standing committee of
the Faculty Senate. All members are elected
representatives from their schools or colleges. The
number in parentheses indicates the year their term
ends at end of the spring semester.

Core Review Committee is a permanent committee of
the Faculty Senate. Members are appointed or
elected by their college for specific component
areas of the baccalaureate core (Social Sciences,
English, Humanities, Mathematics, Natural
Sciences, Communication, and Library Science).

Student Academic Development and Achievement
Committee is a permanent committee of the
Faculty Senate. Members represent units of the
College of Rural and Community Development,
along with Developmental Education, and Science
and Math members from the College of Natural
Science and Mathematics. Student Support
Services, Rural Student Services and the Academic
Advising Center have members on the committee.

Graduate Academic and Advisory Committee members
include the Graduate School dean or designee, the
Library director or designee, the University
Registrar or designee, up to two graduate students,
and faculty from Faculty Senate.

Curriculum Review Committee members include the
chairs of each academic unit's curriculum council,
along with the Registrar or designee. The
committee is chaired by a member of the
Curricular Affairs Committee.

The Faculty Senate Bylaws contain additional
information about the functions and charges of each of
these committees. Senate committee membership is set
at the last Faculty Senate meeting of each academic year
(in May). Membership lists are updated in the fall.

Current as of 06/01/2016
For the most up-to-date membership lists, please see:
http://www.uaf.edu/uafgov/faculty-senate/committees

Information for Faculty Senate Curriculum Committee Chairs

Chairs of Faculty Senate curriculum committees are members of the Administrative Committee. For those curriculum committees working with new program requests or curriculum policy matters, attending Administrative Committee is necessary to develop motions that may be brought before the full Faculty Senate for voting. If a Chair cannot attend a meeting in person or by audio conference, a designee should attend and the Faculty Senate Office informed by calling x7964 or emailing jbharvie@alaska.edu.

More information for chairs is available at:
http://www.uaf.edu/uafgov/faculty-senate/committees/chairs-conveners/

With regard to new programs that require approval at the level of the Board of Regents, curriculum committees should take into account the meeting timeline for Faculty Senate, System Academic Council, and the BOR. Agenda items for BOR are typically prepared and finalized about a month in advance of their advertised meetings.

Meeting Schedule for System Academic Council: http://www.alaska.edu/research/sac/
Agenda preparation schedule for BOR linked at: http://www.alaska.edu/bor/agendas/
Meeting Schedule for BOR: http://www.alaska.edu/bor/schedules/

Faculty Senate Meeting Calendar for 2016-17

Fall 2016 Semester			
Meeting #:	**Date**	**Day**	**Time**
216	Sept. 12, 2016	Monday	1-3 PM
217	Oct. 10, 2016	Monday	1-3 PM
218	Nov. 7, 2016	Monday	1-3 PM
219	Dec. 5, 2016	Monday	1-3 PM
Spring 2017 Semester			
220	Feb. 6, 2017	Monday	1-3 PM
221	Mar. 6, 2017	Monday	1-3 PM
222	Apr. 3, 2017	Monday	1-3 PM
223	May 1, 2017	Monday	1-3 PM

Unless otherwise noted online, Faculty Senate meetings are held at the Wood Center Carol Brown Ballroom.

http://www.uaf.edu/uafgov

Faculty Senate Administrative Committee Meetings

Fall 2016 Semester	Time	Location
Friday, Sept. 2, 2016	1-3 PM	330 Signers' Hall - CCR
Friday, Sept. 30, 2016	1-3 PM	330 Signers' Hall - CCR
Friday, Oct. 28, 2016	1-3 PM	330 Signers' Hall - CCR
Monday, Nov. 28, 2016	1-3 PM	To be determined.
Spring 2017 Semester		
Friday, Jan. 27, 2017	1-3 PM	330 Signers' Hall – CCR
Friday, Feb. 24, 2017	1-3 PM	330 Signers' Hall – CCR
Friday, Mar. 24, 2017	1-3 PM	330 Signers' Hall – CCR
Friday, Apr. 21, 2017	1-3 PM	330 Signers' Hall – CCR

CCR: Chancellor's Conference Room, 330 Signers' Hall

Minor Course Changes

Using the Format 2A Form

? **WHAT CHANGES QUALIFY AS MINOR?**
- Changing the frequency of offering;
- Minor editorial changes or corrections; e.g., title, course description;
- Cross-listing current courses (starting with an already existing course);
  - o Stacking courses is NOT a minor change.
- Course number changes that **do not** affect upper or lower division status;
- Changing course prerequisites which **do not** affect course offerings of other departments or degree program requirements.

If the desired change is not shown above, do not use the Format 2A form. Instead, use the Format 2 – Major Course Change form (see page 24).

? **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 2A forms with original signatures of all required parties may be turned in to:
Registrar's Office
102 Signers' Hall
Box 7495

Please email an electronic copy to the Faculty Senate Office at jbharvie@alaska.edu. While these are not processed by a Faculty Senate committee, it is useful to have copies to help troubleshoot questions from departments.

? **WHEN DO MINOR CHANGES TO COURSES TAKE EFFECT?**
Typically, changes take effect when they are published in the next UAF Catalog. The production deadline for the printed catalog is March 1 (or the first day of business if the 1st falls on a weekend). Therefore, it is strongly suggested that minor changes be submitted during the prior fall semester in order to make the next printed catalog.

SOME HELPFUL INSTRUCTIONS FOR THE FORMAT 2A FORM:

Section 1:

1. COURSE IDENTIFICATION: *Use current information only.*		
Dept	Course #	No. of Credits
COURSE TITLE		

- Show the current information as it now exists, and put changes in Section 2.
- Please do not leave blank fields in this section.

Section 2:

2. ACTION DESIRED: Indicate what is changing with an "X" or checkmark:

NUMBER · ☐	· ☐	TITLE ☐ ☐	DESCRIPTION ☐ ☐ ☐
PREREQUISITES* ☐	· ☐	FREQUENCY · OF · OFFERING ☐ ☐ ☐	
CROSS-LISTED ☐	· ☐	Dept. ☐ ☐	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.) ☐

- In Section 2, mark the items that will be changed or corrected for the course.
- If the desired change is to cross-list the existing course identified in Section 1, indicate that by checking the Cross-Listed box and show the new department's course designator.
- Do not show existing cross-listings in this section. Show them in Section **5**.

Sections 3 and 4:

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

ECON F637   Natural Resource Policy
3 Credits   Offered Fall Even-Numbered Years
Resource policy issues development and implementation including forestry, mining, fisheries, oil, wildlife and other topics as demand warrants. Focus on policy issues involved in management of Alaska's resources. Prerequisites: Graduate standing or permission of instructor: (Cross-listed with NRM F637.) (3+0)

4. 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.)

ECON F637   ~~Natural Resource Policy~~ Evolution of Conservation Concepts and Policy
3 Credits   Offered ~~Fall~~ Spring ~~Even-Numbered Years~~
Resource policy issues development and implementation including forestry, mining, fisheries, oil, wildlife and other topics as demand warrants. Focus on policy issues involved in management of Alaska's resources. Prerequisites: Graduate standing or permission of instructor: (Cross-listed with NRM F637.) (3+0)

- The examples given above show two important things: 1.) A complete current catalog description (which can be cut and pasted from the online UAF Catalog); 2.) A correctly changed and complete catalog description using underlining and ~~strikethrough~~ features to clearly show the changes. This helps the staff who compile the UAF Catalog.

Section 5:

5. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO	Yes	If Yes, DEPT	NRM	NUMBER	637

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

- This section is where already existing cross-listing of courses is shown in order to update other catalog entries that need to reflect changes and corrections.
- Be sure to attach a memo or email copy of notification to other affected departments.

Submit original with signatures to Registrar's Office
Send electronic copy to the Governance Office

CHANGE COURSE (MINOR)

MINOR CHANGES INCLUDE <u>ONLY</u> THE FOLLOWING:

1. Frequency of offering.
2. Minor editorial changes in title and/or course description.
3. Jointly approved proposals for cross-listing current courses.
   (Requires approval of both departments and deans involved. Add
   lines at end of form for additional signatures.)
   <u>(Stacked 400/600 level course requests are not considered minor
   changes.)</u>
4. Change in course number that does not involve a change in
   lower/upper division status.
5. Internal departmental changes in course prerequisites not affecting
   courses (or degree programs) offered by other departments.

**If changes cannot be considered "Minor" (as defined above), use the
FORMAT 2 - CHANGE COURSE (MAJOR) and DROP COURSE form. Include Format
5 as appropriate.**

Catalog change deadlines established by the Faculty Senate are to be
observed and the proper forms are to be used. Send Minor Change
requests directly to the Registrar's Office after Dean approval.
(Please send informational e-copy to the UAF Governance Office.

SUBMITTED BY:

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

See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/
for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	

COURSE TITLE	

2. ACTION DESIRED: Indicate what is changing with an "X" or checkmark:

NUMBER		*TITLE*		*DESCRIPTION*	
PREREQUISITES		*FREQUENCY OF OFFERING*			
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	

*3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number,
title and credits. (Use online Catalog to cut and paste.)*

4. *MARK-UP OF COMPLETE CATALOG DESCRIPTION ILLUSTRATING CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)*

5. *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.)

6. *ESTIMATED IMPACT*

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

7. *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)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change 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 drop a prerequisite, is it because the material is covered elsewhere? 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 signature blocks as necessary (e.g., cross listing approvals)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE REGISTRAR'S OFFICE

	Date	
Received Registrar's Office		

New and Trial Courses

Using the Format 1 Form

? **WHAT'S THE DIFFERENCE BETWEEN A NEW COURSE AND A TRIAL COURSE?**

- Trial courses are useful for gauging demand and interest in a new course topic area.
- All trial course numbers end in **-94**; they are not published in the UAF Catalog.
- Once approved, trial courses may be offered up to three times. The semesters they are offered do not need to be consecutive.
- New courses are offered when a department is confident in the demand and interest for the topic area of the course.
- New courses receive a unique number and are published in the UAF Catalog.
- A new course does not first have to be offered as a trial course.
- Submission deadlines are tighter for trial courses than new courses to accommodate course schedule deadlines.
- Both new and trial courses must undergo review by the appropriate Faculty Senate curriculum committee(s).
- For new courses intended to carry an Oral- or Written-intensive designator, additional paperwork is required for the Core Review Committee. (See Chapter 11 for more information.)

? **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. Always check the web page for the latest version of the format form.

? **AFTER APPROVAL AT THE UNIT LEVEL, WHERE SHOULD THIS FORM BE SENT?**

Format 1 forms with original signatures of the department chair, unit curriculum council chair, and dean, along with a copy of the course syllabus, should be sent 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 1 forms are processed by one or more Faculty Senate committees, depending upon whether a course will be stacked, or carry a core designator. (See page 4 for Faculty Senate curriculum committee information.)

Instructions for the Format 1 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 can not 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!

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"**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 regarding all aspects of the course being proposed.
- *Faculty Contact* should be the faculty course creator who can answer substantive questions by the curriculum committees regarding all aspects of the course.

Section 1: Action Desired

1. ACTION DESIRED (CHECK ONE):	Trial Course		New Course	

- Place either a checkmark or an "X" in the appropriate box to designate whether the course proposal is for a TRIAL course or a NEW course.
- Be aware that deadlines for *Trial* Courses are extremely tight. (See Chapter 1 for table of deadlines.) Every effort will be made to process the paperwork in a timely manner to allow for inclusion in the printed semester course schedule, but this is impossible to guarantee.
- *Trial* courses may be offered up to three times under the original paperwork submission. They may be offered any time after approval, not necessarily the next semester after submission/approval.

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Section 2: Course Identification

2. COURSE IDENTIFICATION:	Dept		Course #		No. of Credits	
Justify upper/lower division status & number of credits:		ⓘ	"Upper and lower division status" is defined by BOR Regulation 10.04.090			

- *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. *Trial* course numbers only indicate division status and end in -**94**.

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- *No. of Credits* is number of credits. Related to the number of credits is the course format (section #8) and the credit distribution. (See Appendix B for more information on credits and contact hours.)
- *Justify…division status and number of credits*: Board of Regents Regulation 10.04.090 provides the definitions for division status and academic credit. See Appendix D of this manual for more information.

Section 3: Proposed Course Title

3. PROPOSED COURSE TITLE:	Give the title exactly as it should appear in the catalog.

- Provide the course title exactly as it should appear in the UAF Catalog.
- Please do not leave this field blank, or the submission paperwork will be returned to the faculty course creator.

Section 4: Cross Listed?

4. CROSS LISTED? YES/NO		If yes, Dept:		Course #	

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.) **Don't forget to gather signatures from all depts. or units involved.**

- Type "yes" or "no" in the field provided on the form. Do not leave the field blank.
- If the course will be cross-listed with another department, provide that department designator and the course number desired. This form creates both courses simultaneously. The Registrar's Office will verify that desired course numbers for both departments are available, or will suggest alternatives if they are not.
- If the course you're cross-listing to already exists, you should not be using a Format 1 form. USE THE FORMAT 2 major course change form to cross-list from the EXISTING course, to create the "new" course. Exception: You are creating a brand new STACKED course, and are cross-listing to an existing course at only the graduate or undergraduate level.
- 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.

Section 5: Stacked?

5. To be STACKED? YES/NO		If yes, 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.

- Type "yes" or "no" in the field provided on the form. Do not leave the field blank.
- If the course will be stacked, provide the department designator and course number desired. The Registrar's Office will verify if the course numbers are available for both levels, or will suggest alternatives.
- It must be clearly indicated in course syllabi what additional requirements, learning outcomes and evaluation factors will apply at the graduate level of the course. Two syllabi (one for the undergraduate level and one for the graduate level) are preferred over just using one. Stacking guidelines are included in the appendix section of this manual.
- Stacked courses are reviewed by both the Curriculum Review Committee and the Graduate Academic & Advisory Committee (GAAC). If only one of the course levels is subsequently approved, only that level may be offered.
- Guidelines for stacked courses are included in the appendix section of this manual.

Section 6: Frequency of Offering

6. FREQUENCY OF OFFERING:	Example: Fall Odd-numbered Years (i)
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

- Examples: Spring Even-numbered Years, Every Spring; As Demand Warrants.
- For catalog purposes, specify odd- or even-numbered years when applicable.

Section 7: Semester and Year of First Offering

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)	

- Indicate when the new course will first be offered. This is particularly important if the course is to be taught for a new degree program that is also being reviewed in the same curriculum cycle as the course.
- The current cycle of curriculum review is always for the NEXT future academic year! You may also submit a Special Topics form to teach the course sooner than the senate process can accommodate.

Section 8: Course Format

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.

COURSE FORMAT: (check all that apply)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6 weeks to full semester
OTHER FORMAT (specify)						
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. The course may only be taught in the formats you have specified!
- 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 Format 1 form when it is submitted. See Appendix A for syllabus requirements and sample syllabi.
- New Core courses may be submitted on Format 1 simultaneously with the Core Oral/Written Designator(s) request form(s) (which will be reviewed by the Core Review Committee). See Chapter 12 for core course information.

Section 9: Contact Hours Per Week

9. CONTACT HOURS PER WEEK:	☐ LECTURE hours/weeks	☐ LAB hours /week	☐ PRACTICUM hours /week

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/cd/credits.html for more information on number of credits.

OTHER HOURS (specify type)	

This information determines the credit distribution that is applied to the course, which is a ratio of lecture to lab to practicum hours (if applicable) per week. Generally a 1-credit course meets once a week for 1 hour for 14 weeks, plus a 2 hour final (1+0). A 3-credit course meets 3 hours a week for 14 weeks, plus a 2 hour final

(3+0). A science course for 4 credits typically meets for 3 lecture hours and 3 lab hours for a 14-week semester plus a 2 hour final (3+3). An Art course for 3 credits meets 1 lecture hour and 4 lab hours for 14 weeks plus a 2 hour final (1+4). An internship meets at varying times during the semester as scheduled by the individual student and instructor, but includes supervised work in a professional setting for 3-10 hours per week for a 14 week semester. A student who worked 9 hours weekly could earn 1, 2, or 3 credits as determined by the faculty to be appropriate for the discipline (0+0+9).

Examples of credits hours are: (1+0) 1 credit, (3+0) 3 credits, (3+3) 4 credits, (1+4) 3 credits, or (1+0+40) for 6 credits, where the first number is the lecture hours, the second number is the lab hours, and the third number is practicum/internship/scholarly activity hours. See Appendix B of this manual for more information.

Section 10: Complete Catalog Description

- Please provide a concise and complete description as it should appear in the catalog. Do not leave the catalog wording to guesswork by omitting details, such as the credit distribution. Good examples may be drawn from the current printed or online UAF Catalog.
- Additional guidelines for writing course descriptions are found on page 18.
- Consult your curriculum council chair if you need assistance with the description or with figuring the credit distribution.
- Use the format shown above. It helps avoid confusion for those who work on the printed and online catalogs, as well as input data into Banner.

Section 11: Course Classifications

- 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 an upper division Core curriculum requirement, then additional paperwork applicable to the desired requirement ("O", "W") must be submitted simultaneously with the Format 1, for review by the Core Review Committee of the Faculty Senate. See Chapter 12 of this manual for more information.
- If the "X" designation for the baccalaureate core is marked on the Format 1 form, it will be reviewed by both Curriculum Review Committee and Core Review Committee for approval.
- The purpose of 11.A is to mark courses in the UAF Catalog with northern-related content for purposes of the University of the Arctic, and applies to new courses (not trial courses).

Section 12: Course Repeatability

12. 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 for credit, what is the maximum number of credit hours that may be earned for this course?	☐ **CREDITS**
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	☐ **CREDITS**

- If possible, additional syllabi may be attached to the Format 1 form to illustrate additional themes for which the course may be repeated. This is helpful, but not required.
- But, if an instructor plans to utilize the course in this fashion, they must be willing to verify that students receiving additional credit for repeating the course have been able to do so because the course content changed significantly.
- A proposed change in Banner is being developed to allow for the course number to be appended with an alphabetical letter to indicate the course has different content.

