REDBOOK 2011-2012

Guide to CRCD Academic Structure and Curriculum Processes

College of Rural and Community Development – University of Alaska Fairbanks

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INTRODUCTION

This CRCD REDBOOK 2011-2012 provides basic information about approval of UAF courses and instructors through the College of Rural and Community Development (CRCD). It is designed especially for campus directors, faculty, and staff involved with these approval processes. It is consistent with established UAF Faculty Senate regulations and practices but also identifies specific approval processes used within rural and community campuses. For more information, see UAF'S *Academic Course and Degree Procedures Manual* at (**http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/)**

NOTE: the REDBOOK will be updated regularly, and revised version may be found at http://www.uaf.edu/rural/staff/academics.

REGULAR COURSE APPROVALS:
Regular courses are those we expect will be listed in the UAF catalog and will be offered on a continuing basis. Trial courses (designator –94) are those proposed on a trial basis and that may become a regular course in the future (this process is used infrequently).

Approval of regular courses (including both new and trial courses) originates with faculty and their respective campus, program, or unit. The form to submit a new or trial course is on pages 39-43. It is also found online at http://www.uaf.edu/rural/staff/academics. It must be submitted along with the course syllabus. The form and syllabus are first sent to the appropriate program or department head and then to the CRCD Academic Council (which serves as CRCD's curriculum council). If approved, the form is signed by the CRCD Executive Dean or her designee. Once approved within CRCD, the material is forwarded to the Faculty Senate for review and approval. If the course is housed in a department outside of CRCD, signatures are also required from the non-CRCD department chair and the curriculum council and dean in the relevant college or school. Typically new or trial course requests are submitted in September to meet an October Faculty Senate deadline. Final approval is commonly received during the following spring semester.

SPECIAL TOPICS COURSE APPROVALS:
Special topics courses are an important part of CRCD campus offerings. They are commonly offered to take advantage of one-time opportunities (e.g. workshops, visiting instructors) or to meet special needs (e.g. training partnerships). Special topics courses are usually taught only one time, as per Faculty Senate policies. Those taught during the regular academic year use the –93 designator (e.g. 193, 593). Those taught only in summer session use the –95 designator.

Special topics course approvals must have an accompanying course syllabus. Course approval is valid only for one offering. The course may be taught in multiple locations if this is noted on the approval form. All special topics courses are subject to review by the CRCD Academic Council. Special topics and related instructor approvals must be completed as soon as possible once the need for the course is identified. Approvals generally require 4-5 weeks turnaround time. Special topics approvals involving departments in other schools and colleges commonly take longer to secure. In no case

should the approval forms be submitted later than the beginning of instruction. Faculty Senate policy requires 5 weeks.

Note the difference between approval of special topics courses offered through a CRCD academic program (e.g. Rural Human Services, Applied Business, Rural Development) and those outside of CRCD (e.g. Art, Math, Biology). Course approvals outside of CRCD require the relevant department chair's signature and that of the unit dean. See section 5 for more information and for specific forms and instructions. IMPORTANT: In all cases, approval forms are routed first through the CRCD Executive Dean's office (see flowchart).

INSTRUCTOR APPROVALS:
Instructor approval's are required for permanent courses and—once approved—are normally valid for five years depending on department. All faculty must be approved to teach special topics courses. See the minimum requirements for instructor approval identified by each department (See section 9). Syllabi are typically included with all approval requests. If a regular faculty member will be teaching an additional class outside of her/his workload, additional forms will be required for ACCFT, UCAN, and non-represented faculty, with links to these forms found on page 86.

UAF COURSE CREDIT AND SYLLABUS REQUIREMENTS

All UAF courses, including those in CRCD, must meet basic course credit minimums and have a course syllabus. The key requirements are:

COURSE CREDIT: for details, see UAF Faculty Senate "Academic Course and Degree Procedures Manual," **http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/**

Guidelines for Computing Course Credit/Contact Hours

UAF Faculty Senate policy states that "One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction" (FS 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. 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) The 2007-2008 catalog (p. 226) indicates that:

"One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (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.)

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 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.

The following standards establish the minimum requirements for an academic unit of credit (FS meeting #141, February 5, 2007):

1. 800 minutes of lecture (plus 1600 minutes of study)
2. 1600 or 2400 minutes of laboratory (or studio or other similar activity)
3. 2400 - 4000 minutes of supervised practicum
4. 2400 - 8000 minutes of internship (or externship, clinical)
5. 2400 - 4800 minutes of supervised scholarly activity

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. The number of minutes required for one credit of laboratory (1600 or 2400) depends on the amount of instruction given during the lab. For typical science and engineering labs where students work with teaching assistant guidance performing preset exercises, 2400 minutes (3 hours/week/credit for a 14 week semester) is used. For labs in which a faculty member interacts with students and provides feedback throughout the laboratory period (clinical labs, art studio, automotive technical labs) 1600 minutes (2 hours/week/credit for a 14 week semester) is used. A course submission with a lab component should include a justification for the number of minutes of lab per credit employed.

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 clinical 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. .

Syllabus Requirements 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, and email address.

3. Course readings/materials: course textbook, author, and 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. May include, and must be consistent with, catalog course description.

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

6. Student Learning Outcomes (more specific - provide examples)

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. (This is not required in the syllabus, but it's a convenient way to publicize this if applicable.) Faculty Senate Meeting #171: http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171

11. Support Services: describe the student support services (local and/or regional) appropriate for the course.

12. Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (208 Whitaker Bldg., 474-5655) to provide reasonable accommodation to students with disabilities.

Revised: June 30, 2011

UAF/CRCD Syllabus Checklist (orange) with EXAMPLES

These examples are for you as models: to cut, insert and revise as needed for your course syllabus If you have good examples to add, send them to Felicia Burud fjburud@alaska.edu .

ATTACH COMPLETE SYLLABUS (as part of this application – Format 1).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide (effective 2011) http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
RATIONALE: The quality and content of syllabi vary tremendously across UAF. This Faculty Senate legislation will both provide a guide to what needs to be in a syllabus and require instructors to provide them.

The department and campus wide 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 change will 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).

EXAMPLE:

Course Information
Course Number-Section, Title: CITS F203 TE1 Information Technology Support Fundamentals
Number of Credits: 4.0
Recommended: CIOS F128 or equivalent skill.
Class Location: UAF Downtown Center, Room 210
Meeting Days & Time: Thursday, 5:00-9:00 PM, 9/4 – 12/18.
This course will consist of one 4-hour class lecture delivered to students once a week for 14 weeks. Students can expected to spend an additional eight to 12 hours per week outside of scheduled classroom lecture studying lecture material, completing reading assignments and homework. A final exam will be given during the 15th week.

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

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

EXAMPLE:

Instructor Information [specific faculty information removed]
Name: K-------- X ----------
Office Location: UAF Downtown Center, 510 Second Ave, Fairbanks AK, room --------
Office Hours: 2:00 pm – 4:30 pm Monday, Tuesday and Thursday or by appointment
Telephone: 474- ----------
Email: ----------@alaska.edu

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

EXAMPLE:

Course Readings/Materials
Required textbook/materials: Online Curriculum – http://classes.uaf.edu
Local access to the online curriculum is available through the UAF Blackboard learning management system at *http://classes.uaf.edu*. The online curriculum is the primary source of information for all online chapter exams. A backup to the local curriculum access is available at *http://cisco.netacad.net* and should only be used to if local access is unavailable.
Recommended textbook/materials:
Textbook
Title: IT Essentials: PC Hardware and Software Companion Guide, Third Edition
Author(s): David Anfinson and Ken Quamme
Publisher: Cisco Press
ISBN13: 978-1-58713-199-8

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.