Section 13: Grading System

13. GRADING SYSTEM:

LETTER: ☐   **PASS/FAIL:** ☐

- 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.
- Changing the type of grading system later on is a major course change (Format 2 form); i.e., using Pass/Fail instead of letter grades.
- 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 14: Restrictions on Enrollment: Prerequisites

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

- List all courses required to be either completed or taken concurrently with the course.
- Adding the phrase "or permission of instructor" to requirements allows for the handling of exceptions that may arise in special circumstances.
- Requirement of Junior or Senior or Graduate standing should be mentioned here, as applicable.
- Be sure what you've entered above is also included in the Course Description, Section 10.

Section 15: Special Restrictions, Conditions

15. SPECIAL RESTRICTIONS, CONDITIONS

- Example: Must have current SCUBA physical approved.

Section 16: Proposed Course Fees (if applicable)

```
16. PROPOSED COURSE FEES        $
        Has a memo been submitted through your dean to the Provost for fee
                                                                 approval?
                                                                  Yes/No
```

- Proposed course fees are approved by the Provost.
- Attach a copy of the final memo indicating approval of the fee request.

Section 17: Previous History

```
17. PREVIOUS HISTORY
    Has the course been offered as special topics or trial course
    previously? Yes/No

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

- New courses are not required to have been offered as trial courses or special topics courses prior to creation.

Section 18: Estimated Impact – Context of one's department and program.

```
18. 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 special physical course requirements, such as lab space.
- Estimated impacts of new courses being submitted as part of a new program submission will be closely reviewed not only by the Faculty Senate Curriculum Committees, but also by the Board of Regents.

Section 19: Library Collections

```
19. LIBRARY COLLECTIONS
    Have you contacted the library collection development officer (Karen Jensen,
    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
```

- Consider how courses in new programs or fields may impact library collections.
- http://library.uaf.edu/collection-development
- Collection Development Officer is Karen Jensen.

Section 20: Impacts on Programs/Depts – Context of other departments/programs.

```
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)
```

- For courses that will be part of new programs, in particular, this information is examined closely. Copies of memos and email correspondence with other programs or departments may be attached to the course submission paperwork.

Section 21: **Positive and Negative Impacts**

```
21. 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.  Use as much
    space as needed to fully justify the proposed course.
```

- Documentation of communication with other programs and departments may be attached to the proposal.
- These sections are reviewed by the committees. Do not leave them blank.

Approval Signatures Section:

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

                                                      Date
Signature, Chair,
Program/Department of:

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

                                                      Date
Signature, Dean, College/School
of:

                                                      Date
Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by
the Provost.
```

- Please do not submit the New Course or Trial Course form without all of the required signatures. Unsigned paperwork will be returned to the faculty contact listed on the form.
- 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.

Course Syllabus Requirements:
- A list of the requirements for the course syllabus is included with the Format form and should be included with the Format 1 and syllabus copy when submitting for review.
- Each of the Faculty Senate curriculum committees pays close attention to the details of the syllabus, making sure all the requirements on the list are included on it.
- If the new course is to be stacked, it's recommended that two syllabi be used – one for undergraduate students and one for graduate students. See stacking guidelines in the appendix section.

- See Appendix A for sample syllabi and the list of syllabus requirements.
- Be sure to attach a copy of the course syllabus to the Format 1 form!

Guidelines for Catalog Course Descriptions

- **AVOID WORDINESS**
  Use "telegram style" concision. Incomplete sentences are acceptable as long as clarity is not sacrificed for brevity. (You may use a more wordy version in your syllabus – keep it brief for the Catalog!)
  - o Example:
    Wordy: "This course thoroughly discusses the <issue> from the local, regional, state, U.S., and global perspectives."
    Better: "The issue is discussed from many diverse perspectives."

- **AVOID SYLLABUS INFORMATION**
  Describe what will be presented in the course. Leave out syllabus information; e.g., grading system, books required, classroom presentation style, how many reports or presentations will be required.

- **USE PRESENT TENSE**

- **AVOID JARGON AND USE A STRAIGHT-FORWARD ACADEMIC TONE**

- **AVOID OBVIOUS, REDUNDANT, PROMOTING PHRASES:**
  "This course is about…" "This is an intensive course…" "We will discuss…"

- **GOOD BEGINNINGS:**
  "Topics include…" "Presents theory of…" "Introduction to…" "In-depth coverage of…" "Principles of…" "Overview of…" "Analysis of…" "Contemporary methods…" "Theory and practical application of…"

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

Format 1 forms received at the Faculty Senate Office are logged 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). To view the ten-day notice page, go to: http://www.uaf.edu/uafgov/faculty-senate/curriculum/10-day-reviews/

Electronic copies are provided to the committee(s) by means of web pages specific to each committee. The status of review and revisions are regularly noted there, also. Curriculum committee web pages may be accessed from: http://www.uaf.edu/uafgov/faculty-senate/committees/ See page 4 for more information about Faculty Senate curriculum review committees (who handles what).

During the review process, a member of the committee may contact the faculty course creator if a question arises or a change is requested. Updated paperwork must be sent to the Faculty Senate Office so it can be posted for the committee (no signatures have to be re-collected). Please carbon copy the Faculty Senate Office on any requests or responses for curriculum revisions so that submissions may be posted for the entire committee to review.

Once approved by the committee(s), the Faculty Senate Office processes 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 (URL below). The original signed forms are kept on file at the Faculty Senate Office. Banner entry and a myriad of other necessary tasks for catalog production then take place at the Registrar's Office once final approval has been posted online. If all required approvals are obtained before the first business day in March (to make the catalog production deadline) new courses will be included in the next printed UAF Catalog. (Trial courses are not published in the UAF Catalog.)

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

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

1. ACTION DESIRED (CHECK ONE):	Trial Course		New Course	

2. COURSE IDENTIFICATION:	Dept		Course #		No. of Credits	

Justify upper/lower division status & number of credits:	

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO		If yes, Dept:		Course #	

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

5. To be STACKED? YES/NO		If yes, 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.

6. FREQUENCY OF OFFERING:	
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	

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.

COURSE FORMAT: (check all that apply)		1		2		3		4		5		6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)												

19

9. CONTACT HOURS PER WEEK:		LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week

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.

OTHER HOURS (specify type)	

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, O   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)*

11.   COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**	YES:		NO:	

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

O = Oral Intensive, **Format 6**		W = Writing Intensive, **Format 7**		X = Baccalaureate Core	

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.

YES		NO	

12.   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 for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
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

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:		PASS/FAIL:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES $

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

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

18. ESTIMATED IMPACT

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

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

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)

21. 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. Use as much space as needed to fully justify the proposed course.

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:		

UAF SYLLABUS REQUIREMENTS
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

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/faculty/ 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://uaf.edu/oeo/aa-eo/

08/24/2016

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	☒	

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.

```
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)
```

- 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

```
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.¶
```

- 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*.

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:		

UAF SYLLABUS REQUIREMENTS
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/faculty/ 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://uaf.edu/oeo/aa-eo/

08/24/2016

Special Topics Courses

Using the Format 1A Form

A special topics course is prepared when the course material will be offered just one time. Generally, they are exempt from the curriculum review process beyond the College/School level, and are submitted directly to the Registrar's Office upon the dean's approval. Course numbers for special topics end in **-93**. Special topics courses do not carry core designators (although students may petition for core credit after taking the course).

Semester length special topics courses are subject to the submission deadlines for regular courses (see page 1 of this manual). There is often more leeway, though, since they are not published in the UAF Catalog. Courses less than a semester's duration must be submitted to the Registrar's Office no later than two weeks before the course is scheduled to begin. Courses should not be advertised (nor students registered) until fully approved course paperwork is on file in the Registrar's Office.

If a graduate level special topics course is submitted from a department that does not offer graduate programs, it must be approved by the Graduate School. Also, all offerings above the level of approved programs must be approved in advance by the Provost. In such a case, the course would be first submitted to the Provost for approval, and then go to the Graduate School next before going forward to the Registrar's Office.

A special topics course differs from a trial course in two main respects:

> ➤ While a trial course undergoes review at a Faculty Senate curriculum committee, a special topics course does not.

> ➤ A special topics may only be offered one time upon submission and approval of the form; while a trial course may be offered three times once approved. (Trial courses need not be offered over consecutive semesters.)

Submit Special Topics Format 1A to:

Registrar's Office:
102 Signers' Hall
Box 7495
registrar@uaf.edu

? **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.

Submit original with signatures to **Registrar's Office** and send an electronic file copy to Governance Office

SPECIAL TOPICS COURSE PROPOSAL (attach a syllabus)

SUBMITTED BY

Department		College/School	
Prepared by		Phone	
Email Contact		Proposed Instructor	

COURSE IDENTIFICATION

Dept		Course #	___93	No. of Credits	

Justify upper/lower division status & number of credits:	

PROPOSED TITLE	

CROSS LISTED? YES/NO		If yes, Dept.		Course #	

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

STACKED? YES/NO		If yes, Dept.		Course #	

(The syllabus must clearly indicate differences in required work and evaluation for students at different levels.)

DATE/PLACE OF OFFERING

Date of Offering	
	Semester/Year or Beginning/Ending Dates
Place/Campus of Offering	

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

CONTACT HOURS PER WEEK:		LECTURE hours/weeks		LAB hours/week		PRACTICUM hours/week

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/cd/credits.html for more information on number of credits.

OTHER HOURS (specify type)	

35

GRADING SYSTEM (check one):		LETTER		PASS/FAIL

COMPLETE COURSE DESCRIPTION with course number, title and credits (50 words or less, if possible):

RESTRICTIONS ON ENROLLMENT (if any)

PREREQUISITES	

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

SPECIAL RESTRICTIONS, CONDITIONS	

PROPOSED COURSE FEES	$

Has a memo been submitted through your dean to the Provost for fee approval? **Y/N**

PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? **Y/N**	

If yes, give dates, course #, etc.:	

ESTIMATED IMPACT

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

Have you contacted the library collection development officer (ffklj@uaf.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		

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize 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.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable*)		

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE REGISTRAR'S OFFICE.

ADDITIONAL SIGNATURES: (If required)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

UAF SYLLABUS REQUIREMENTS
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/faculty/ 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://uaf.edu/oeo/aa-eo/

08/24/2016

New Degree Programs

About Format 3 for New Degree Programs

The Format 3 for new degree programs includes a long list of elements required under UA Regulation 10.04.02. In addition to the Format 3 elements, new degree program submissions must also include the following:

- BOR Program Action Request (PAR) Form
  For the current form go to: http://www.alaska.edu/research/sac/new-programs/
  and a 2-3 page written summary
- Resource Commitment Form
- Draft Prospectus for the Northwest Commission on Colleges and Universities (NWCCU)

New courses associated with a new degree program must be created by means of the Format 1 form prior to or simultaneously with the new program. They undergo the normal approval process outlined in Chapter 3 for new courses. They are not created by virtue of the submission of a new degree program proposal. The same holds true for existing courses that may be used for new degree requirements: any major course changes or drops must be submitted on the Format 2 form (minor course changes on the Format 2A form). Do not use this format form for creating new occupational endorsements or new minors (see Formats 3A and 3B). Use this format form to create new certificate and associate degree programs, baccalaureate and graduate programs, graduate certificates and post-baccalaureate licensures.

? WHAT SHOULD BE DONE BEFORE BEGINNING WORK ON A NEW PROGRAM?

Because the lengthy review process for new degree programs may take upwards of 1-2 years, it is strongly recommended that the initial discussion(s) of whether to develop a new program include the UAF Provost before work commences on the necessary forms.

? WHERE ARE THE REQUIRED FORMAT 3 ELEMENTS AND FORMS FOUND?

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

? WHERE SHOULD NEW PROGRAM SUBMISSIONS BE SENT?

> Faculty Senate Office
> 312B Signers' Hall
> Box 7500

Please email an electronic copy (with scanned signatures) to the Faculty Senate Office at jbharvie@alaska.edu.

FORMAT 3
Submit original with signatures + 2 hard copies to the Faculty Senate Office;
and email electronic copy (MS Word document or rich text) to jbharvie@alaska.edu

NEW DEGREE PROGRAM REQUEST
(UA Regulation 10.04.020)

NOTE: Because of the extensive reviews required to initiate a new graduate degree program, consultation with Graduate Academic & Advisory Committee during early phases of the request preparation is strongly recommended. This will allow for a more efficient review and, more importantly, it will provide the department with up-to-date information about which aspects of the request can be expected to receive particular attention at the final higher levels of review. The department may be requested to obtain outside reviews of the new program proposal.

Submit the request according to the format given below. Use this format for new certificates, and associate, baccalaureate or graduate degrees. Occupational endorsements and new minors are created on separate forms (Formats 3A and 3B, respectively). (Please number pages and include a table of contents.)

I.   Cover Memorandum should include:

    A.   Name of person preparing request

    B.   Brief statement of the proposed program, its objectives and career opportunities. It is essential that the objectives of the program be clearly identified so that the activity may be evaluated in terms of how successfully it fulfills its stated objectives.

    C.   Provision for approval signatures of:
        Department Head
        Curriculum Council Chair
        Dean
        [Additional signature lines as needed for your unit.]

    Note: The following additional signatures from outside the originating unit will be collected as the proposal moves up the review ladder. Provide signature lines in the proposal.
        Faculty Senate Curriculum Committee Chair
        President, UAF Faculty Senate
        Dean of Graduate School (if graduate request)
        Chancellor
        President
        Board of Regents (Chair)

II.   Identification of the Program (All pages should be numbered.)

    A.   Description of the Program
        1.   Program title
        2.   Credential level of the program, if appropriate
        3.   Admissions requirements and prerequisites
        4.   Course descriptions of required and recommended elective courses. (For new courses, use FORMAT 1; to revise courses, use FORMAT 2)
        5.   Requirements for the degree.
          a. Include a sample course of study and a 3-Year Cycle of course offerings.
          b. Include a proposed general catalog layout copy of the program with short descriptive paragraph.

    B.   Program Goals
        1.   Brief identification of objectives and subsequent means for their evaluation
        2.   Relationship of program objectives to "Purposes of the University"
        3.   Occupational/other competencies to be achieved
        4.   Relationship of courses to the program objectives

III.   Personnel Directly Involved with Program

    A.   List of faculty involved in the program including brief statement of duties and qualifications
    B.   Administrative and coordinating personnel
    C.   Classified personnel

IV.   Enrollment Information

    A.   Projected enrollment/present enrollment
    B.   How determined/who surveyed/how surveyed
    C.   Minimum enrollments to maintain program for years 1, 2, 3, 4, and 5
    D.   Maximum enrollment which program can accommodate
    E.   Special restrictions on enrollments

V.   Need for Program

    A.   Required for other programs. In what way? How has this requirement been met to date?
    B.   Employment market needs:

1. Who surveyed? How? (Standard procedures should be developed for this.)
2. Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys?) (Standard procedures should be developed for this.)
3. How have positions been filled to date?

VI. Other

This permits consideration of additional justifying information which might not fit under III and IV above. Caution should be exercised to assure that the need for program is clearly established and that enrollment requirements are proposed and agreed upon at the time of the program's approval. Examples might be low enrollment programs in Alaska Native Languages, Alaska Native Arts, etc.

VII. Resource Impact

A. Budget (complete the Resource Commitment Form)
B. Facilities/space needs
C. Credit hour production
D. Faculty
E. Library/Media materials, equipment and services: Have you reviewed the Library/Media material, equipment and services needed by this proposed action with the Library Collection Development Officer? (Karen Jensen, 6695)

VIII. Relation of Program to other Programs within the System

A. Effects on enrollments elsewhere in the system
B. Does it duplicate/approximate programs anywhere in the system?
   If so, what is the justification for the duplication?
C. How does the program relate to research or service activities?
   1. Contributions to research or service
   2. Benefits from research or service activities

IX. Implementation/Termination

A. Date of implementation
B. Plans for recruiting students
C. Termination date (if any)
D. Plans for phasing out program if it proves unsuccessful
E. Assessment of the program. (Include a Student Outcomes Assessment Plan. To avoid delays, submit the plan for review to Provost Susan Henrichs before submitting the new program request.)

X. Regents Guidelines

The Board of Regents require the completion of the Program Action Request Form. The form is linked online at:
   http://www.alaska.edu/research/sac/new-programs/

A 2-3 page program summary is also required and should include:

1. Program Goals:
      a.) brief identification of objectives and means for their evaluation;
      b.) relationship of program objectives to the Purpose of the University (core themes, as per accreditation); and
      c.) occupational or other competencies to be achieved.

2. List of faculty directly involved with the program.

3. Enrollment information: a.) projected and present enrollment; b.) minimum enrollment needed to maintain program; and c.) maximum enrollment that can be accommodated.

4. Need for program -- employment market needs.

5. Resource Impact: Include the Resource Commitment Form from the Format 3 packet. Its numbers must agree with those provided in the BOR Program Action Request.

XI. Draft Prospectus

The prospectus for a new program is sent to the Northwest Commission on Colleges and Universities after approval by the Board of Regents. NWCCU review may take as long as 90 days following receipt of the program prospectus. Creating the draft and including it with the Format 3 paperwork will facilitate the submission of the formal prospectus.

Much of the information required for the prospectus will already have been assembled while producing the Format 3 new degree program request. Instructions and a template are provided online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/

Download this file at:

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

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. UA University (choose one)	1b. School or College	1c. Department or Program

2. Complete Program Title

3. Type of Program

☐ Undergraduate Certificate ☐ Associate ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action	5. Implementation date (semester, year)
☐ Add ☐ Change ☐ Delete	☐ Fall ☐ Spring ☐ Summer Year

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues to the University in FY		Projected Annual Expenditures in FY	
Unrestricted		Salaries & benefits (faculty and staff)	$
General Fund	$	Other (commodities, services, etc.)	$
Student Tuition & Fees	$	TOTAL EXPENDITURES	$
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal UA university redistribution	$	$
d. Funds already committed to the program by the UA university[1]	$	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required.   ☐ Yes   ☐ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

---

[1]Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1:	Year 2:	Year 3:	Year 4:

Page number of attached summary where demand for this program is discussed:

---

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	
Tenure track	

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page _____ of the attached summary.

---

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect

Page number of attached summary where effects on other programs are discussed:

---

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

---

15. Aligns with Shaping Alaska's Future themes:

Page in attached summary where alignment is discussed:

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed:

---

17. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed:

18. Program is initially planned to be: (check all that apply)

☐ Available to students attending classes at campus(es).

☐ Available to students via e-learning.

☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the _____ .
(choose one above)

_____/_____   _____/_____
                    Provost   Date   Chancellor   Date

☐ Consensus Support of SAC   ☐ Not Supported by SAC

☐ Recommend Approval by VPAAR	_____/_____	
☐ Recommend Disapproval by VPAAR	UA Vice President for Academic Affairs	Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:　　　☐ Summary of Degree or Certificate Program Proposal　　　　　☐ Other (optional)

Revised: 04/20/2015

Download the most current version of the Program Action Request form from:

http://www.alaska.edu/research/sac/new-programs/

See current examples of 2-3 page summaries posted online at the System Academic Council web site:

http://www.alaska.edu/research/sac/new-programs/

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)				
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in dollars and/or sq. footage)				
Office Space (Sq. footage)				
Lab Space (Sq. Footage)				
Computer & Networking (in dollars)				
Research/ Instructional/ office Equipment (in dollars)				
Support Staff (FTE's & dollars)				
Supplies (in dollars)				
Travel (in dollars)				

Signature_____   _____

        Dean of College/School Proposing New Degree Program   Date

Download this form at:

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

Prospectus Template

Prospectus for

University of Alaska Fairbanks

A. Mission and Goals:

B. Authorization:

The University of Alaska Fairbanks (UAF) is one of four individually accredited universities within the University of Alaska system. UAF has been continuously accredited since 1934 by the Northwest Commission on Colleges and Universities.

The Constitution of the State of Alaska establishes the University of Alaska as the state university, governed by a Board of Regents appointed by the governor. Alaska Statutes provide for a board of eleven voting members, including one student, with authority to carry out the mission of the university system and its constituent units, including the determination and regulation of the university's course of instruction and the conferring of degrees. Members of the board have no contractual, employment, or financial interest in the university. The chair is elected from among the board. The board appoints the president of the university system, who in turn appoints the chancellor of UAF. Both officers are full-time employees whose only responsibility is to the institution

C. Educational Offerings:

1. Descriptive information of the educational offering(s):

2. Evidence of approval by the appropriate academic policy body of the institution:

Senate signature page and BOR approval from the minutes will be provided by the Office of the Provost.

D. Planning:

1. Evidence of need for the change and the students to be served:

2. The procedures used in arriving at the decision to change[1]:

3. The organizational arrangements that must be made within the institution to accommodate the change[2]:

4. Timetable for implementation[3].

E. Budget:

1. The budget projections (revenue and expenditures) for each of the first three years of operation:

2. Revenue and expenditures associated with the change itself:

3. Institutional financial support to be reallocated to accommodate the change:

4. The budgetary and financial implication of the change for the entire institution:

F. Student Services:

G. Physical Facilities:

H. Library and Information Resources:

I. Faculty and Staff:

The Prospectus template and a sample prospectus are posted online at:

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

Occupational Endorsements

Using the Format 3A Form

Occupational endorsements require a minimum of nine credits, with 29 credits being the maximum allowed. Endorsements utilize existing courses to fulfill employment market needs. Final approval is at the level of the Chancellor, following approval by the Faculty Senate.

Submit Format 3A to:

Faculty Senate Office:
312B Signers' Hall
Box 7500
Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu

? WHAT IS THE APPROVAL PROCESS FOR OCCUPATIONAL ENDORSEMENTS?

Following approval at the Curricular Affairs Committee, the program request is submitted to the Administrative Committee for inclusion in the Faculty Senate's agenda. After Faculty Senate approval, the occupational endorsement is signed off by the UAF Chancellor. It does not need to go to the Board of Regents or the Northwest Commission on Colleges and Universities for approval.

All courses required for the OE should exist already. If new courses are associated with the OE, Format 1 new course forms must be submitted prior to or simultaneously with the Format 3A form. Be aware that course approval may hold up the final approval of the OE.

To be included in the printed UAF Catalog, final approval needs to occur by the first day of business in March in order to meet catalog production deadlines.

? 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.

NEW OCCUPATIONAL ENDORSEMENT REQUEST
(UA Regulation 10.04.02)

I. Cover Memorandum should include:

 A. Name of person preparing request

 B. Brief statement of the proposed endorsement, industry objectives and abbreviated student learning outcomes assessment and implementation plan.

 C. Provision for review signatures of preparation:
   Industry or advisory council representative
   Program head responsible for the transcription request and completion checklist
   Dean of school/college housing the occupational endorsement
   Academic Council (CRCD) or Curriculum Council Chair (as appropriate to respective unit)

   Signatures for approval:
   Curricular Affairs Committee Chair
   President, UAF Faculty Senate
   Chancellor or designee

II. Identification of the Endorsement (All pages should be numbered.)

 A. Description of the Occupational Endorsement
   1. Occupational Endorsement title
   2. Admissions requirements and prerequisites
   3. Course descriptions of required catalogue courses. (Endorsements use existing courses.)
   4. Requirements for the endorsement.
     a. Include a sample course of study and a 3-Year Cycle of course offerings.
     b. Include a proposed general catalog layout copy of the endorsement with short descriptive paragraph.

 B. Endorsement Goals
   1. Brief identification of objectives and subsequent means for their evaluation
   2. Relationship of endorsement objectives to industry needs
   3. Occupational/other competencies to be achieved
   4. Relationship of courses to the endorsement objectives

 C. Describe Student Learning Outcomes Assessment Plan, and identify the individual (by position) who will be responsible for directing its implementation.

III. Personnel Directly Involved with Program

 A. List current faculty teaching the required and elective courses and titles, including brief statement of duties and qualifications
 B. Administrative, coordinating and classified staff personnel associated with the endorsement

IV. Enrollment Information

 A. Projected enrollment
 B. How determined/who surveyed/how surveyed
 C. Maximum enrollment which endorsement can accommodate (endorsement capacity)

V. Need for Occupational Endorsement

 A. Employment market needs:
   1. Who surveyed? How? (Standard procedures with industry/advisory council listed)
   2. Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys, periodic review will ensure the currency.)
   3. How have positions been filled to date?

VI. Other

  Any justification for the endorsement, which might not fit under III and IV above.

VII. Relation of Endorsement to other Programs within the System

VIII. Implementation/Termination

 A. Date of implementation
 B. Plans for recruiting students
 C. Plans for phasing out endorsement if it proves unsuccessful
 D. Assessment of the endorsement. (Include a Student Outcomes Assessment Plan.)

New Minors

Using the Format 3B Form

This is a relatively new form to accommodate creation of new minors without having to use the Format 3 form for new degree programs. Minors are required for some baccalaureate degree programs and optional in others; however, they are not meant to function as "options" or "concentrations" within a particular baccalaureate program. Theoretically, students majoring in one program should be able to fulfill the requirements for a minor in another program.

Minors require a minimum of 15 credits and these should not be already counted toward baccalaureate core requirements.

Submit New Minor Format 3B to:

> **Faculty Senate Office**:
> 312B Signers' Hall
> Box 7500
> Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu

? **WHAT IS THE APPROVAL PROCESS FOR A NEW MINOR?**