EXAMPLE:

Course Description:
This course teaches human anatomy and function of the ten body systems and their organs, integrated with their medical terms. Learning medical language will focus on the anatomy word roots/combining forms and common medical prefixes and suffixes. With knowledge of the word components, the student will be able to define and understand medical words including diagnostic, laboratory, medical specialties and clinical application. [Catalog description]
This additional knowledge in human anatomy integrated with medical language will assist the Community Health Aide/Community Health Practitioner in providing better

patient care and education, and improve communication with medical personnel. [How it fits into the broader curriculum/course of study]

EXAMPLE:

Course Description
This course teaches the skills and knowledge required by professional computer support technicians to support and troubleshoot computer operating systems and computer hardware. Students will learn the purpose and function of the internal components of a computer; will learn to assemble a computer system; install an operating system; and troubleshoot using system tools and diagnostic software. The course will also introduce the basic skills and knowledge required to connect to and share resources in a network environment.

5. Course Goals (general) and
6. Student Learning Outcomes (more specific)

Goal: the end toward which the effort is directed. These can be fairly general.

Student Learning Outcomes are similar to objectives, which means that they should be more specific than goals and measurable. Use words such as: describe; discuss; identify; demonstrate; assemble; define;

EXAMPLE:

Course Goals: We will explore the chemistry of life and the structure and function of cells and organisms. When you leave the course, you should have a basic understanding of cell biology, gene replication and expression, respiration, photosynthesis, animal biology, evolution, ecology and global change. You should also leave with a solid understanding of some basic physical and chemical processes that underlie all biological mechanisms. One goal of the course is to give you a broad understanding of biological concepts in today's society and to move smoothly to more specialized courses in biology, if you choose.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

- Understand the scientific methods and their roles in developing scientific knowledge
- Distinguish between various sources of scientific information
- Participate in scientific discussion and evaluate scientific claims
- Identify and use common laboratory tools for measuring length, volume, mass, and temperature
- Read scientific articles and complete a written report of their content
- Construct and interpret data tables and graphs
- Report information using proper grammar and syntax
- Explain basic principles of cell biology
- Understand and discuss basic principles of Plant and animal biology
- Understand and describe basic principles of Ecology and the global environment

EXAMPLE:

Course Goals

Upon successful completion of this course, the student will be able to define, explain, or perform tasks related to the following:

1. Client-side development of Web pages with JavaScript
2. Use JavaScript to process and validate form data before the data is sent to a server for processing
3. Implement object-oriented programming techniques with JavaScript programs
4. Use advanced techniques to manipulate data within strings and arrays
5. Effectively debug JavaScript programming errors
6. Work with and maintain state information
7. Use JavaScript to create dynamic and interactive Web pages
8. Understand how AJAX is used to quickly interact and exchange data with a Web server

Student Learning Outcomes (NOTE: Numbers correspond to goals above- list shortened)

Upon successful completion of this course, the student will be able to:

1.1. Explain the history of the World Wide Web and HTML
1.2. Define and create well-formed Web pages
1.3. Describe web development and technologies used in web development
1.4. Describe the Browser Object Model (BOM) and elements that make up the BOM
1.5. Use JavaScript to refer to frames and windows

2.1. Understand and work with form elements and objects within a web page
2.2. Use JavaScript to manipulate and validate form elements and implement submit and reset functions within forms

3.1. Understand and explain object-oriented programming
3.2. Describe and use built-in JavaScript objects; such as the Date, Number, and Math objects
3.3. Define custom JavaScript objects

4.1. Manipulate strings and arrays
4.2. Work with regular expressions
4.3. Convert between strings and arrays

5.1. Explain the types of errors that can occur in a program and methods used to debug programming errors
5.2. Trace error message and use comments to locate bugs
5.3. Explain exception and error handling

6.1. Explain how Web browser use state information and reasons to maintaining state information
6.2. Save state information with hidden form fields, query strings, and cookies
6.3. Understand and describe security issues related to Web browsers and JavaScript

7.1. Describe the combination of technologies used to create dynamic Web pages
7.2. Use JavaScript to modify CSS styles and work with CSS positioning

7.3. Use DHTML to create expandable, navigation, and sliding menus
7.4. Utilize JavaScript to check for browser compatibility prior to loading a Web page
7.5. Describe Asynchronous JavaScript and XML (AJAX) and the combination of technologies used to create AJAX applications
7.6. Explain the role of HTTP and understand HTTP messaging
7.7. Use AJAX to request and receive server data

EXAMPLE:

Course Purpose

The purpose of this course is provide to students with a foundation of understanding into the complex behavior patterns of people at work and to give students proven effective methods of promoting positive relationships and, thereby, dramatically influencing productivity. Upon completion of this course students should be empowered with Human Relations skills to motivate themselves to achieve desired personal changes.