Following approval at the Faculty Senate Curriculum Review and Curricular Affairs Committees, the program request is submitted to the Administrative Committee for inclusion in the Faculty Senate's agenda. After Faculty Senate approval, the new minor is signed off by the UAF Chancellor. It does not need to go to the Board of Regents or the Northwest Commission on Colleges and Universities for approval.

All courses required for the minor should exist already. If new courses are associated with the minor, Format 1 new course forms must be submitted prior to or simultaneously with the Format 3B form. Be aware that course approval may hold up the final approval of the minor program.

To be included in the printed UAF Catalog, final approval needs to occur by the first day of business in March in order to meet catalog production deadlines.

? **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.

Submit originals and one copy to the Faculty Senate Office
Email electronic copy (with scanned signatures) to jbharvie@alaska.edu

REQUEST FOR A NEW MINOR

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See *http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/* for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

TITLE OF MINOR:	

Number of credits required for completion (minimum is 15):	

*"Unless otherwise specified by the appropriate academic unit, a course may be used more than once toward fulfilling degree, certificate, major and minor requirements. Credit hours for these courses count only once toward total credits required for the degree or certificate. Certifying that [the student has] met all major and minor requirements is the responsibility of [the student's] department faculty, who notify the Registrar's Office." From the General University Requirements section of "How to Earn a Bachelor's Degree" in the UAF Catalog.

Do all the required courses currently exist?	

If not, list the corresponding New Course paperwork associated with this request:

A.   DESCRIPTION OF THE PROPOSED MINOR. Include reasons justifying its creation; objectives of the minor and relationship of the required courses to those objectives.

B.   PROPOSED MINOR REQUIREMENTS AS THEY WILL APPEAR IN THE CATALOG:

See samples provided on page 3 of this form.

C.   ESTIMATED IMPACT

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

D.   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)

F.   PERSONNEL DIRECTLY INVOLVED WITH THE MINOR:

List faculty currently teaching the required and elective (if any)
courses, with a brief statement of duties and qualifications.

G.   RELATIONSHIP OF THE PROPOSED MINOR'S OBJECTIVES TO THE "PURPOSES OF THE UNIVERSITY".

Include additional justifying information to support creation of the minor such as projected and present enrollments; need or public demand for the minor; support of other programs by the minor's creation, etc.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

Final approval will be at the level of the Chancellor or Chancellor's Designee, following vote of approval by the Faculty Senate.
_____

SAMPLE MINORS FOR REFERENCE FROM THE <u>UAF CATALOG – 2009-2010</u>:

Taken from page 145 of the 2012-13 Catalog, Art Degree Program:

Minor

1. Complete the following: *
   ART F105—Beginning Drawing—3 credits
   ART F262—History of World Art—3 credits
   ART F365—Native Art of Alaska—3 credits
2. Complete one of the following: *
   ART F161—Two-Dimensional Design—3 credits
   ART F162—Color and Design—3 credits
   ART F163—Three-Dimensional Design—3 credits
3. Complete one of the following: *
   ART F201—Beginning Ceramics—3 credits
   ART F211—Beginning Sculpture—3 credits
   ART F268—Beginning Native Art Studio—3 credits
4. Complete one of the following: *
   ART F207—Beginning Printmaking—3 credits
   ART F209—Beginning Metalsmithing and Jewelry—3 credits
   ART F213—Beginning Painting (Acrylic or Oil)—3 credits
   ART F371O—Digital Photography and Pixel Painting—3 credits
5. Minimum credits required—18 credits

Student must earn a C grade or better in each course.

Note: A minor in art for the B.A. or B.S. degree is available only to non-art majors.

Taken from Page 153 of the 2012-13 Catalog, Communication Degree Program:

Minor

1. Complete the following:
   COMM F180—Introduction to Human Communication—3 credits
   COMM F330—Intercultural Communication (3)
   or COMM F351—Gender and Communication—3 credits
2. Complete communication electives at the F300-level or above—9 credits
3. Minimum credits required—15 credits

Note: Courses designated as social science or humanities that are taken for the minor may also be used to fulfill social science and/or humanities distribution requirements for the B.A. degree.

These samples are for your reference and may be deleted from your submitted paperwork.

Deletion of Programs

About Format 4 for Program Deletion

Program deletions require approval at the level of the UA Board of Regents as stipulated by UA Regulation 10.04.02. An example of the use of Format 4 may be found online at:

http://www.uaf.edu/files/uafgov/faculty/curriculum_review09-10/spr-10-curriculum.html   See #99-UPCh. – Deletion of the B.S. in Statistics.

Submit Format 4 to:

> **Faculty Senate Office**:
> 312B Signers' Hall
> Box 7500
> Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu

? **WHAT IS THE APPROVAL PROCESS FOR DELETING A PROGRAM?**
> This process applies to requests for program deletion which originate from a department within a school or college. The program deletion is signed off by the appropriate department head, curriculum council chair and dean, then is sent forward to the Faculty Senate Office. Following review and approval by the appropriate Faculty Senate curriculum review committee and the Curricular Affairs Committee, the program request is submitted to the Administrative Committee for inclusion in the Faculty Senate's agenda. After Faculty Senate approval, the program deletion is signed off by the UAF Chancellor. The Provost takes the MAU-approved deletion to the System Academic Council and then it is forwarded to the UA Board of Regents for final approval. Notice is sent to the NWCCU.

? **WHAT IS THE PROCESS FOR DELETING A PROGRAM AS A RESULT OF THE FORMAL PROGRAM REVIEW PROCESS?**
> The process of program deletion as a result of the formal program review process is different than a deletion that originates from a department or program. As of August 2016, the process is under discussion and this section will be updated during the fall 2016 semester. 08/24/2016

FORMAT 4
Submit signed originals and one copy to **Governance/Faculty Senate Office**
Email electronic copy to jbharvie@alaska.edu

DELETION OF PROGRAM REQUEST
(UA Regulation 10.04.02)

(Please number the pages and include a table of contents if the request is lengthy.)

I.   Cover Memorandum should include:

    A.   Name of person preparing request
    B.   Reasons for requesting deletion of program
    C.   Relation of program to other programs in the local unit and system
        Summarize the effects of the program deletion. For example, will deletion of the program cause other programs to have to alter their requirements as they utilize courses offered by the elected program.
    D.   Summarize effects on personnel directly involved with the program
    E.   Summarize effects deletion of program will have on budget of department
    F.   Provide information on current student enrollment in program or courses
        If the program currently has declared majors, supply provisions for phasing out program. Provide information on transfer possibilities within the system, if any.

II.   Background Information

    A copy of the original instructional program request, if available, or equivalent information should be submitted.

    If no formal presentation of program approval was made, the following information should be submitted:

    1.   Identification of Program: Should include a brief description of the program and its goals

    2.   Enrollment Information: Past and present enrollment statistics should be included

    3.   Resource Requirements of Program: Should include personnel costs as well as support service costs and space requirements

III.   Approval Signature Blocks provided for:

    Department Head
    Curriculum Council Chair
    Dean
    Dean of Graduate School (if graduate request)
    President, UAF Faculty Senate
    Chancellor
    President
    Board of Regents

IV.   Provide an executive summary of about one page for inclusion in the Board of Regents committee agenda.

Degree Program Changes

Using the Format 5 Form

Changes to degree programs should be submitted early in the fall semester, if possible, in order to make the next printed UAF Catalog. Approval for program changes must occur by March 1 to meet the catalog production cycle. Therefore, degree program changes submitted in the spring semester may not make it through the curriculum review process in time for the March 1 approval deadline. Late submissions will then be approved to take effect a full year later.

It's also critical to submit related course additions and changes in a timely fashion to coincide with the degree program change. Again, early submission in the fall semester is strongly advised to allow time for potential revisions at the request of the curriculum review committees.

It is the responsibility of the department or program submitting the forms to track their progress through the initial signature approvals of department chair, unit curriculum council chair and dean. Only completely signed originals will be accepted at the Faculty Senate Office. Electronic copies should contain scanned copies of the signature page(s). It is good practice to include a formal memorandum summarizing all program and related course paperwork being submitted. This facilitates better coordination of all related submissions for the Faculty Senate curriculum review committees, not to for mention the unit's own curriculum council. Items submitted from a unit in a piecemeal fashion are treated as such because of time constraints and circumstance, not design.

Submit Format 5 to:

> **Faculty Senate Office**:
> 312B Signers' Hall (Include this with the Box number to ensure proper delivery.)
> Box 7500
> Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu

? **WHAT IS THE APPROVAL PROCESS FOR DEGREE PROGRAM CHANGES?**
> Program changes are reviewed by the appropriate Faculty Senate committee – Curriculum Review Committee reviews undergraduate programs, and the Graduate Academic and Advisory Committee reviews graduate programs. The committee's approval is then followed by the Provost's approval before the paperwork is advanced to the Registrar's Office for Banner entry and the UAF Catalog. To be included in the upcoming printed UAF Catalog, final approval needs to occur by March 1 in order to meet catalog production deadlines.

? **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.

PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR/MINOR)

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See www.uaf.edu/uafgov/faculty-senate/curriculum for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	

A. CHANGE IN DEGREE REQUIREMENTS: (Brief statement of program/degree changes and objectives)

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

C. PROPOSED REQUIREMENTS AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
(Underline new wording ~~strike through old wording~~ and use complete catalog format)

D. ESTIMATED IMPACT

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

E. 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)*

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

> *Description of the student learning outcomes assessment process.)*

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize program/degree change 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 drop a course, is it because the material is covered elsewhere? 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 program is not compromised as a result.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

Minor Degree Program Changes

Using Format 5A

- Format 5A: Minor Degree Program Change Request

  Submissions for minor degree program changes should be submitted early in the fall semester, if possible, in order to make the next printed UAF Catalog. Submissions received in the spring semester may not make it in time for the March catalog production deadline.

? WHAT CHANGES QUALIFY AS MINOR?

- Minor editorial changes or corrections; e.g., program descriptions, course changes corresponding to already-approved course paperwork for new or changed courses.
- Changing the name of a program IS NOT a minor change. Use a Format 5 major program change form.
- Changing course / credit requirements IS NOT a minor change.

If the desired change is not shown above, do not use the Format 5A form. Instead, use the Format 5 – Degree Program Change form (see Chapter 10).

? 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 5A forms with original signatures of all required parties may be turned in to:

> Registrar's Office
> 102 Signers' Hall
> Box 7495

Please email an electronic copy to the Faculty Senate Office at jbharvie@alaska.edu. While these are not processed by a Faculty Senate committee, it is useful to have copies to help troubleshoot questions from departments.

? WHEN DO MINOR PROGRAM CHANGES TAKE EFFECT?

Typically, changes take effect when they are published in the next UAF Catalog. The production deadline for the printed catalog is March 1 (or the first day of business if the 1st falls on a weekend). Therefore, it is strongly suggested that minor changes be submitted during the prior fall semester in order to make the next printed catalog.

Submit originals to the Office of Admissions and the Registrar
Send an electronic copy to the Faculty Senate Office

MINOR PROGRAM CHANGE: CATALOG DESCRIPTION and UPDATES ONLY

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See *http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.*

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	

2.   REASON FOR CHANGE: Indicate what is changing with an "X" or checkmark:

TO CORRECT THE TEXT	
TO UPDATE THE TEXT	

Other reason (specify):	

A.   CHANGES: (Brief statement of scope, or a list, of requested changes)

B.   CURRENT DESCRIPTION AS IT APPEARS IN THE CATALOG:

C.   PROPOSED DESCRIPTION AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
   (Underline new wording ~~strike through old wording~~ and use complete catalog format)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE REGISTRAR'S OFFICE

	Date	
Received Registrar's Office		

Core Courses & Designators

Using Formats 6 and 7

- Format 6: Oral-Intensive Designator Request (accompanies Format 1 new course request, or submitted by itself for already-existing courses)

- Format 7: Writing-Intensive Designator Request (accompanies Format 1 new course request, or submitted by itself for already-existing courses)

- Format 1: New course request, and used for "X" Designator Request

Submissions for new and changed Core courses should be submitted early in the fall semester, if possible, in order to make the next printed UAF Catalog. Full approval for new or changed courses must occur by the first business day in March in order to meet the catalog production cycle. Therefore, submissions received in the spring semester may not make it through the curriculum review process in time for the March approval deadline.

Submit Formats 1, 6 and/or 7 to:

Faculty Senate Office:
312B Signers' Hall (Include this with the Box number to ensure proper delivery.)
Box 7500
Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu

IMPORTANT CHANGES ARE UNDER DEVELOPMENT CONCERNING THE UNIVERSITY GENERAL EDUCATION REQUIREMENTS. THESE CHANGES WILL AFFECT THE UAF BACCALAUREATE CORE CURRICULUM.
Stay informed by contacting your Faculty Senate representatives.

In 2015-16, Faculty Senate passed a motion to require baccalaureate degree programs to develop communication plans to satisfy approved Communication Learning Outcomes within each program. Effective in fall 2017, these plans will replace the "O" and "W" requirements. (FS Meeting #210, November 9, 2015)

WHAT IS THE APPROVAL PROCESS FOR CORE COURSE CHANGES?
The Core Review Committee reviews requests for "X", "W", and "O" designators. For new courses that will carry the "W" or "O" designator, a Format 1 New Course form is also required; it is reviewed separately at the Curriculum Review Committee.

In the case of new courses seeking the "X" core designator, however, both Core Review Committee and Curriculum Review Committee will review the Format 1 and syllabus. Approval by the curriculum committees is then followed by the Provost's approval before the paperwork is advanced to the Registrar's Office for Banner entry and inclusion in the UAF Catalog. To be included in the upcoming printed UAF Catalog, final approval at the Provost level needs to occur by the March deadline in order to meet catalog production deadlines.

? 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/course-degree-procedures-/

? WHERE MAY MORE INFORMATION BE FOUND ABOUT THESE CORE DESIGNATORS?

Appendix D contains copies of the guidelines for core designators. These are also posted online at:

http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

ⓘ REQUIRED STATEMENT FOR THE "O" AND "O/2" COURSE SYLLABI:

Syllabus Statement Regarding the Oral-Intensive (O) Requirement (passed at Faculty Senate Meeting #183, May 7, 2012):

This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

This course is designated as Oral-Intensive (O). This designation means that the "O" or "O/2" is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course (7.5 percent for "O/2") will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR 'O' OPTION REPRESENTED BY THE COURSE (FOUND AT http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/) WILL BE LISTED.

? HOW ARE DESIGNATORS REMOVED?

Departments wishing to remove "W", "O", or "X" designators should use the Major Course Change Format 2 form. Departments should also be aware that the Core Review Committee reviews "W" and "O" courses regularly and is empowered to remove the designators if courses are deemed lacking after they are reviewed.

FORMAT 6
Submit originals and one copy and electronic copy to **the Faculty Senate Office**
(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ *for a complete description of the rules governing curriculum & course changes.*

1.   COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	

COURSE TITLE	

Existing Course		New Course Pending Approval*	

*Must be approved by appropriate Curriculum Council.)

2.   EMPHASIS DESIRED: *(See Guidelines for Oral Intensive Designator)*

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	
Public (large class) "O/2"	

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

JUSTIFICATION FOR ACTION REQUESTED

  The purpose of the department and campus-wide curriculum committees is to scrutinize course designator 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 change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

A	15% of the final grade based on oral communication
B	1 ongoing, integrated group project with 5-8 students
C	2 presentations (minimum of 5 minutes per member)
D	Question & Answer period for both presentations
E	Group and Individual grading
F	Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

A	15% of the final grade based on oral communication
B	3 presentations (minimum of 5 minutes each)
C	Question & Answer period for both presentations
D	Instructor Evaluation/Feedback on all presentations

PUBLIC (small class) (Regularly enrolling less than 12 students)

A	15% of the final grade based on oral communication
B	2 presentations of 20 minutes with Question & Answer **or**
	3 presentations of 10 minutes with Question & Answer
C	Instructor Evaluation/Feedback on all presentations

PUBLIC (large class) **"O/2"** (Regularly enrolling 20 or more students)

A	7.5% of the final grade based on oral communication
B	1 presentation (minimum of 5 minutes), **and**
C	1 presentation of 8-10 minutes with Question & Answer
D	Instructor Evaluation/Feedback on all presentations

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature, Chair, Senate Core Review Committee		

These guidelines are included with this form for your reference.

Syllabus Statement Regarding the Oral-Intensive (O) Requirement:
This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

This course is designated as Oral-Intensive (O). This designation means that the "O" or "O/2" is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course (7.5 percent for "O/2") will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR 'O' OPTION REPRESENTED BY THE COURSE (FOUND AT http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/) WILL BE LISTED.

****

GUIDELINES FOR CORE ORAL COMMUNICATION INTENSIVE DESIGNATOR:

1. General Guidelines:

    a   A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.

    b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.

    c. These guidelines distinguish between courses emphasizing <u>Group</u> projects and those emphasizing <u>Public</u> presentations. The guidelines for courses emphasizing public communication are further divided according to the number of students regularly enrolling in a given course, i.e., <u>Small Class</u> (less than 12 students), <u>Medium or Large Class</u> (at least 12 students), and <u>Large Class</u> (at least 20 students). **Note specifically that under guideline 5 for a <u>Large Class</u>, a given course fulfills only half of the "O" intensive requirement, so that a student must take two such courses (hence the designation "O/2"). Under each of the other sets of guidelines, a single course would fulfill the "O" requirement.

    d. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

2. Specific Guidelines for "O" Designated Courses Emphasizing <u>Group</u> Communication in <u>Medium or Large Class</u> Contexts:

    a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.

    b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.

    c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.

    d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.

    e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

3. Specific Guidelines for "O" Designated Courses Emphasizing <u>Public</u> Communication in <u>Medium or Large Class</u> Contexts (Regularly enrolling at least 12 students):

   a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons.

   b. At least one presentation must involve questions from the audience and responses by the presenter.

   c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

4. Specific Guidelines for "O" Designated courses Emphasizing <u>Public</u> Communication in <u>Small Class</u> Contexts (Regularly enrolling less than 12 students):

   a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.

   b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.

   c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.

   d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.

   e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.

   g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.

5. Specific Guidelines for "O/2" Designated Courses Emphasizing <u>Public</u> Communication in <u>Large Class</u> Contexts (Regularly enrolling 20 or more students):

   a. Each student must take at least two "O/2" designated courses to meet the Core Curriculum requirement for oral intensive coursework.

   b. Each student must be involved in the individual preparation and delivery of at least 2 course related presentations one of at least 5 minutes duration and one of at least 8-10 minutes duration, to an audience of about 20 persons.

   c. The 8-10 minute presentation, must be a formal individual presentation, and must involve questions from the audience and responses by the presenter.

   d. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   e. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   f. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

Effective: November 18, 1993

FORMAT 7
Submit originals and one copy and electronic copy to **the Faculty Senate Office**
(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ *for a complete description of the rules governing curriculum & course changes.*

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	

COURSE TITLE	

Existing Course		New Course Pending Approval*	

*Must be approved by appropriate Curriculum Council.)

---

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits. If there extensive changes to an existing course, include the CHANGED CATALOG DESCRIPTION as well. (Doing so will facilitate correct Banner entries.)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator 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 change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The **attached syllabus** must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter.

A	A majority of the final grade is derived from writing activities
B	A research paper/project
C	Personal conference with the student
D	Drafts/revisions/Feedback

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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

	Date	
Signature, Chair, Senate Core Review Committee		

These guidelines are included with this form for your reference.

GUIDELINES FOR CORE WRITING INTENSIVE DESIGNATOR:

A.   General guidelines for 3-credit course with "W" designator

   1.   The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.

   2.   Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]

   3.   Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.

   4.   At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.

   5.   Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

B.   Guidelines for the "W" designator in Technical courses

   1.   In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.

   2.   The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.

   3.   The series option allows a student to replace one or both 3-credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"- designated course. The initial course in the series will be designated "W1" and, while less than three credits, will fulfill all the other general requirements for a "W." The subsequent courses will base a majority of the grade on written material. Students must take the "W1" course before taking the other courses in the series.

**   To grade a course on written work means to use the student's written work as the basis for his or her grade. Written work is graded mainly on content and organization, with tone, word choice, sentence structure, grammar, punctuation, and spelling accounting for a smaller fraction of the grade.

Effective: November 29, 1990

Appendix A

Syllabus Guidelines and Samples

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

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/faculty/ 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://uaf.edu/oeo/aa-eo/

08/24/2016

Guidelines for the Stacking of 400 / 600 level courses:

400 level (senior) courses may be double-listed (stacked) as 400/600. The 600 level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students.

In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

 It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not simply one level between 400 and 600. We recognizing that the design of a 400/600 'stacked' course requires compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you've created.

The creation of two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). 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 CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

STACKING POLICY MAY BE FOUND IN THE UAF CATALOG IN THE SECTION TITLED "HOW TO READ COURSE DESCRIPTIONS"
Stacking policies were developed at Faculty Senate Meeting #123 (May 3, 2004); Meeting #77 (February 9, 1998); and Meeting #47 (February 14, 1994). Stacking policy and issues were discussed at Meeting #173 March 7, 2011) and discussion notes are contained in the minutes for that meeting.

Sample Syllabus: Lecture Course (3+0)

EGG 637: Omelet Design and Fabrication

3 credits
Held in Lola Tilly room 001
Meets 7:00-8:00am MWF
Prerequisites: EGG 601 (Molecular Gastronomy), CHEM 451 (Biochemistry--Metabolism)
Course website: http://www.egg.uaf.edu/~bork/2012/egg637/ (and see also Blackboard)

Instructor: Dr. Sven Börk
Office: Lola Tilly room 002
Office hours: 8:00-11:00am MWRF
Telephone: 1 907 474-1800
Email: borkbork@yahoo.com

Required Textbook: The Omlette Book, by Narcissa Chamberlain, 1958 edition, Knopf
Recommended readings: The Breakfast Book, Cunningham & Cameron, 1987, Knopf
Required Supplies: griddle, non-stick skillet, whisk (eggs & butter will be covered by course fee)

Course Description
From the course catalog:
> **EGG F637   Omelet Design and Fabrication**
> 3 Credits Offered As Demand Warrants
> 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. *Prerequisites: EGG 601 and CHEM 451.*

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.

Instructional Methods
The course is primarily lecture based, although in-class cooking assignments will be required weekly, and each month students will write a scientific paper. We will occasionally perform X-ray refraction spectrometry and NMR laboratory analysis in the XRF lab Reichardt 167.

Course Calendar (tentative)
1. September, Week 1: review of organic chemistry, metabolism of lipids, basic frying. Chamberlain pp 1-138.
2. Week 2: beating and protein tangling, review of poultry handling. Chamberlain pp 139-193. Analysis paper 1 topic due. Last day to drop.

3. Week 3: XRF lab analysis of egg whites. Chamberlain pp 194-257.
4. Week 4: Analysis paper in-class minireviews, analysis paper 1 final version due.
5. October, Week 5: Unsaturated oils and frying. Chamberlain pp 736-752. Synthesis paper 2 topic due.
6. Week 6: Butter and saturated fats. Chamberlain pp 753-897.
7. Week 7: Course review, midterm omelet, and post-exam review.
8. Week 8: Dairy group omelet additions. Synthesis paper 2 final version due. Last day to withdraw.
9. November, Week 9: Meat group additions. Chamberlain pp 291-297, plus assigned readings on website. Analysis paper 3 topic due.
10. Week 10: Vegetable group additions. XRF lab analysis of yolks. Chamberlain pp 258-290.
11. Week 11: Compatibility table of omelet additions. Analysis paper 3 final version due. Thanksgiving break.
12. Week 12: Pre-frying and 'fluffiness'. Synthesis paper 4 topic due.
13. December, Week 13: rheological fluids and 'mouthfeel'. Chamberlain pp 317-394.
14. Week 14: Synthesis paper 4 final version due. Final omelet.

Course Policies

Prompt attendance is required, and forms a small part of your grade. If you are not able to attend, or arrive after the class's start time, you must PREPARE A DETAILED WRITTEN EXPLANATION and hand deliver this to me. Polite participation in in-class discussions is also required.

Late assignments and homeworks normally receive no credit. You must attend exams on time. At my discretion, I may allow late work without penalty when due to circumstances beyond your control, such as your death.

Everything you turn in must be your own work--violations of the UAF Student Code of Conduct will result in a minimum penalty equal to THAT ENTIRE SECTION OF YOUR GRADE (for example, one plagiarized omelet will negate an otherwise perfect grade on all omelettes). However, even substantial reuse of other people's work is fine and not plagiarism if it is clearly cited; you'll be graded on what you've added to others' work.

In extraordinary circumstances, such as an ice storm or infectious disease outbreak, classes may be held on Blackboard/Elluminate Live.

Evaluation and Grading Policies

Your grade for the written assignments will be based on the clarity of your logic and prose, use of proper formatting for the paper and references (APA style), and comprehensiveness. Grade "A" papers present a clear, comprehensive, and convincing scientific argument in a lucid and engaging fashion; these papers are publication ready. Grade "B" papers may contain the occasional non-sequitur phrase, or miss a minor technical point; these papers may need some revisions to be accepted for publication. Grade "C" and below papers have glaring typographical or technical errors, or miss important topics, and would not be accepted for publication by a reputable journal.   "Analysis" papers relate laboratory measurements to the current literature on understanding food composition and contents, while "Synthesis" papers describe integration of known methods from current literature into your own cooking style.

Your grade for cooking assignments will be determined as a equally-weighted combination of taste, texture, presentation, and detailed lab results from gas chromatography and nuclear magnetic resonance analysis. Neither written nor cooking assignments are graded on a curve, except in unusual circumstances.

Your understanding of gastromic theory, and your ability to reduce this to practice will be evaluated using this combination of these factors:
- 20%: Two synthesis papers, in October and December.
- 25%: Midterm omelet, prepared during the midterm exam in October.
- 20%: Two analysis papers, in September and November.
- 25%: Final omelet, prepared during the final exam period.
- 5%: In-class cooking assignments.
- 5%: Attendance and class participation.

This percentage score is transformed into a plus-minus letter grade via these cutoffs:

	score >= 93%: A score >= 90%: A-
score >= 87%: B+	score >= 80%: B
score >= 77%: C+	score >= 70%: C
score >= 67%: D+	score >= 60%: D
otherwise F	

The grades "B-", "C-", "D-", "F+", and "F-" will not be given. "A+" is reserved for truly extraordinary work. At my discretion, I may round a grade up if it is near a grading boundary. The EGG department has a policy that a graduate course cannot count toward a graduate degree with a grade of C- or below, and an undergraduate course cannot count toward a graduate degree with a grade of B- or below.

Support Services

The EGG department maintains an eating lab in Lola Tilly room 001, staffed from 7:00am-8:00pm. There is an organic chemistry student study group that may be helpful; contact information will be provided on the first day of class.

I will work with the UAF Office of Disability Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Sample Syllabus: Lecture Course (3+0) with some distance elements of delivery.

The following is **used with permission**:

<u>SPANISH 311</u>: Advanced Spanish Composition

Prerequisites: SPAN F202 or equivalent* (see below); or permission of instructor.

<u>Instructor</u>: Timothy Wilson   <u>Email</u>: tim.wilson@alaska.edu
<u>Office</u>: 606C Gruening   <u>Phone</u>: 474-5463
<u>Office hours</u>: T Th 2-3 and by appointment

COURSE MATERIALS

Text is available through CDE:
<u>Composición: Proceso y Sintesis</u> (Paperback). By Valdés, Dvorak, Hannum and Angelelli
Publisher: McGraw-Hill Companies; 5th edition (December 2007)
ISBN: 0073513148

DESCRIPTION

This advanced Spanish class builds on the general Spanish communication skills that students gained at the 100 and 200 level. Along with other 300 level classes, such as grammar, conversation and reading, this class targets a specific skill: writing in Spanish in various formal and informal styles. A number of writing assignments of different types and levels will focus on vocabulary and stylistic issues in order to sharpen and improve students' writing skills. This distance learning web-based course will be conducted in Spanish.

COURSE OBJECTIVES

Course goals

- Become familiar with the format and purpose of various types of writing
- Learn important vocabulary that is often particular to written communication
- Become aware of issues that hinder effective communication
- Review certain grammar points that often cause difficulty in writing

Expected student learning outcomes

- Students will be able to effectively express themselves in a number of different genres in Spanish, choosing from among them depending upon their intended purpose
- Students' increased vocabulary will allow them to write with more sophistication and elegance
- Students will have a new awareness of their target audience and of the register appropriate to each genre
- Students will be able to avoid some linguistic pitfalls of the typical language learner and thus write with more clarity.

** Prerequisites: Students **must** have taken SPAN 202 at UAF; **or** have transfer credit from another university; **or** have AP credit. If you don't have any of these, you **MUST** take the CLEP test and receive a score of 62 or above. You can receive up to 16 UAF credits by taking the Spanish CLEP test.*

To take a CLEP test, visit: **hours:**
Testing Services Office   Mon/Wed/Thurs 1pm or 3pm
207B Gruening   Tues/Fri 9am or 11am
474-5277   or call for appointment.
www.uaf.edu/testing/   Cost: $90

INSTRUCTIONAL METHODS SPECIFIC TO DISTANCE LEARNING

Language learning, like language use, often takes place in a group, and rightly so; a language is not a set of facts you learn, but a skill you practice, and it is normally practiced with others. However, a few aspects of language learning, such as the honing of grammar and writing skills, are more individual pursuits and lend themselves best to individualized study.

For that reason, the subject matter of this course is very well fitted to its medium; students will work independently on individual projects of writing, and interaction with the instructor will be on a one-on-one basis through Blackboard. You will complete assignments and send them to me; I will give you constructive feedback and return it to you for more individual work. You can expect to have some one-on-one conferences with me, either in person, over the phone, or through email. At the same time, the nature of this course (distance learning) also has its challenges: students necessarily must be self-motivated and conscientious about the timely completion of tasks if they are to be successful.

TIME CONSIDERATIONS

As stated, because this is a distance-delivered course, we will not meet as a class. You can expect to spend much of your time working on your own (doing the reading assignments, doing homework and writing and re-writing essays), and some time corresponding and conferencing with me. This is a 3-credit course, which means that you should expect to spend at least 126 hours on this course over the semester (the standard equation is that a 3-credit course meets for 42 hours and the student should spend twice that many hours working out of class= 126 hours). ***To put it more plainly, please be prepared to spend 9 hours PER WEEK working on this class.*** Another rule of thumb is that at this level, you can expect to spend about three times as long reading or writing in Spanish as you would on an equivalent assignment in English (or your first language). So if it takes you two hours to write a short paper in English, don't be surprised if it takes you six or more in Spanish!

TIME ISSUES THAT ARE SPECIFIC TO DISTANCE LEARNING

As with any class, my general goals for students are 1) that you learn and are enriched, and 2) that you receive credit so as to make good progress toward completion of a degree. *Neither of these goals can be reached if you do not fulfill the requirements of the class and complete the assignments*. However, this may be more difficult than you think; a class such as this, which requires individual responsibility and independent work habits, can be a challenge for many people. ***For this class, you will need to complete and submit work every week; there is no way to wait til the end of the semester and submit it all at once.*** For that reason, please be honest with yourself—if you think you cannot be disciplined enough to follow the schedule for coursework on your own, be advised that you probably will not pass.

To help keep you on track, I have a late assignment policy in place: ***grades for assignments submitted after the due date will be lowered by 10% per day that they are late, up to 50%.*** Furthermore, since not keeping up with coursework significantly increases the likelihood of failure, if you are inactive for 3 weeks, I will consider withdrawing you from the class, to avoid your having to receive a failing grade.

Although there are no mandatory conferences with the instructor, this course relies heavily on communication with me, the instructor, through Blackboard and email. Please be prepared to have interaction with me several times per week. If you have any questions about the course, don't hesitate to contact me.

INSTRUCTIONAL RESOURCES

There is a language lab located on the 6th floor of the Gruening Building, open M-F from 8:00-5:00. If you are on the UAF main campus, you can take advantage of our computers, software, study space and tutors.

GENERAL COURSE POLICIES

Assignments
- Assignments should be submitted as a MS Word or similar document, and sent as an attachment to the electronic dropbox on Blackboard. If you have any trouble, you could also send it to me in an email.
- The schedule for submission of work must be adhered to—late work will be docked points. If there is a reason why you won't be able to stick to the schedule, please let me know and we'll see if we can work something out. Early submission is okay, **late is not**. I cannot and will not accept an entire semester's worth of work in the final weeks of the semester.
- Guidelines for how to make Spanish diacritical marks are with your assignments. Accent marks are important: tomo and tomó are different words, and if you get the accent wrong, the word is wrong.
- Assignments will be graded according to the guidelines laid out in this syllabus. See "WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA" below.
- The work you hand in must be **yours alone**. Please see "Student code of conduct" below.
- I am available for help, tutoring or questions—please contact me!

Students with disabilities. UAF makes appropriate accommodations for individuals with disabilities that have been documented by the Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me or contact me so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Student support services. UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-2644.

Student code of conduct. As a UAF student, you are subject to UAF's Honor Code:
"Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion."

EVALUATION

Components of the Final Grade and weight by percentage

Homework (6)	25%
Thesis statements (3)	10%
First drafts (6)	25%
Final drafts (6)	40%

Departmental grading scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

COURSE ORGANIZATION AND CALENDAR

The course will cover 6 different styles or genres of writing, each covered in a separate unit. Each unit includes the following activities or lessons:

- Readings from the textbook about the genre or style under consideration
- Preliminary exercises targeting salient organizational and grammar points (to be submitted)- these exercises are to prepare you for your paper- they involve a preliminary writings and analysis of texts; they may be longer than the essay itself, in which you will refine and distill these thoughts
- Some chapters (4, 5 and 6) require the submission of a "Tesis" (thesis statement) before writing begins
- "Primera escritura" or first draft (for submission) for each of the six units
- "Versión final" or final draft (for submission) for each of the six units

Assignments: Detailed specific assignments and instructions are found under "Assignments" on the course Website. These are general guidelines to give you an overview of what we will be doing in the course and what type of work you can expect. Starred assignments are to be submitted through Blackboard. **NOTE: Assignments here are shown by week only—please see the online "Assignment Calendar" on Blackboard for specific due dates.**

Week 1:

Reading	Capítulo preliminar (p. 1-8)
Writing	*Diagnostic essay:* Introduce yourself to me (a descriptive essay of at least 250 words)

Week 2:

Reading	Capítulo 1: La descripción (p. 14-36)
Preliminary exercises	*p. 19-20 Enfoque; p. 24-26 Actividad C; p. 29-30 Análisis
Writing	*first draft #1:* Descriptive writing (see "Tarea" p. 26- a descriptive paragraph; min. 150 words)

Week 3:

Reading	Capítulo 2: La narración (p. 37-67)
Writing	*final version of writing #1

Week 4:

Reading	Capítulo 2: La narración (p. 37-67 cont'd)
Preliminary exercises	*p. 48 Actividad D; p. 53 Actividad B; p. 55 Actividad A
Writing	*first draft #2:* Telling a story (see "Tarea" p. 57- a personal narrative of min. 150 words)

Week 5:

Reading	Capítulo 3: La explicación (p. 68-112)
Writing	*final version of writing #2

Week 6:

Reading	Capítulo 3: La explicación (p. 68-112 cont'd)
Preliminary exercises	*p. 92-5 Actividad B; p. 97-100 Actividad C; p. 103-104 análisis del texto
Writing	*first draft #3:* Expository essay; min. 150 words (see "Tarea" p. 101)

Week 7:

Reading	Capítulo 4: La exposición (p. 113-165)
Writing	*Final version of writing #3
Preliminary exercises	* p. 132-35 Actividad D; p. 140 Enfoque; p. 147 Actividad B

Week 8:

Reading	Capítulo 4: La exposición (p. 113-165 cont'd)
Writing	*Thesis statement *first draft #4: Expository essay with supporting evidence; min. 500 words

Week 9:

Reading	Capítulo 5: La argumentación (P. 166-214)
Writing	*Final version of writing #4
Preliminary exercises	p. 186-9 Actividad E; p. 195-7 Actividad A; p. 204-5 Análisis del texto

Week 10:

Reading	Capítulo 5: La argumentación (P. 166-214 cont'd)
Writing	*Thesis statement *first draft #5: Persuasive essay; min. 800 words (see "Tarea" p. 200)

Week 11:

Reading	Capítulo 6: La argumentación sobre una obra literaria (P. 215-265)
Writing	*Final version of writing #5
Preliminary exercises	* p. 243-7 Actividad D; p. 253 Actividad A1 (not A2); p. 256-7 Análisis del texto

Week 12:

Reading	Capítulo 6: La argumentación sobre una obra literaria (P. 215-265 cont'd)
Writing	*Thesis statement *first draft #6: Literary analysis (analysis of a literary work (choices given to you by the instructor) min. 800 words (See "Tarea" p.254)

Week 13:

Writing	*final version of writing #6

WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA

Your written assignments will be graded according to the following criteria. Therefore, it is in your own best interest to go over these 15 questions before you hand in each paper—honestly going through this process can boost your grade by a letter or even two.

1. Is there a single main idea or focus to the paper? For formal academic papers, is there a brief introduction with a ***clear thesis statement*** that really summarizes the main idea of the paper?

2. Does the paper's treatment of the topic indicate that the student has *thought about* the topic and attempted to develop it in depth, rather than simply putting down a superficial summary or list of ideas?

3. Has the writer checked the basic information of the paper to see that it is correct and true? Does the writer stick to facts and avoid broad sweeping generalizations, or claims and assumptions whose veracity s/he cannot prove?

4. Are all the ideas that are presented explored sufficiently?

5. Does the writer include examples and, when appropriate, quotes to back up his/her argument?

6. Do the sentences lead into each other to form a logical argument or narration?

7. Is there a well thought-out and logical organization to the essay in general? For example, in a formal paper, does each paragraph more or less present one idea or aspect of the argument?

8. Have all "tangents," superfluous sentences and "filler" sentences been eliminated? Is every single remaining sentence important to the explanation of the idea (or the development of the plot, etc)?

9. In a critical analysis, did the writer avoid retelling the plot of the work, and avoid excessive retelling of literary history? (Your reader is familiar with them too, and doesn't need a summary).

10. Have sentences been polished to remove clumsy expressions and redundancy, resulting in an economical and elegant expression?