Course Learning Objectives

Upon Completion of this course you should be able to:

Control Self - image, attitudes, and actions
Recognize destructive habits and be able to replace with positive habits
Set and Achieve Goals
Manage Time
Control Stress
{MORE……}

EXAMPLE:

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

1. Describe the relationship of cells, tissues, organs and systems within the human body.
2. For each of the ten body systems:
   a) Describe the functions of the system.
   b) Name and label its component parts.
   c) Describe the function of the component organs (parts) of the system.
   d) Explain how the organs function together to carry out system functions.
   e) Understand the process/function of each body system by numbering the sequence of organs in that system.
   f) Know the medical term (word root/combining form) for specific body organs.
3. Learn and list the common medical language prefixes and suffixes.
4. Understand a medical word by breaking it down into the components: word root/ combining form, prefix and suffix.
5. Learn (define) new medical words through knowledge of the medical terms for the: body parts (word root/combining form), prefix and suffix.
6. Use a medical dictionary to learn a word's origin, pronunciation and definition.

EXAMPLE:

Course Outcomes –

Students will be able to:	**Evaluated by:**
• Identify topic, main idea, and details of paragraph, sub-heading, chapter, and text	Class activities
• Recognize common patterns of organization in paragraphs, sub-headings, chapters of the text	Class activities
• Recognize common patterns of organization in paragraph, sub-heading, chapter, and text	Class activities
• Increase standard English vocabulary to meet the expectations of freshman level science classes	Discussions in this class and associated class.
• Increase their working vocabulary of science terminology, definitions, and their use in science texts and lectures.	Successful and appropriate use of mathematical terminology in assignments and class discussions in this and the linked science class.
• Develop notes (outlines or pre-notes) from texts	Evaluation of notes
• Use text notes to take notes from science classes	Evidence of use of notes in associated class
• Understand and utilize various support networks available for science courses	The use of support networks in this and the associated class
• Understand and utilize various study strategies and tools to understand and remember science material	Student's discussion in class reflecting knowledge of the strategy of the day and those from previous lessons. Effective use of study strategies and tools in this and the associated class
• Use reading techniques and test taking strategies to be more successful on science tests. Students will apply strategies, evaluate strategies for effectiveness and modify those strategies to increase the level of comprehension and the efficiency of retention.	Student will apply reading strategies in their science class to increase understanding and earn passing test scores in associated class
• Understand their individual learning style and adapt it to a faculty's teaching style	Discussion of learning styles and application of those strategies in associated class
• Demonstrate the ability to comprehend, evaluate and apply information presented in natural science texts.	More successful outcomes in the current and future natural science classes.
• ***Build confidence in their ability to succeed in science courses***	Use of "success language" in this and associated class

EXAMPLE:

Student Learning Outcomes:

Students will be able to:	Evaluated by:
1. Identify characteristics and factors within transportation program development process and discuss their relevance to governance and finance applications	Group Discussion, Class Activities & Assignments, Final Project
2. Identify elements of financial management from the government organizational chart	Group Discussion, Class Activities & Assignments, Final Project
3. Recognize organizational factors that influence financial management change	Group Discussion, Class Activities & Assignments, Final Project
4. Be familiar with human resource development concepts and the payroll process	Group Discussion, Class Activities and Assignments, Final Project
5. Improve communications skills in public speaking	Group Discussion, Class Presentation

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.).