11. Are the sentences linked with connecting phrases to make the essay flow?

12. Has the essay been proofread to eliminate basic grammar and spelling errors as well as typos?

13. Has the writer tried to keep his/her personal opinions from coloring the language (except, perhaps, in a personal commentary as a form of conclusion)? Has the writer maintained a formal tone throughout, as appropriate in an academic essay?

14. Is the vocabulary used more or less authentic Spanish, that doesn't resort to "Spanglish" and made-up words? Has care been taken when using the dictionary to choose the right translation, avoiding inventions such as "yo voluntad ir" for "I will go"?

15. Is the paper typewritten in a 12 pt font, double-spaced, and the required length? Was the paper handed in by the due date?

Sample Syllabus: Lecture Course with Lab (3+3) – **Used with permission**

History of Earth and Life

4 Credits
Prerequisites: Geos 101 *or* GE 261

Geos 112 Course Syllabus

Lectures: MWF 10:30-11:30 am
202 Reichardt

Labs: T 9:45 am -12:45 pm
W 6:00-9:00 pm
229 Reichardt

Professor: **Dr. Sarah J. Fowell**
Office: **326 Reichardt**
Phone: **474-7810**
E-mail:**sjfowell@alaska.edu**
Office Hours: **W 4:00–6:00 & R 3:00-5:00**

Teaching Assistant: TA: **Eric Hutton**
Office: **312 Reichardt**
Phone: **316-518-0996**
E-mail: **emhutton@alaska.edu**

Required Materials:

- **Text:** Monroe and Wicander, 2009. The Changing Earth: Exploring Geology and Evolution,
    5th edition. Brooks/Cole.

- **i >clicker:** i>clickers will be checked out to students for a $30 deposit (*cash only*).

   You will get your deposit back when you return the clicker at the end of the semester. If you lose your clicker or fail to return it, the department will retain your deposit and put it toward the purchase of a replacement. Go to the Geology Department office (308 Reichardt) to pay your deposit and check out a clicker. Scored clicking will begin on **January 28**!

*H*istorical 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 Objectives: The primary mission of this course is to provide you will 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.

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

Lecture Format: *Not* just "I talk, you take notes."   The best way to learn and retain the material is by actively participating. In addition to lectures, I will encourage you to participate in class activities, including group discussions and individual "clicker questions". Your participation will be rewarded with a better grasp of the material and credit toward your participation/attendance grade.

Class Participation and Attendance: Participation in class discussions and activities enhances your understanding and retention of the material. Therefore, **class attendance is required** and 10% of your final grade will be based on participation. Please try to remain punctual! You can't participate if you aren't here. If you arrive late, you may miss activities that will document your presence. In other words, if you are late, you may be counted absent. Because attendance is *highly* correlated with performance on labs and exams, students with a midterm attendance record of less than 65% will be removed from the course by faculty-initiated withdrawal.

Labs: Hands-on experience in the lab is essential to a complete understanding of rock types and fossil organisms. Labs also provide an opportunity for you to make your own interpretations of the history contained in the rock record, using geological techniques. In other words, the lab is where you will practice *doing* science. Consequently, labs form an important component of your grade. The final lab grade will be a sum of all your lab scores, so you cannot afford to miss a lab. **Completion of all lab exercises is absolutely required**. Failure to attend lab or to turn in all lab exercises *will* result in an incomplete. So that you will not have to spend additional time on "lab homework," each lab can be completed during the scheduled lab period. However, this will require that you commit yourself for most or all of the three hours. Do not schedule other activities during any portion of the lab period.

Posters: Working in teams, each of you will research a topic and prepare a poster to display your findings. You may research any subject your team chooses, so long as it pertains to Earth history. Your job is to explore the subject in greater depth than course lectures or textbooks permit, so be sure to select your topic accordingly. The final poster should contain both a concise summary of your findings and some informative graphics. Completed posters will be displayed for the class in mid-April. Note that one class period is reserved for poster displays. During this period, you'll have a few minutes to briefly summarize your findings. Teams will be expected to choose a topic shortly after the first exam. If you have partners that you wish to work with, please let me know at that time.

Quizzes: A very short, 3-5 point quiz will be given during class on Fridays. These quizzes are not intended to be difficult. Instead they will focus on main points of the week's lectures. The Earth is 4.6 billion years old, and the topic of its history necessarily covers lots of material. Quizzes will help you keep on top of the information and evaluate your understanding of the week's subjects. Since we will go over the quizzes in class, it is not possible to make up a missed quiz. However, your two lowest scores will be dropped from your final quiz grade.

Field Trip: A field trip to observe exposures of sedimentary rocks and fossils is scheduled for **Sunday, May 1.** This is a capstone experience that will allow you to apply your understanding of both physical and historical

geology to reconstruct the geologic evolution of Alaska's interior. Vans will depart the Natural Sciences parking lot promptly at 8 AM and return at approximately 5 PM. Students should bring the following: Warm clothes, hiking boots, raincoat, field notebook/pencil, and a lunch. If you own them, you should also bring a hand lens and a rock hammer. **As for all other labs, field trip attendance is mandatory.**

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. I will work with the Office of Disability Services (208 Whitaker Bldg., 474-5655) to provide reasonable accommodation to students with disabilities. Please let me know at the beginning of the course if accommodations should be provided.

Support Services:
    Geology Computer Lab: The Department of Geology & Geophysics computer lab is located in 316 Reichardt. If you wish to use these computers to complete course work or design your poster, you can obtain a computer account from Instructor Chris Wyatt (email: chris.wyatt@alaska.edu). Be sure to explain that you are enrolled in Geos 112, and include your full name and UAF login (typically your initials+last name), which will be your geology computer lab login. Chris will send you a temporary password, which you will change the first time you log on.
    Large Format Printer: As a student of geology, you are each allowed to print one 36 inch x 40 inch color poster on the large format printer housed in the Department of Geology & Geophysics. Go to **http://www.uaf.edu/geology/facilities/computer/poster-printing/** to view the printing schedule and review the list of supported sizes and graphics programs. To schedule a printing time, e-mail Instructor Chris Wyatt (chris.wyatt@alaska.edu). Be sure to explain that you are printing a poster for Geos 112, include the full names of all team members and the day/time you would like to print (allow 1 hour).
    E-Reserves: Course graphics will be available through the UAF electronic reserve system (http://eres.uaf.edu/). Go to "Electronic Reserves and Course Materials", enter the course number and instructor information, and select Geos 112 from the list. The password is: **Proterozoic**

Course Policies: The final exam will be given only on the day and time scheduled by the university, so make travel and work plans accordingly. Make-up examinations will be given *only* under extenuating circumstances; a written explanation from your doctor or dentist will be required in the case of a medical emergency. It is not possible to make up missed quizzes, but under some circumstances it may be possible to take the quiz a day early if you know that you will be absent on a given Friday.
    The **Student Code of Conduct** (p. 49 in the UAF Catalog) outlines your rights and responsibilities, as well as prohibited forms of conduct. Please be aware of the contents of the code.

Grading: Grades will be weighted as follows:

Midterm Exam 1:	10%	Laboratory Exercises:	30%
Midterm Exam 2:	10%	Research Project/Poster:	15%
Final Exam:	10%	Participation/Attendance:	10%
Friday Quizzes:	5%		
Homework:	10%		

Grade Scale: Quizzes, homework, laboratory exercises, research projects, and participation/attendance will be graded according to the following scale: 100-91% = A, 90% = A-, 89% = B+, 88-81% = B, 80% = B-, 79% = C+, 78-71% = C, 70% = C-, 69% = D+, 68-61% = D, 60% = D-, <60% = F. Midterm exams, final exams, and final weighted scores will be graded on a curve.

Lecture Schedule

Date	Topic	Reading & Homework
	Sediment, Rocks, and Geologic Time	
1/21 (F)	Introduction: Geology as a 4D science	Chapter 17 (434-438)
1/24 (M)	Sedimentary rocks and the geologic record	Ch 6 (147-163)
1/26 (W)	Mountains, rivers, deserts, and sandstone	Ch 12 (300-315); Ch 15
1/28 (F)	Coral reefs, carbonate platforms, and limestone	Ch 9 (222-241)
1/31 (M)	Relative ages and the principles of stratigraphy	Ch 17 (438-449)
2/2 (W)	Construction of the relative geologic time scale	
2/4 (F)	Earth's age: Radioactivity and the absolute time scale	Ch 17 (449-465)
2/7 (M)	Dates vs. ages: What's the difference?	HW 1 Due
	Fossils, Evolution and Extinction	
2/9 (W)	Fossilization: Preservation sans formaldehyde	Ch 18 (488-489)
2/11 (F)	Evolutionary theory before Charles Darwin	Ch 18 (468-472)
2/14 (M)	Natural selection: The blind watchmaker	Ch 18 (472-474)
2/16 (W)	Genetics and the "inheritance problem"	Ch 18 (474-482) HW 2 Due
2/18 (F)	Fossils and the "paleontological problem"	Ch 18 (482-487)
2/21 (M)	**Exam #1**	
	Continental Drift vs. Plate Tectonics	
2/23 (W)	Drifting continents	Ch 2 (28-35)
2/25 (F)	Paleomagnetism and polar wander	Ch 2 (35-39)
2/28 (M)	Seafloor spreading	Ch 2 (39-57)
	The Precambrian: Earth's First 3.5 BY	
3/2 (W)	Starting with a bang: A universe is born	
3/4 (F)	Archean protocontinents	Ch 19 (492-500; 507-511)

3/7 (M)	The origin of life	Ch 19 (512-513)
3/9 (W)	Rocks, microbes, and atmospheric oxygen	
3/11 (F)	Proterozoic cratons and supercontinents	Ch 19 (500-504)
3/12-3/20	**Spring Break, No Classes!!**	

3/21 (M)	Snowball Earth and the emergence of animals	Ch 19 (504-507; 514-520)
	The Paleozoic Era: Old Life, Old Hills	
3/23 (W)	Invertebrates and the Cambrian explosion	Ch 21 (560-571; 572-573)
3/25 (F)	Epicontinental seas and orogenies	Ch 20 (522-546) HW 3 Due
3/28 (M)	Assembling Pangea	Ch 20 (546-556)
3/30 (W)	Leaving the water: Fins, feet & the greening of Gondwana	Ch 21 (581-590)
4/1 (F)	**Exam #2**	
4/4 (M)	Carboniferous Wetlands: Scale trees and big bugs	Ch 21 (571-581)
4/6 (W)	Amniotes gain reproductive freedom	
	The Mesozoic Era: Monsters & Mountains	
4/8 (F)	Birth of the Atlantic Ocean	Ch 22 (594-601)
4/11 (M)	Mountains rise in the west	Ch 22 (601-612)
4/13 (W)	Reptiles, dinosaurs, and birds	Ch 22 (613-620)
4/15 (F)	**Poster Session**	
4/18 (M)	Sea monsters (*Guest Speaker: Pat Druckenmiller*)	Ch 22 (620-624)
4/20 (W)	Mammalian innovations	Ch 22 (624-627)
4/22 (F)	First flowers and flourishing foraminifera	Ch 22 (611-613) HW 4 Due
	The Cenozoic Era: Feathered and Furry	
4/25 (M)	Meteorites and mass extinction	Ch 22 (627-629)
4/27 (W)	Origin of modern mountain ranges	Ch 23 (634-648)
4/29 (F)	**UAF SpringFest – No Class!!!**	

5/1 (Su)	**Field Trip: Evolution of Alaska 8AM-5PM**	
5/2 (M)	Birds are terrible lizards, too	Ch 23 (654-672)
5/4 (W)	Icehouse vs. greenhouse: Glaciers come and go	Ch 23 (648-654) HW 5 Due
5/6 (F)	Where have all the Pleistocene giants gone?	Ch 23 (672-674); Ch 24
5/9 (M)	**Final Exam: 10:15 AM – 12:15 PM**	

Laboratory Schedule

Dates	Topic
January 25/26	**Deep Time and the Geologic Time Scale**
February 1/2	**Sedimentary Structures and Environments**
February 8/9	**Sequencing Geologic Events**
February 15/16	**Fossils: Symmetry, Diversity, and Preservation**
February 22/23	**Rocks, Facies, and Correlation**
March 1/2	**Seafloor Spreading and Plate Tectonics**
March 8/9	**Tectonics on Other Planets**
March 15/16	**Spring Break! No Labs!**
March 22/23	**Paleozoic Life I: Shallow Seas**
March 29/30	**Geologic Maps I: Folds, Faults, and Unconformities**
April 5/6	**Paleozoic Life II: Primeval Wetland Forests**
April 12/13	**Geological Maps II: Tectonic and Environmental Reconstruction**
April 19/20	**Mesozoic Life: Predators and Burrowers**
April 26/27	**Tour of the Fox Permafrost Tunnel (bring your winter coat!)**
May 1	Field Lab: Evolution of Alaska SUNDAY 8AM–5 PM

Ecosystem Ecology
Biology 476 (3 credits)
Spring 2013

Instructor: Tamara Harms
Office: 120 Arctic Health Research Building
Email: tkharms@alaska.edu
Office hours:

Prerequisites: ENGL F111X and ENGL F211X, or ENGL F213X, or COMM 131, or COMM 141, BIOL F271 or BIOL F239 or permission of instructor

Course materials
Textbook: Chapin, F.S., III, P.A. Matson, and H.A. Mooney. 2011. Principles of Terrestrial Ecosystem Ecology. 2nd edition. Springer-Verlag, New York.
Chapters as assigned from: Schlesinger, W.H. 2007. Biogeochemistry: An Analysis of Global Change. 2nd edition. Academic Press. Available on Blackboard
Peer-reviewed papers: As assigned for discussion sessions. Available on Blackboard

Course description
Ecosystem ecology is the scientific study of the interactions, including feedbacks, among organisms and the non-living environment. The first part of the course provides an introduction to the ecosystem concept and the historical development of the field. Next, we survey the environmental factors (e.g., climate and soils) that govern ecosystem processes. We then discuss the major ecosystem processes and mechanisms driving them. Finally, we integrate this information to consider ecosystem services, sustainability, and responses of ecosystems to global change.

Oral-Intensive (O) Course
This course is designated as Oral-Intensive (O). Oral activities in this course will follow these rules:
-A minimum of 15% of the graded work in the O course will be based on effectiveness of oral communications
-Students will receive intermediate instructor assistance in developing presentational competency
-Students will use their communication competency across the span of the semester, not just in a final project
-Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations

Specific requirements that meet the O requirement:
1) Lead and participate in discussions of scientific literature. The instructor will provide lecture material on effective scientific discussions and engage students in generating an outline of discussion leadership and participation strategies. Students will receive input from the instructor on individual discussion agendas prior to leading the discussion, and a written evaluation following submission of a discussion summary by the student.

2) Students will present a collaborative summary of a semester-long laboratory experiment. Each student will be responsible for presenting an informal, individual summary of mid-term results, and a final group presentation will synthesize individual results with contributions from each student.

Objectives

–Describe the major ecosystem processes and the factors influencing process rates (in written and oral forms)
–Apply the scientific method to ecosystem problems
–Analyze ecosystem processes using quantitative methods
–Read, analyze, and discuss scientific literature

Instructional methods
Class periods will include lectures, discussions, problem sets, and short written exercises. I will establish an atmosphere that encourages interaction. Your participation will contribute to the success of the course.

Grades and assignments
Participation in class discussions/activities 10% **(D)**
Discussion leadership 15% **(A, C, F)**
Decomposition lab report 15%
Decomposition group presentation 10% **(A, B, C, D, E, F)**
Midterm 25%
Final 25%

Assignments turned in after due dates will receive reduced credit.

The instructor reserves the right to modify the final grade in consideration of notable progress demonstrated by an individual, or unforeseen and extenuating circumstances. In such cases, extra credit assignments and/or makeup work may be assigned at the discretion of the instructor.

Student responsibilities
1) Participate in class sessions. Full participation will require completion of all assigned readings before class.

2) Lead discussion of scientific papers as assigned. Responsibilities of discussion leaders include **(E, F)**:
    –Submit a planned agenda for the discussion 1 week before the in-class discussion.
    –Meet with the instructor to modify the agenda at least 1 day prior to the discussion session. These meetings must be *scheduled at least 1 week in advance.*
    –Submit a written synopsis of the discussion that includes: a) the key points or issues that emerged during the discussion, and b) a self-evaluation of discussion leadership. *Due within 1 week* of the discussion session.

3) Contribute to class research project **(B)**
    –Each individual will design and complete laboratory or field based work studying an aspect of decomposition and soil respiration
    –Students will report on preliminary results in class Apr 9 with a 5 minute presentation **(C)**. A question & answer session will follow each presentation **(D)**. Students will receive instructor feedback following presentations, which is to be incorporated into the final presentation **(F)**.
    –Students will collaborate to produce a final group presentation, synthesizing results from all experiments **(B)**. Each student will present for 5 minutes during the final session **(C),** with grades assigned individually and for the entire group **(E)**. A question & answer period will follow, with questions from the instructor and guest panelists **(D, F)**.

4) Communication
    –Check Blackboard site frequently. All course announcements and assignments will be posted on Blackboard

–Read and respond to UAF email in a timely fashion
–Include BIOL 476 in the subject line in all email correspondence with instructor

Student Code of Conduct
The UAF code of conduct details expectations of graded student work and is available at http://www.uaf.edu/catalog/current/academics/regs3.html. Collaboration on exams and lab reports is not allowed in this course. The code of conduct states that "students will not represent the work of others as their own." In this course this includes the work of other students, as well as plagiarism of the published work of other authors. Plagiarism is grounds for course failure. An explanation of plagiarism and how to properly cite sources are available from UAF libraries:
http://www.uaf.edu/library/instruction/handouts/Plagiarism.html.
http://www.uaf.edu/library/instruction/handouts/Citing.html

UAF Policies Disabilities Services
The University of Alaska Fairbanks is committed to providing equal access for students with disabilities. 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. The instructor will work with the Office of Disabilities Services (208 Whitaker, 474-5655) to provide reasonable accommodation to students with disabilities. If you have a physical or learning disability, please advise us in writing of any special consideration necessary by the beginning of the second class.

<u>Schedule</u>

Jan 17 (Thurs)
    -Course mechanics
    -Problem-solving
    -Introduction to C cycle and decomposition

Jan 22 (Tues)
    -How to read scientific papers
    -Structure and goals of scientific discussions
    -Discussion: Decomposition, Hobbie 1996
    Reading: p. 151-175 in Chapin et al., Hobbie 1996 Ecological Monographs

Jan 24 (Thurs)
    -Field trip to various West Ridge sites
    -Design decomposition experiments

Jan 29 (Tues)
    -Ecosystem concept and history
    -Construct litterbags, begin experiments
    Reading: p. 3-13 in Chapin et al.

Jan 24 (Thurs)
    -Climate, atmosphere, and ocean circulation
    -Discussion: history and development of the ecosystem concept, Tansley, Gleeson,
       and Clements
    Reading: Excerpts from Tansley, Gleeson, and Clements

Jan 29 (Tues)
    -Climate, atmosphere, and ocean circulation
    -Weigh litterbags
    Reading: p. 18-45 in Chapin et al.

Jan 31 (Thurs)
    -Energy balance
    Reading: *p. 71-77 in Chapin et al.*

Feb 1 (Fri): Drop deadline

Feb 5 (Tues)
    -Lithosphere: state factors, soils
    -Weigh litterbags
    Reading: p. 46-67 in Chapin et al.

Feb 7 (Thurs)
    -Hydrologic cycle
    -Discussion: Chronosequence approach, Vitousek & Farrington
    Reading: p. 77-96 and 350-354 in Chapin et al., Vitousek & Farrington 1996
       Biogeochemistry

Feb 12 (Tues)
    -Metabolism
    -Productivity
    Reading: p. 97-150 in Chapin et al.

Feb 14 (Thurs)

-Decomposition
-Discussion: trophic effects on whole ecosystem metabolism, Schindler et al.
Reading: p. 151-175 in Chapin et al., Schindler et al. 1997 Science

Feb 19 (Tues)
    -Carbon cycle
    -Weigh litterbags
    Reading: p. 358-382 in Schlesinger,

Feb 21 (Thurs)
    -Nitrogen cycle
    Reading: p. 197-215 in Chapin et al.,

Feb 26 (Tues)
    -N cycle
    -Small watershed approach
    Reading: p. 383-396 in Schlesinger

Feb 28 (Thurs)
    -N cycle
    -Discussion: small watershed approach, Likens et al.
    Reading: Likens et al. 1970 Ecological Monographs

Mar 5 (Tues)
    -P cycle
    -Weigh litterbags
    Reading: p. 215-219 in Chapin

Mar 7 (Thurs)
    -Midterm

March 11-15: Spring break

Mar 19 (Tues)
    -P cycle
    Reading: p. 396-401 in Schlesinger

Mar 21 (Thurs)
    -Other elements: S, Fe, K
Mar 26 (Tues)
    -Stoichiometry
    -Weigh litterbags
    Reading: Elser et al. 2000 Ecology Letters

Mar 28 (Thurs)
    -Stoichiometry
    -Discussion: ecological stoichiometry, Cross et al.
    Reading: Cross et al. 2003 Ecology Letters

Apr 2 (Tues)
    -Succession
    -Weigh litterbags
    Reading: p. 281-304 in Chapin et al.

Apr 4 (Thurs)
    -Succession

-Discussion: Vitousek & Reiners
Reading: Vitousek & Reiners 1975 Bioscience

Apr 9 (Tues)
-Ecosystem services
-Preliminary analysis of decomposition data

Apr 11 (Thurs)
-Sustainability
-Discussion: ecosystem services, Foley et al.
Reading: Foley et al. 2005

Apr 16 (Tues)
-Resilience
-Informal summaries of preliminary decomposition results
Reading: p. 356-369 in Chapin et al.

Apr 18 (Thurs)
-Socio-ecological systems
-Discussion: regime change, Scheffer et al.
Reading: Scheffer et al. 2001

Apr 23 (Tues)
-Global change and ecosystem processes: nutrient loading
-Final litterbag and soda lime weigh-in

Apr 25 (Thurs)
-Global change and ecosystem processes: temperature
-Statistical analysis of decomposition data

Apr 30 (Tues)
-Global change and ecosystem processes: seasonality
-Discussion: ocean acidification, Hoegh-Guldberg et al.
Reading: Hoegh-Guldberg et al. 2007 Science

May 2 (Thurs)
-Decomposition presentation
-Recap and review

May 7-10: Final exams
-Decomposition lab report due

Course Title: Building Bridges to Support Family Mental Health
Course No: ECE 306 W
Credits: 3 (3 + 0 + 0)
Prerequisites: Engl 111X, Engl 211X or 213X

Instructor: **Veronica Plumb**

604 Barnette Street Suite 220

Phone: 455-2038
E-mail: vmplumb@alaska.edu
Office or Contact hours: Instructor will post office hours for students at first class.
Location: Distance Delivered possibly in conjunction with local Fairbanks site.
Dates: TBA 2012
Times: TBA
          Over the course of 11 weeks, ECE 306 will meet 20 times at 2 hours each meeting.

Text:

Landy, S., Menna, R., (2006). *Early intervention with multi-risk families: An integrative Approach* Baltimore, MD. Paul H Brookes Pub Co. ISBN 13: 978-1557666918