EXAMPLE:

Instructional Methods

This course teaches students through lectures, demonstrations, and instructor-led discussions.
Students are expected to complete required reading assignments prior to each lecture.
Students are expected to complete assigned homework during the week that follows that topic's lecture and to arrive prepared to discuss homework at the beginning of the following week's class.

EXAMPLE:

Instructional Methods

This is an interactive, hands-on course that includes short, focused presentations, with skill development for participants to gain knowledge and confidence to share wellness activities with the people in their community. Instructional methods include: discussion, PowerPoint presentations, games, readings from the course notebook, physical activities, a cooking demonstration, storytelling, and individual and two group presentations.

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.

EXAMPLE:

Course Assignments and Calendar:

Date	Topic and Assignment
Week 1	**In class today:** • Introductions including what you hope to get out of the course; Review course expectations and assignments **Preparation for next class:** • Review the class calendar and assignments • Read Chapter 1 Infants, Toddlers & Caregivers • Identify Observation Settings/Children • Identify elder(s) to interview for Child Care Guide (see below)
Week 2	**In class today:** • Go over any student questions regarding the class calendar and assignments. • Group discussion: Chapter • Lecture topic: Culture and Biology in Child Development and Care **Preparation for next class:** • Read Chapter 2 Infants, Toddlers & Caregivers • Read Chapter 1 Caregivers Companion • Begin interviews for Child Care Guide • Child Care Guide, Part I (See below)
Week 3	**In class today:** • Group discussion on reading • Lecture topics: History and care of infants and toddlers **Preparation for next class:** • Read Chapter 1 Our Babies, Ourselves • Read Section 1 Helping Little Kids Succeed • Reflection #1 (See below) • Observation 1 and Interview: Family and infant/toddler • Child Care Guide, Part II (See below)

Continues through 14 weeks

EXAMPLE:

Course Calendar:

Module	Independent Study • Each segment will take approximately 30 minutes to complete. • Each segment comprises of Reading, interactive activities and ❑uizzes. • To be completed before **Attending** weekly ELive sessions.	Assignment All writing assignment will use the writing Rubric.
1	1. Computer Basic Parts 2. How Computers Work 3. Windows Operating Systems (XP & Vista) 4. Using Software 5. Types of Networking 6. Using Multimedia 7. Internet 8. Online Communication 9. Implementing Security	• Write a 500 to 750-word essay on how your computer impacts your world. Include 6 of the 9 areas that you studied in the Independent Study section. • Nimble Fingers start Beginning Keystrokes submit Report
2	**Word Processing** 1. Menus, Toolbars & Task Pane 2. Editing & Proofing tools 3. Formatting 4. Tab & Paragraph 5. Envelopes & Labels 6. Columns, Pictures, Diagrams & Charts 7. Tables 8. Merging Documents 9. Integrating Word with other applications	• Format and Edit Health letter 1 • Create an Interoffice Memo • Create Table in Health Letter 2 • Add charts and pictures in Health Letter 3 • Continue with Beginning Keystrokes Nimble Fingers submit Report
3	**Spreadsheet**(45 minutes per segments) 1. Understanding Worksheets & Workbooks 2. Entering & Formatting 3. Charts 4. Formulas 5. Templates, Forms & Graphics	• Format & Edit Health spreadsheet 1 • Create Charts Health spreadsheet 2 • Create Formulas Health spreadsheet 3 • Create Form with Graphics Health spreadsheet 4 • Start Intermediate Keystrokes – Nimble Fingers submit Report

Continues through 14 weeks

EXAMPLE:

Course Calendar:
The following course calendar provides a weekly schedule of major course topics, reading assignments, homework assignments, and quizzes and exams. Students are expected to complete the reading assignment prior to the week in which the assignment is listed. Homework assignments are to be completed outside of schedule class time during the week after the course topic has been covered in class. Students should be prepared to discuss homework at the beginning of the following class.

Week 1 – Class 1

Reading Assignment: Chapter 1 Information Security Fundamentals
Topics: Overview of information security and associated terminology; Importance of network security; Professional Certifications Overview; Careers in Information Security
Chapter Homework: Homework Assignment 1
Chapter Quiz: Chapter 1 Quiz on Blackboard

Week 2 – Class 2

Reading Assignment: Chapter 2 Attackers and their Attacks
Topics: Attacker profiles; Attacker motives; Overview of types of attacks; Identity attacks; Denial of service attacks; malicious code (malware)
Chapter Homework: Homework Assignment 2
Chapter Quiz: Chapter 2 Quiz

Continues through 14 weeks

EXAMPLE:

Course Schedule - Content by Topics and Class Assignments

Week	**Topic and Text-Workbook Assignments**	**Text Assignments**
		Before Class
1	Course Introduction – Overview	
Tues. 1/27	How to Use the **Text/Workbook** by Body Systems Introduction to Medical & Anatomical Terminology	
Thurs. 1/29	The Word Building System Building words by understanding the word parts: word roots/combining form, prefixes and suffixes.	**Unit 1: 1-3**
2		
Tues. 2/3	Cells, Tissues, Organs, Systems	**Unit 2: 1-10**
Thurs. 2/5	Body Cavities, Membranes & Body Directions	**Unit 2: 11-20**
	Quiz on Unit 2	
3		
Tues. 2/10	Skin (Integumentary) System: Anatomy and function with medical terms	**Unit 3: 1-10**
Thurs. 2/12	Pathogenic Microorganisms	**Unit 14: 1-4**

Quiz on Unit 3 and Unit 14

Continues through 14 weeks

9. Course policies:

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

EXAMPLES:

Course Policies

1. Attendance: As part of the "Learning Community" all students are expected to attend and participate in all classes.
2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor.
3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. Assignments: All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor's Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.
6. Extra credit assignments: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.
7. Graded Assignments: It is the instructor's intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven't yet received it back.
8. Reporting Grades: All student grades, transcripts and tuition information are available on line at https://uaonline.alaska.edu/. If you have difficulty accessing this web site, contact the registrar at your local campus.
9. Written paper assignments: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.
10. Plagiarism: Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students "not representing the work of others as their own. A student will attribute the source of information not original with

himself or herself (direct quotes or paraphrases) in compositions, theses and other reports."

11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.
12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.
13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.
14. Ethical Behavior: It is expected that, while on the audio conference, you are present and paying attention. If you must "step out of the room" and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

This is from Joy Morrison, UAF Faculty Development office

Plagiarism: This website is one any faculty can use for their students to learn more about academic integrity. http://www-apps.umuc.edu/vailtutor/

EXAMPLE:

Plagiarism and Cheating: Plagiarism and cheating are matters of serious concern for students and academic institutions. I take it seriously as well. The UAF Honor Code (Student Code of Conduct) defines the academic standards expected at UAF and is adhered to in this class as well.

EXAMPLE:

COURSE POLICIES:

Student Behavior

This is a mature learning atmosphere. Behave in a mature, responsible and cheerful manner toward the instructor. Be respectful of others and their time and experience. Students should be devoted to the effort of learning and retaining new information.

Class Attendance

Much of the learning occurs in the classroom setting and cannot be made up. Therefore, class participation is essential to your learning and attendance will be taken.

- Present yourself ready and willing to learn.
- Arrive to class and all scheduled activities on time.
- Have excellent attendance

- Bring all required student materials: Tools, Equipment, and Personal Protective Equipment.

Classroom Ground Rules

Basic Ground Rules for conduct in the classroom are as follows.

- Think safety first
- If you miss a scheduled session, you should: Contact instructor at the first opportunity.
- If you do not understand, you should: Ask questions.

EXAMPLE:

Attendance

Attendance in this course is vital. Active participation is required. Tape recorders are encouraged.

Additional idea to include in syllabus:

Important dates:

Fall Semester

Last day for 100% of tuition and fee refund……Monday, 13 Sept

Last day for drops (course does not appear on record), 50% tuition refund…...Monday, 20 Sept

Last day for withdrawals (W appears on academic record)……Friday, 05 Nov

Final Exams……Thursday, Friday, 16-17 Dec

Spring Semester

Last day for 100% of tuition and fee refund ..... Monday, 24 Jan
Last day for drops (course does not appear on record), 50% tuition refund ..... Monday, 31 Jan
Last day for withdrawals (W appears on academic record) .....Friday, 25 Mar
Final Exams ..... Tue & Wed, 3 & 4 May

EXAMPLE:

Last Day to Drop this Class: 31 January
Last Day to Withdraw from this Class: 25 March

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.)