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

Course Description:

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative

ECE 306W is a requirement for the Child Development and Family Studies B.A. program, within the Family Support Concentration.

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

- All written work, beyond the diagnostic essay, will be completed using APA formatting.

- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.

- The instructor will regularly evaluate students' writing and inform students of their progress. In ECE 306, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.

- A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.

- At least one personal conference will take place that is devoted to the student's writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Course Goals:
Students will learn about and understand how to help multi-risk families through effective engagement when they may be resistant to intervention. They will discover specific, practical ways to help parents and families in risk situations.

Student Learning Outcomes:
At the end of this course students will be able to:
1. Articulate the characteristics of multi-risk families
2. Evaluate the effectiveness of various early intervention approaches
3. Classify parent's defense functioning
4. Illustrate needs of parents who have unresolved loss and trauma
5. Develop plans for enhancing parents' interactions with infants and young children
6. Synthesize strategies to enhance a parent's sense of competence and social support
7. Demonstrate understanding of service delivery systems
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

NAEYC Standards addressed in this course:
Standard 2: Building family and community relations
Standard 3: Observing, documenting and assessing to support young children and their families
Standard 4: Using developmentally effective approaches to connect children and families
Standard 6: Becoming a Professional

Instructional Methods:
The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:
- **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be "Specific interests in literacy and objectives you hope to gain from participation in ECE 304w." Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.

- **Reading Reflection:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. Was there anything that you found troublesome?

- **Video Assignment:** Students will watch a series of 3 video clips that will be posted on Bb. A one-page response will be written for each of the video clips. Video clip links and specific questions to focus written reflection on will be posted within the content section of Bb.

- **Final Paper:**
  A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by (Date). An editor (writing center) should review a first draft by (Date). Information

regarding the writing center for local or rural students will be posted on the ECE 306W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. **The paper will be written using APA formatting.**

The final paper will be worth 100 points total broken down in the following chart

Student Action	Due Date	Points
Turn in topic of interest	DATE	5
1st draft	DATE	5
2nd draft	One eve prior to scheduled mtg	5
Individual meetings developed around the progress of your research paper.	These meetings will be scheduled between DATE	5
Final Paper	DATE	75
Informal Presentation	DATE	5
	Total Points Possible	100

Course Evaluation:
A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your CDFS BA Degree. Grading is based on:

- Diagnostic composition   25   8.5%
- Reading assignments responses (8@12.5 pts ea)   100   33.3%
- Video Assignment   50   17%
- Final Assignment   100   33.3 %
- Ending Reflections   25   8.5 %
                                                    Total   300   100%

All coursework will be evaluated on the following:
  a) Organization
  b) Clarity
  c) Consistency of thought and format
  d) Reflection of course content
  e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
  f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	269-240	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	239-210	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	209-180	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	179- below	Student was not able to meet 60% or more of criteria (a) through (f).

Draft Class Calendar
When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
Class Meeting 1)	**In class today**

	• Review course expectations; introductions; Following discussion will include thoughts for field experiences **Preparation for next class:** Reading Assignment: Chapter 1 *Early Intervention with Multi-risk Families* **All classes will be recorded** To retrieve recording at a later date: *Dial 1-800-230-8546* *Use your normal participant pin which is 8930399.* *You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.* *You will then be asked to give the chapter code. We will use 0* *Listings for retrieval codes of following days will be posted on the announcement page of blackboard.*
Class Meeting 2)	**In class today:** • Lecture Topic: Characteristics of multi-risk families • Group discussion **Preparation for next class:** Homework: Reading Response Chapter 1 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 2 and 3 *Early Intervention with Multi-risk Families.*
Class Meeting 3)	**In class today:** • Lecture Topic: Evaluation of the effectiveness of various early intervention approaches: Implications for practice • An Integrative Theoretical Framework for Early Intervention with Multi-Risk Families **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 4)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapter 2 and 3 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 4 and 5 *Early Intervention with Multi-risk Families.*
Class Meeting 5)	**In class today:** • Lecture Topic: Illustrative Case Studies • Reaching and Engaging Multi-risk Families **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 6)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapter 4 and 5 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 6 and 7 *Early Intervention with Multi-risk*

	Families.
Class Meeting 7)	**In class today:** • Lecture Topic: Improving Parents Defense Functioning • Enhancing Parents Self Reflectivity and Empathy for the Child **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 8)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapters 6 and 7 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 8 *Early Intervention with Multi-risk Families.*
Class Meeting 9)	**In class today:** • Lecture Topic: Enhancing Parents' Sense of Competence and Social Support **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 10)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapter 8 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 9 *Early Intervention with Multi-risk Families.*
Class Meeting 11)	**In class today:** • Lecture Topic: Helping Parents who have Unresolved loss and trauma **Preparation for next class:** • Prepare one topic question for group discussion
Class Meeting 12)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapter 9 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 10 and 11 *Early Intervention with Multi-risk Families.* *Arrange student instructor conferences regarding final assignment and writing.*
Class Meeting 13)	**In class today:** • Lecture Topic: Enhancing Parents' Interactions with Infants and Young Children • Encouraging Emotion Regulation in Parents **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 14)	

	In class today: • Group discussion **Preparation for next class:** Homework: Reading Response Chapters 10 and 11 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 12 and 13 *Early Intervention with Multi-risk Families.*
Class Meeting 15)	**In class today:** • Lecture Topic: Enhancing Parenting Knowledge and Encouraging Positive Attributions of the Child • Enhancing Parents' Problem-solving and Planning **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 16)	**In class today:** • Group discussion **Preparation for next class:** Homework: Reading Response Chapters 12 and 13 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 14, 15 and 16 *Early Intervention with Multi-risk Families.*
Class Meeting 17)	**In class today:** • Lecture Topic: Pulling it all together **Preparation for next class:** Prepare one topic question for group discussion
Class Meeting 18)	**In class today:** • **Group Discussion** **Preparation for next class:** Video Assignment. Details and specific video links are posted on Bb
Class Meeting 19)	**In class today:** • **Sharing projects** **Preparation for next class:** Video Assignment. Details and specific video links are posted on Bb
Class Meeting 20)	**In class today:** • **Sharing Projects** **We are done with class meetings.** Complete Final Research Project Have turned in no later than (Date to be determined).

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

http:// uaonline.alaska.edu/

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

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. (208 WHIT, 474-5655) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.
Questions should be directed to the Director of Disability Services at (907)-474-5655.
http://www.uaf.edu/disability/

Representatives from the office also regularly meet students in the CTCC building.
Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688
E-mail: fydso@alaska.edu

Writing Center
http://www.alaska.edu/english/studentresources/writing/
The Writing Center is a student-staffed, student-oriented service of the English Department.
>   801 Gruening Bldg., P.O. Box 755720
>   Fairbanks, Alaska 99775-5720
>   Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services
http://www.uaf.edu/ruralss/
Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:
P.O. box 756320, Fairbanks, AK 99775-6320
1-888-478-1452 (toll free within Alaska) or (907) 474-7871
Email us at fyrss@uaf.edu

Library Services for off campus students
http://library.uaf.edu/offcampus
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper. Contact us at Off-Campus Services, Elmer E. Rasmuson Library

        310 Tanana Loop, PO Box 756800
        Fairbanks, Alaska USA 99775-6800
        Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:
http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software
    Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.
• If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
• Check with your email program's Help.

    Problem: you forgot your password
• Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

    Problem: you are having problems with Blackboard
• You will need to contact the Blackboard administrator, at: http://classes.uaf.edu/ Office of Information Technology Help Desk 474.6564 or 1.800.478.4667.

Appendix B

Faculty Senate Curriculum Policies

Included here are some of the more pertinent policies to curriculum and related procedures. A more exhaustive compilation of policies is maintained at the Faculty Senate web site: http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/

Grading Policy:

- FS Meeting #189 (March 4, 2013)
  Motion to change the UAF Catalog descriptions of letter grades

MOTION

The UAF Faculty Senate moves to change UAF Catalog descriptions of letter grades as indicated below.

> EFFECTIVE: Fall 2013

> RATIONALE: These revised descriptions of letter grades more closely match those found in University Regulation R10.04.090, Section C., "Grade Definitions." The changes eliminate use of the term 'average' in the descriptions and clarify under what circumstances 'D' is an acceptable grade.

> ************************

BOLD CAPS = Addition
[[ ]] = Deletion

Grading System and Grade Point Average Computation [as currently in the *UAF Catalog*, page 48]

…

Grades appearing on academic records are:
[[A   An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.]]
"A" (INCLUDING A+ AND A-) INDICATES A THOROUGH MASTERY OF COURSE CONTENT AND OUTSTANDING PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[B   Indicates outstanding ability above the average level of performance.]]

"B" (INCLUDING B+ AND B-) INDICATES A HIGH LEVEL OF ACQUIRED KNOWLEDGE AND PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[C   Indicates a satisfactory or average level of performance.]]
"C" (INCLUDING C+ AND C-) INDICATES A SATISFACTORY LEVEL OF ACQUIRED KNOWLEDGE AND PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[D   The lowest passing grade, indicates work of below-average quality and performance.]]
"D" (INCLUDING D+ AND D-) INDICATES A MINIMAL LEVEL OF ACQUIRED KNOWLEDGE AND MINIMAL PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS. THIS GRADE DOES NOT SATISFY REQUIREMENTS FOR COURSES IN THE MAJOR, MINOR, CORE, OR GRADUATE PROGRAMS.

[[F   Indicates failure.]]
"F" INDICATES FAILURE TO MEET A MINIMAL LEVEL OF UNDERSTANDING OF COURSE CONTENT AND (OR) PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

…

****

- FS Meeting #206 (April 6, 2015)
  Motion to clarify the "DF" grading policy

MOTION

The Faculty Senate moves to revise wording in the Course Catalog to specify the time limit of 2 years for the temporary grade "DF" (Deferred) in undergraduate courses, after which time the final grade recorded will change to a "W" (Withdrawn).

EFFECTIVE: Fall 2015

RATIONALE: The DF grade is a temporary grade assignment, not a final designation. Currently, the Registrar's office is faced with a significant number of DF grades which have not been finalized, many of them considerably older than 2 years. This motion provides for the automatic conversion of all future DF grade designations in undergraduate courses after two years unless action is taken to either enter a final grade designation or request an extension from the Registrar.

****

This motion will make the following changes to the UAF Catalog, page 46:

BOLD = Additions

DF Deferred — This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in noncompletion by the end of the semester. Credit may be withheld without penalty until the course requirements are met within an approved time. **FOR UNDERGRADUATE COURSES, THE GRADE WILL AUTOMATICALLY CHANGE TO A W (WITHDRAWN) AFTER TWO YEARS UNLESS AN EXTENSION IS REQUESTED AND GRANTED BY THE REGISTRAR.**

****

- FS Meeting #189 (March 4, 2013
  Motion to amend grading policy to make C- (1.7) the
  minimum acceptable grade for courses in major / minor or
  as a prerequisite

- FS Meeting #191 (May 6, 2013): Corrects amended grading
  policy concerning grade of C- (1.7) – *see bold caps below*

MOTION:

The UAF Faculty Senate moves to amend grading policy concerning the grade of C, such that C- (1.7) shall be the minimum acceptable grade that **UNDERGRADUATE [[baccalaureate]]** students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

EFFECTIVE: Fall 2013

RATIONALE:

1. Consistency with the past. Before +/- grades, a 'C-' was acceptable because a 'C-' was simply a version of C
2. Consistency with faculty who do not use +/- grades. A student who receives a 'C-' from a faculty member who does not use + is ok because that grade gets recorded as a 'C'. Same course, different teacher, this one does use + and the grade is not acceptable.
3. Consistency with BOR policies. BOR defines a C as an acceptable grade. Clearly a 'C-', which is a version of C, also should be acceptable.
4. Consistency with transfer policies: a course with a grade of C- transfers. However, currently it only transfers as 'credit' for a course in one's major or minor. In order to satisfy the requirement for the major or minor the course would need to be re-taken and a grade of C or higher received.
5. A grade of C- is the minimum acceptable for a 'core' course. This is confusing for students, who recognize that sometimes a C- is good enough, and sometimes not.

Note that the proposed change wouldn't change the fact that a student's overall GPA and GPA in the major must be a minimum of 2.0.

****

- FS Meeting #142 (March 5, 2007): Minimum grade requirement for graduate students

MOTION:

The UAF Faculty Senate moves to amend the minimum grade requirement for graduate students as follows:

[[ ]] - Deletion
CAPS - Addition

UAF Catalog, 2006-2007, Page 176:

How to Earn a Graduate Degree

General University Requirements

• Grades and Grade Point Average (GPA)
You must have a cumulative GPA of 3.0 (B) in the courses identified on your Advancement to Candidacy form to remain in good standing and in order to graduate. You must earn a[[n A or B grade]] (3.0) OR BETTER GRADE (no P grades) in 400-level courses; a (2.0) C grade will be accepted in 600-level courses for the purposes of satisfying degree requirements, provided you remain in good standing.

• Deficiencies
Your advisory committee may require that you remedy certain deficiencies in your program. Your committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required of you. Graded undergraduate courses taken to remedy a deficiency must receive a grade of (3.0) B or better. Deficiency courses are not listed on the Advancement to Candidacy form.

UAF Catalog, 2006-2007, Page 178:

Advancement to Candidacy

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. At the latest, you should submit your application for advancement to candidacy one semester before you are awarded your degree. If you are completing your programs primarily during the summer sessions, you should submit your application the summer session before you are awarded your degree.

The finalized Graduate Study Plan should be the basis for completing the Advancement to Candidacy form. The GPA for all courses listed on the Advancement to Candidacy form must be ≥3.0, and no graduate courses with grades below (2.0) C, or undergraduate courses with grades below (3.0) B, can be used.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

EFFECTIVE: Fall 2007

RATIONALE: These changes clarify that the minimum requirement is a 3.0 B grade rather than a B- for all 400 level courses and a C (2.0) grade rather than a C- for all 600-level courses. Student must still maintain a 3.0 overall GPA for the Advancement to Candidacy. Individual departments may choose to establish different criteria or to petition the requirements for a particular student.

Current Grade Appeals Policy

Always check for the most current policy posted online at:
http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeals/

UAF Faculty Senate updated the grade appeals policy in spring of 2016 (FS Meeting #215, May 2, 2016) in order to bring it into compliance with Board of Regents Policy and UA Regulations. Along with the policy changes, the Registrar's Office updated the form used by students to submit grade appeals and developed a helpful checklist to provide guidance for the procedures.

Academic Credit Units:

Guidelines for Computing Course Credit / Contact Hours:

UAF Faculty Senate policy was recently updated in spring of 2015 to reflect changes to UA Regulations at R10.04.090 F.2 which state that, "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or 2) at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college."

One academic credit hour of non-laboratory instruction at UAF will consist of 800 minutes of lecture or equivalent instructional activities plus 1600 minutes of student work outside of class (**Meeting #206, April 6, 2015**; reference past motions from Meeting #180, February 6, 2012; Meeting #141, February 5, 2007; Meeting #3, March 25, 1988).   It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture or equivalent instructional activities.

Related to credit hours is the length of the semester. This was established as Senate policy, "The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester." (FS meeting #21, October 15, 1990)

From Motion passed at Meeting #206 (April 6, 2015):

<u>A credit hour represents an amount of work that reasonably approximates not less than:</u>

1. <u>one hour of classroom or other faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time; or</u>
2. <u>at least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work, and other academic work.</u>

The following standards establish the minimum requirements for one academic unit of credit for the course formats commonly used at UAF:

1. 800 minutes of lecture **<u>or equivalent instructional activities</u>** plus 1600 minutes of student work outside of class.
2. 1600 minutes of laboratory (or studio or other similar activity) plus 800 minutes of student work outside of class.
3. 2400 minutes of laboratory (or studio or other similar activity)
4. 2400 - 4800 minutes of supervised practicum
5. 2400 - 8000 minutes of internship (or externship, clinical)
6. 2400 - 4800 minutes of supervised scholarly activity

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate.

For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any existing semester-long course that is to be offered in a "compressed to less than six weeks" format must be approved by the college or school's curriculum council and the appropriate UAF Faculty Senate Committee (SADA, Core Review, Curriculum Review or GAAC). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. **<u>For courses that do not employ lectures, but that are intended to achieve learning outcomes equivalent to those of a lecture course (e.g., some eLearning classes), 800 minutes of structured instructional activities are expected per credit, in addition to at least 1600 minutes/credit of other work that the student completes independently. "Structured instructional activities" is not restricted to mean synchronous interaction with an instructor, but rather faculty-designed instructional activity intended to facilitate student learning.</u>**

Existing Guidelines:

Practica, internships, and supervised scholarly activity differ from lab instruction in that there is no structured daily educational exercises nor daily instructor evaluation, and a significant portion of the activity is not supervised by the instructor of record.

A practicum is a hands-on supervised work experience done by a student either as part of or in conjunction with an academic class as an educational strategy to attain the class objective. A faculty member, usually the class instructor, supervises the work, establishes the objectives and evaluation metrics, evaluates the outcome and assigns a final grade. Credit for practica requires a minimum of 2400 minutes of work per credit in addition to the contract hours of the associated class (e.g., a 3 credit class would require a minimum of 7200 minutes of practicum work). Whether the practicum is embedded in the associated class or whether it is listed as a separate class, the same metric applies.

Credit for class-related practica can range from 1-3 credits for any given class. Diversion from these guidelines can be granted if discipline or accreditation specific requirements for practica exist.

An internship (also called externship or clinicals as discipline-specific terms) is a supervised work experience which is a capstone experience tied to a student's major or career goal. The internship involves a student working in an agency or other professional setting under the supervision of a designated practicing professional. The UAF faculty member serves as the instructor of record, approves the work activities and goals, and evaluates the outcomes. The instructor also assigns a grade upon review of the completion of the assignments. Credit for internship can range from 1-15 and requires a minimum of 2400 minutes of work (3 hours/week for 14 weeks) with the employer for each credit earned. Diversion from these guidelines can be granted if discipline or accreditation specific requirements for internships exist (e.g., NCATE accreditation for teacher certification programs).

A supervised scholarly activity is one where the student meets at least once a week with the instructor to discuss progress and future plans, but the work itself is basically unsupervised. A UAF faculty member serves as the instructor of record and approves the work activities and goals, evaluates the outcomes, and assigns the final grade. Activities are part of a formal course; otherwise they are simply "research" or "thesis" credit. The student must prepare a final written or oral report on the work performed. Credits for typical scholarly activities should be awarded at a rate of 2400-4800 minutes of work (3-6 hours/week for 14 weeks) per credit.

Following the title of each course, the number of credits is listed for each semester. Thus "3 credits" means three credits may be earned. Credit may not be given more than once for a course unless a course has been designated as repeatable for credit. Figures in parentheses at the end of course descriptions indicate the number of lecture; laboratory; and practicum, internship, or scholarly activity hours the class meets each week for one semester.

Generally a 1 credit course meets once a week for 1 hour for 14 weeks, plus a 2 hour final (1+0). A 3 credit course meets 3 hours a week for 14 weeks, plus a 2 hour final (3+0). A science course for 4 credits typically meets for 3 lecture hours and 3 lab hours for a 14 week semester plus a 2 hour final (3+3). An Art course for 3 credits meets 1 lecture hour and 4 lab hours for 14 weeks plus a 2 hour final (1+4). An internship meets at varying times during the semester as scheduled by the individual student and instructor, but includes supervised work in a professional setting for 3-10 hours per week for a 14 week semester. A student who worked 9 hours weekly could earn 1, 2, or 3 credits as determined by the faculty to be appropriate for the discipline (0+0+9).

Examples of credits hours are: (1+0) 1 credit, (3+0) 3 credits, (3+3) 4 credits, (1+4) 3 credits, or (1+0+40) for 6 credits, where the first number is the lecture hours, the second number is the lab hours, and the third number is practicum/internship/scholarly activity hours.

Older motions concerning Academic Credit Unit, for reference:

- FS Meeting #141 (February 5, 2007)
  Motion to define academic credit for practicum, internship, or scholarly activity.

- FS Meeting #180 (February 6, 2012)
  Motion to more clearly define the academic credit hour
  requirements for laboratory instruction.

Course Compression

- FS Meeting #175 (May 2, 2011)
  Motion to amend the policies on course compression and
  course approvals

MOTION:

The UAF Faculty Senate moves to amend the policies on course compression and course approval as shown below:

EFFECTIVE: Fall 2011

RATIONALE: If core courses are important enough to be reviewed for compressed offerings, then why not all courses? Are not all courses important? Doing so creates a uniform evaluation method for this variety of course offerings. Further, we ought to be able to use the lessons learned in compressing core courses to non-core courses. Along those lines we intend to have guidelines for course compression created as part of the 'course and degrees manual'.

[[ ]] = Deletions
CAPS = Additions

Any EXISTING SEMESTER-LONG course THAT IS TO BE OFFERED IN A "compressed to less than six weeks" FORMAT must be approved by the college or school's curriculum council AND THE APPROPRIATE UAF FACULTY SENATE COMMITTEE (SADA, CORE REVIEW, CURRICULUM REVIEW OR GAAC). Any NEW [[core]] course [[compressed to less than six weeks must be approved by the Core Review Committee.]] PROPOSAL MUST INDICATE THOSE COURSE COMPRESSION FORMAT(S) IN WHICH THE COURSE WILL BE TAUGHT. ONLY APPROVED COUSE FORMATS WILL BE ALLOWED FOR SCHEDULING.

****

The above motion supersedes that of Meeting #59, November 13, 1995.

Course Cross-listing and Stacking:

- FS Meeting #123 (May 3, 2004): Motion to amend policy on Stacked and Cross-listed courses.

MOTION:

The UAF Faculty Senate moves to amend the policy on Stacked and Cross-listed Courses.

CAPS - Additions
 [[ ]] - Deletions

Stacked and Cross-listed Courses

[[The same course is sometimes offered by more than one discipline. Such offerings are referred to as "cross-listed" courses]] SOME COURSES ARE OFFERED BY AN INTERDISCIPLINARY PROGRAM (SUCH AS "WOMEN'S STUDIES) WITH A SPECIFIC DISCIPLINARY CONTENT (E.G., HISTORY). SOME COURSES CONTAINING INTERDISCIPLINARY CONTENT ARE SPONSORED BY SEVERAL DEPARTMENTS (E.G. THEATER/ART/MUSIC 200X). BOTH TYPES OF COURSES ARE 'CROSS-LISTED' and are designated in the class listings by "cross-listed with _____".

Courses are [[also]] sometimes offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibly higher order prerequisites from the student. Such courses are referred to as "Stacked" courses and are designated in the class listings by "Stacked with ____". In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

Courses simultaneously stacked and cross-listed [[will be]] ARE designated in the class listing as "stacked with ___ and cross-listed with ___."

FOR ALL STACKED COURSES, [[In all cases,]] the course syllabus (not the catalog) must stipulate the course content and requirements for each level [[and/or discipline]]. The catalog should indicate [[if there is a difference in content.]] THE DIFFERENCE IN PREREQUISITES FOR EACH LEVEL.

Effective: Fall 2004

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The above motion superseded those of Meeting #77, February 9, 1998 and Meeting #31, December 9, 1991.

- FS Meeting #53 (November 14, 1994): Motion to amend policy on evaluating minor and major course changes and dropping courses to require notification of all departments for which the subject course is cross-listed.

MOTION:

The UAF Faculty Senate moves to amend the policy on evaluating minor and major course changes and dropping courses to include a requirement of notification of all departments for which the subject course is cross-listed. This policy shall be implemented by appending the Change Course and Drop Course Format forms.

Effective: Fall 1995

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Note: Additional signature lines on the Format forms serve this notification purpose; as do copies of email communications attached to the Format form packets submitted to the Faculty Senate Office.

Special or Reserved Course Numbers

- FS Meeting #126 (December 13, 2004): Motion to amend policy on Special or Reserved Numbers.

MOTION:

The UAF Faculty Senate moves to amend the policy on Special or Reserved Numbers as follows:

Special or Reserved Numbers
Courses identified with numbers ending in -92 are seminars; ending in -93 are special topics courses; -94 trial courses; -95 special topics summer session courses, offered only during the summer; -97 indicates individual study; -98 NON-THESIS research/PROJECT; and -99, thesis/DISSERTATION.

Effective: Fall 2005

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Course Designation / Classification Criteria

- FS Meeting #130 (May 2, 2005): Motion to amend policy on Course Designation / Classification Criteria.

MOTION:

The UAF Faculty Senate moves to amend the Course Designation/Classification Criteria policy as follows:

COURSE DESIGNATION/ CLASSIFICATION CRITERIA

2.   Courses are designated Social Science according to the following criteria:

a.   Content is directly defined by major models or theories of the social science disciplines of anthropology, communication, economics, geography, history, justice, political science, psychology, social work, sociology or interdisciplinary social science disciplines.

b.   Excludes courses for which a majority of focus is on research skills or techniques, practicum experience, or professional or vocational skill development.

c.   Courses approved for "s" designators prior to May 2005 will retain their "s" designator.

EFFECTIVE: Immediately

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The above motion superseded that of Meeting #32, February 10, 1992.

A motion was passed at Meeting #123A, April 29, 1987, which defined criteria for courses designated as Humanities. The pertinent portion of that motion is copied below:

3.   Courses are designated Humanities according to the following criteria:

a.   Course content in the traditional Humanities disciplines of Art, Drama, Languages, Linguistics, Literature, Humanities, Music and Philosophy.

b.   Outside the Humanities disciplines, courses may be classified as Humanities which exclusively address one or more of the following areas of study:

--Philosophic and/or religious thought.
--Intellectual and value assumptions of discipline.
--Literary traditions (written and oral) of a culture area or historical period.
--Aesthetic traditions or a culture area or historical period.
--Formation and nature of values.

c.   Excludes courses whose primary emphasis is on research skills or techniques, practicum experience, or professional or vocational skill development.

Effective: May 19, 1987

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Appendix C

Baccalaureate Core Curriculum

Included here is background information concerning the Core Curriculum, followed by some of the more pertinent policies currently in place. A more exhaustive compilation of policies is maintained at the Faculty Senate web site: http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/

- ## Background

In 1986, before the Faculty Senate existed as a formal body, the Fairbanks Academic Council adopted a formal philosophy statement titled, "The Baccalaureate Experience at the University of Alaska Fairbanks." (This statement was updated in 2001 at Meeting #103.) The purpose of the statement was to answer the question, "What intellectual experience shall be deemed essential for all UAF students, regardless of academic major or career aspirations?" Institutional restructuring resulted in a hiatus from the task of further defining a learning program to fulfill the philosophy.

In 1989, the newly established UAF Faculty Senate tasked Core Curriculum Committees with developing essential courses to fulfill the intellectual goals of the baccalaureate education (Meeting #15, December 8, 1989). The core curriculum as we know it to the present day (minor modifications over the last 20 years notwithstanding) resulted from these efforts.

For historical reference, two documents provide a detailed summary of the practical implementation of the new baccalaureate core curriculum established in 1990. Copies of these documents are on file at the Faculty Senate Office.

- Core Curriculum Proposal (January 1990)
- The Baccalaureate Experience: Core Curriculum Requirements (August 1990)

More current developments:

In AY2010-11, the Faculty Senate created a subcommittee of the Curricular Affairs Committee called the General Education Revitalization Committee (GERC). The GERC was charged with developing objectives and Student Learning Outcomes for UAF's General Education Curriculum. To that end, the GERC developed a set of Student Learning Outcomes which were approved and adopted at Meeting #175, May 2, 2011. They have held faculty forums and polled the faculty about general education requirements and the UAF baccalaureate core. The GERC web site provides a thorough overview of the committee's extensive work (link below). The Curricular Affairs Committee and UAF Faculty Senate, utilizing the recommendations from GERC, are presently working on changes to the General Education Requirements for UAF in concert with efforts at the statewide level to achieve system-wide alignment.

https://gerc.community.uaf.edu/

Baccalaureate Core / General Education Requirements

Requirements of the UAF baccalaureate core are summarized in the UAF Catalog in the section "How to Earn a Bachelor's Degree," subsection "The Core Curriculum."   In the 2015-16 edition of the Catalog, the summary starts on pages 130. In the section titled "Beyond the Core" additional general education requirements for the various types of bachelor's degrees are identified.

In short, the UAF Core consists of 38-39 credits comprised of courses in the areas of Communication, Perspectives on the Human Condition, Mathematics, Natural Sciences, Library and Information Research, and upper-division Writing and Oral Communication. Additional General Education Requirements are specific to type of bachelor's degree (e.g., the BA requires an additional 18 credits of Humanities and Social Sciences). See Appendix D for a copy of the UA Regulations defining general education requirements (GERs).

Policies pertaining to the Core Curriculum:

A full list of academic policy changes may be found online at http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/faculy-senate-policy-inde/academic-policy-changes/

Motions	Meeting	Date
Motion to extend submission deadline for degree program Communication Plans to the Provost's Office.	#215	May 2, 2016
Motion to limit programs to no more than five total courses per program designator code in the course classification lists.	#214	Apr. 4, 2016
Motion to adopt a classification list system during 2016-17 to meet GERs in lieu of current PHC courses (to take effect in 2016-17); with minimum credits specified and intention to retain ethics.	#210	Nov. 9, 2015
Motion to replace upper division Oral (O) and Written (W) requirement with Communication Plans within each degree program.	#210	Nov. 9, 2015
Resolution of intent to adopt a classification list system during 2015-16 to meet GERs in lieu of current Perspectives on the Human Condition courses (to take effect in 2016-17).	#207	May 4, 2015
Motion to endorse a common set of student learning outcomes as recommended by GELO. (Effective upon approval by UAA and UAS)	#199	May 5, 2014
Motion to apply UA Regulation definition of general education requirements for transfer of courses to satisfy the UAF core requirements for Perspectives on the Human Condition.	#197	Mar. 3, 2014
Motion to amend the academic policy regarding transfer of credits (2+2 program portion of policy) such that students who've completed an AA / AS from a regionally accredited school will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements	#188	Feb. 4, 2013
Motion to amend the academic policy regarding transfer of credits such that any student having completed general education requirements from a regionally accredited 4-year institution will be considered as having fulfilled the UAF baccalaureate core (excluding the W and O requirements).	#187	Dec. 3, 2012
Motion to amend the Natural Science requirement of the Core Curriculum to allow student to complete any two Core science courses to fulfill the Core science requirement.	#119	Dec. 8, 2003
Motion to approve adding ENGL F211 or F213 (or permission of instructor) as a prerequisite for all Writing Intensive Courses.	#114	Mar. 3, 2003
Motion to amend the Baccalaureate Core Curriculum requirements such that courses used to meet a Science or Mathematics core requirement may also be used to satisfy other degree requirements.	#113	Feb. 13, 2003
Motion to approve "W" syllabus statement requirements.	#109	May 6, 2002
Motion to amend the Baccalaureate Core Curriculum by adding a General Statement and updating the Philosophy Statement	#103	Sept. 24, 2001
Motion to approve the a Credit for Testing procedure regarding language credit for the Core Curriculum under "Perspectives on the Human Condition"	#88	May 3, 1999
Motion to amend the Baccalaureate Core Curriculum for Aesthetic Appreciation under the "Perspectives on the Human Condition"	#80	May 4, 1998
Motion amending Transfer Credit Policy so that students who've completed a bachelor's degree from an accredited institution will be considered to have completed the equivalent of the baccalaureate core when officially accepted to an undergraduate degree program at UAF.	#71	Apr. 14, 1997
Motion requiring "Junior standing" as a prerequisite for all core ethics courses in the Perspective on the Human Condition.	#71	Apr. 14, 1997
Motion amending the Educational Effectiveness Policy such that department heads and the Core Review Committee are identified as responsible parties for preparing outcomes assessment reports every four years.	#70	Mar. 10, 1997
Motion to approve the Core Review Committee recommendation that courses considered for CORE designation must include a plan for its effectiveness evaluation.	#69	Feb. 10, 1997
Motion requiring students to take English 111X prior to enrollment in written intensive ("W") courses and Communication 131X (or 141X) prior to enrollment in oral intensive ("O") courses.	#67	Nov. 11, 1996

Motions - continued	Meeting	Date
Motion to recommend that American Sign Language be recognized as fulfilling the non-English language option of the "Perspectives on the Human Condition" as required by the Baccalaureate Core.	#60	Dec. 4, 1995
Motion to amend the Baccalaureate Core Curriculum guidelines for Oral Communication Intensive Courses.	#45	Nov. 15, 1993
Motion to amend the Baccalaureate Core Curriculum guidelines for World Literature: Art and Culture under the "Perspectives on the Human Conditions."	#40	Mar. 22, 1993
Motion to approve guidelines for writing intensive courses.	#22	1991

Assessment of the Core Curriculum

- FS Meeting #70 (March 10, 1997): Motion amending the Educational Effectiveness Policy such that department heads and the Core Review Committee are identified as responsible parties for preparing outcomes assessment reports every four years.

MOTION:

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: The first paragraph of additions offers some protection to students and faculty from the misuse of the outcomes assessment process. The second paragraph provides a means of recognition for involvement in this process. The third and fourth additional paragraphs identify department heads and the core review committee as the responsible parties for preparing outcomes assessment reports, identifies the required committee as the responsible parties for preparing outcomes assessment reports, identifies the required content of those reports, identifies the timing of such required reports, and identifies the housing of these reports.

If there is no practical reason for the chairs of each department (or equivalent as identified by the Dean or Director) to prepare a report every 3 years, there is no reason to do it more often than every 4 years.

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CAPS = Additions
[[   ]] = Deletions

UAF
EVALUATION OF EDUCATIONAL EFFECTIVENESS
POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

THE DATA GATHERED AND SUMMARIZED AS PART OF THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS SHALL NOT BE USED FOR EVALUATING INDIVIDUAL FACULTY. FURTHERMORE, NO STUDENT SHALL BE DENIED GRADUATION BASED SOLELY UPON INFORMATION GATHERED FOR THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS.

EACH FACULTY MEMBER'S ACTIVITIES IN DEVELOPING AND/OR IMPLEMENTING PROGRAMMATIC AND INSTITUTIONAL EDUCATIONAL EFFECTIVENESS EFFORTS MAY BE SUMMARIZED IN THE INSTRUCTIONAL SECTION OF ANNUAL EVALUATIONS AND PROMOTION AND TENURE FILES.

Evaluations shall be conducted with regard to the following:

1) Student Information
   Students shall be assessed upon entry to the university
   for purposes of course advising and placement,
   especially in mathematics and English, and for describing
   the gender, age, ethnicity, and previous education of
   students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum
   Evaluation of the CORE curriculum shall include course
   assessment embedded within CORE courses as well as
   the assessment of students within upper division
   courses, especially oral and writing intensive courses.
   the assessment of students within upper division
   courses, especially oral and writing intensive courses.

3) Programmatic assessment
   Each degree and certificate program shall establish and
   maintain a student outcomes assessment process useful
   for curricular reform and consistent with institutional
   and specialized accreditation standards.

4) Evaluation of Out of Class Learning
   An important element of a student's overall education is
   learning that occurs outside of classes. Therefore, an
   evaluation of activities and student support services
   will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least every FOUR [[three]] years summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

A. STUDENT OUTCOME GOALS AND OBJECTIVES OF THE PROGRAM,

B. THE METHODS AND CRITERIA USED TO EVALUATE WHETHER THE GOALS AND OBJECTIVES ARE BEING MET,

C. A DESCRIPTION OF WHAT INFORMATION IS COLLECTED ANNUALLY, AND

D. HOW THE RESULTS OF SUCH INFORMATION ARE BEING USED TO IMPROVE THE CURRICULUM.

THE REPORT SHALL BE PRESENTED TO THE DEAN OR DIRECTOR'S OFFICE DURING THE MONTH OF MAY. AT LEAST SOME INFORMATION GATHERING FOR THIS PROCESS SHALL OCCUR ANNUALLY.

ONCE AN EDUCATIONAL EFFECTIVENESS EVALUATION PROGRAM HAS BEEN IMPLEMENTED FOR THE CORE, THE CORE REVIEW COMMITTEE OF THE FACULTY SENATE SHALL PREPARE A REPORT, AT LEAST BIANNUALLY, SUMMARIZING THE EDUCATIONAL EFFECTIVENESS OF THE COMPONENTS OF THE CORE CURRICULUM. THIS REPORT SHALL BE SIMILAR IN CONTENT TO THE REPORT DESCRIBED ABOVE FOR INDIVIDUAL PROGRAMS BUT SHALL PROVIDE A SUMMARY FOR THE COMPONENTS OF THE CORE CURRICULUM. THE COMPONENTS OF THE CORE MAY BE SUMMARIZED IN THE REPORT ON A ROTATIONAL BASIS, BUT AT LEAST SOME INFORMATION SHOULD BE GATHERED ANNUALLY.

Appendix D

UA Regulations

Part X of the Board of Regents' Policy and University of Alaska Regulations addresses academic matters, including the following:

Chapter 10.04. Academic Programs
10.04.010. Academic Program Integration
10.04.020. Degree and Certificate Program Approval
10.04.030. Credit Hour Requirements for Degree and Certificate Programs
10.04.035. Credit Hour Definition
10.04.040. General Education Requirements
10.04.050. Discipline Course and Credit Hour Requirements
10.04.060. Transfer of Credit
10.04.062. General Education Coursework Transfer
10.04.064. Degree and Certificate Credit Transfer
10.04.070. Non-Traditional Learning
10.04.080. Developmental and Remedial Education
10.04.090. Evaluation of Student Performance and Course Level Definitions
10.04.100. Academic Calendar
10.04.110. Inter-Institutional Delivery of Courses and Programs
10.04.120. Reserve Officers Training Corps (ROTC)

Chapter 10.05. Admission and Graduation Requirements
10.05.010. Enrollment and Admission Requirements
10.05.015. Concurrent Enrollment
10.05.020. Grade Point Average Requirements
10.05.030. Residency Requirements
10.05.040. Residence Eligibility for the WWAMI Medical Education Program

Chapter 10.06. Academic Program Review
10.06.010. Academic Program Review
10.06.020. Educational Effectiveness

Academic policy formulated by the UAF Faculty Senate adheres to the foundation of university regulations. The Faculty Senate is also the primary mechanism by which faculty may effectively carry out the university's educational mission in areas including academic program review; academic program creation or deletion; curriculum; instructional methods; degree requirements; grading policy; course transfer; student probation and suspension; standards of admission and scholastic standards; and educational effectiveness.

A more exhaustive compilation of policies is maintained at the Board of Regents' web site:
http://www.alaska.edu/bor/policy-regulations/

For the most current version of any policy or regulation, the Board of Regents' Office should always be contacted. See the web link above for current contact information.

Index

Useful Web URLs

<u>Governance</u>

UAF Governance	http://www.uaf.edu/uafgov/
Course & Degree Procedures	http://www.uaf.edu/uafgov/faculty-senate/curriculum/
Syllabus Requirements	http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
Academic Policies	http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/
Dept. Chair Policy	http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/department-chair-policy/
UA System Governance	http://www.alaska.edu/governance

<u>Academic Links</u>

UAF Academic Calendar	http://www.uaf.edu/catalog/current/acad_calendar.html
UAF Catalog – online	http://www.uaf.edu/catalog/
UAF Provost's Office	http://www.uaf.edu/provost

<u>Labor Relations</u>

United Academics information	http://www.alaska.edu/labor/unac/