EXAMPLE:

Evaluation:

Final grades are calculated from the points earned in the following areas:

Chapter Homework..... 15%

The purpose of these assignments is to provide an opportunity to complete and receive regular instructor feedback on course topics that will be assessed on mid-term and final exams. The tasks and questions in each homework assignment are based on textbook, supplemental reading and activities located on the Blackboard class site.

Chapter Quizzes 25%

Chapter quizzes are designed to reinforce and measure retention of information covered in reading assignments and in lecture. Chapter quizzes will be available at the class Blackboard site must be completed outside of class the week following the completion of the class lecture for that chapter.

Midterm Exam..... 25%

The midterm exam will provide an assessment of the students use and retention of course material covered in weeks 1-6.

Final Exam..... 35%

The Final Exam is a comprehensive assessment of the student's use and retention of course material covered in weeks 1-15. Exam will consist of both short answer and scenario-based multiple choice questions designed to measure student competency in the student learning outcomes defined for this class.

EXAMPLE:

Evaluation:

(NOTE that you must achieve a C or higher for this course to count towards your _____Degree)

Grading is based on

10% Attendance/participation
20% Class presentations on material in the texts and student research
30% Observations, Activities, Reflections
20% Quizzes
20% Final Exam

EXAMPLES: For graded course (see below for Pass/Fail courses)

Letter grades for the course will be determined as follows and will reflect the *Grading System and Grade Point Average Computation* policy stated in the current UAF Catalog.

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

EXAMPLE:

Individual assignment and overall course grades are based on the following criteria:

Grade	Definition
A = 100% - 90%	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise
B = 89% - 80%	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an 'A'.
C = 79% - 70%	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

EXAMPLE:

Point Totals and Grades will be assigned on the following basis

	Number given	% of grade	Points per test	Point Value
Written	3	45	150	450
Final Exam	1	25	250	250
Quizzes	4	20	50	200
Attendance		10		100
Total point value				1000

A – 90% or more of total points (90/100 to 100/100)
= 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.

B – 80% to 89% of total points (80/100 to 89/100)
= indicates outstanding ability above the average level of performance

C – 70% to 79% of total points (70/100 to 79/100)
= indicates a satisfactory or average level of performance

D – 60% to 69% of total points (60/100 to 69/100)
= the lowest passing grade, indicates work of below average quality and performance

F – 59% or less of total points (<59.5%/100)
= indicates failure to meet the lowest standards

CRCD Academic Council Recommendation: [each Program can set its own %]
Attendance: If attendance is part of the course evaluation/grade it should not be greater than 10% in any course.
Attendance/Participation: The percentage of attendance/participation could be higher than 10%, provided there are details indicating the specific activities students will be participating in, and it is demonstrated how those activities meet the outcomes for the course. Practicum courses would be exempt.

EXAMPLE for syllabus

Effective Participation and Leadership (30%): Active participation during the entire 3-day classroom session is required to pass this course. Students are expected to actively participate in all group discussions, and demonstrate leadership ability.

EXAMPLE for syllabus

It is expected that students will attend and participate in class sessions. For attendance, it is expected that students will be considerate of their fellow students and be on time for class. For participation, it is expected that students will be prepared and respond to the instructor's comments and questions; make eye contact with the instructors during lectures and demonstrations; and follow along with exercises presented in class and with group work as assigned. Attendance and participation will be 10% of the grade.

For Pass/Fail courses For Information about Pass grade: Faculty Senate and BOR regulation (Found on BOR: http://www.alaska.edu/bor/policy/10-04.doc Section 090):

"A grade of "P" (Pass) is considered equivalent to a grade of "C" (2.0) or higher in undergraduate courses and a grade of "B" (3.0) or higher in graduate courses."

Just as with a "C" (2.0) grade, the "P" grade would indicate a satisfactory level of acquired knowledge and performance in completion of course requirements. This needs to be specified in the evaluation portion of the course. Whenever a grading percentage is used, it should be indicated that the minimum passing percentage is equivalent to a "C" (2.0) grade.

Pass/Fail course Syllabus needs a statement - EXAMPLE

This course will be graded pass/fail. In order to receive a passing grade, participants must receive a 70% or higher grade.
[Syllabus then has something like]
Grading is based on
10% Attendance/participation
20% Class presentations on material in the texts and student research
30% Observations, Activities, Reflections
20% Quizzes
20% Final Exam

Another Pass/Fail EXAMPLE

Evaluation and Grading: This is a Pass/Fail course. Completion of the following will result in a passing grade:

> *Attendance and Participation*: Attendance during the entire 3-day classroom session is required to pass this course. Students are expected to actively participate in group discussions.
>
> *Course Notebook:* Students will be required to keep a course notebook for the session. The course notebook should include notes on the presentations and reflections on how the information presented could affect the students' village. The notebook will be presented to the instructor at the end of the conference.
>
> *Individual Course Discussion*: Students will be asked to meet with the instructor individually for ½ hour at the end of the session to discuss the implications of the information presented to their village's transportation program.

Failure to attend the entire three-day session, keep a course notebook, or complete the individual course discussion will result in a failing grade.

Another Pass/Fail EXAMPLE

Course Grade: This is a pass/fail course.
To receive a **passing grade**, participants are required to:
1. Attend and actively participate in the entire week of the 'Wellness: Promoting Health and
   Preventing Chronic Disease' course, March 30, 2009 – April 3, 2009 (8:30 am until 5:00 pm).
2. Give individual and group presentations during the week-long course.
3. Provide 1 – 3 community presentations on a health promotion topic following completion of the face-to-face course.
4. Participate in 1-2 post-course teleconferences. Give a 5-minute presentation during the teleconference of your community activity.
5. Complete a1-2 page written reflection paper of your community activity. Paper is due 1 week after the community presentation. Mail to……..

11. Support Services:

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

EXAMPLE

Support Services: The instructor is available upon appointment for additional assistance outside session hours.

EXAMPLE: Note title Student Support Services

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.

Rural Student 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 a 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

RSS contact information:

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

Math Hot Line

Contact UAF's toll-free Math Hotline for problem solving and math help.

Call 866-823-6284

(1-866-UAF-MATH) during regular fall and spring semesters.

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.

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://library.uaf.edu/offcampus

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

Elluminate Live

If you have questions about Elluminate! Live I strongly encourage you to visit the following pages:
http://community.uaf.edu/ehelp
Steps needed to prepare you for your first distance education course session.

http://distance.uaf.edu/archives/research/subresearch/elluminate-live.php
There you will find

- a direct link to Elluminate! Server
- how to connect your headphone/microphone to your computer
- help finding and activating you UAF ID
- a printable quick reference guide

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."

EXAMPLE:

Disabilities Services

The Veterinary Sciences Program (change for your course) 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. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.
http://www.uaf.edu/disability/

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@uaf.edu

EXAMPLE:

UAF Disability Services for Distance Students

a. UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

b. If you believe you are eligible, please visit http://www.uaf.edu/chc/disability.html on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, f

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EFFECTIVE: June 30, 2011

RATIONALE: The quality and content of syllabi vary tremendously across UAF. This legislation will both provide a guide to what needs to be in a syllabus and require instructors to provide them. Per Faculty Senate

Tips for Writing Objectives

⇒ **What are instructional objectives?**
Instructional objectives are specific, measurable, short-term, observable student behaviors. This is what students should know or be able to do after completion of an activity/instruction.

⇒ **Purpose**
Objectives are not the sum of education, but pre-requisites or foundations. They are the basis for course content and delivery. Objectives provide an organized pathway to focus instruction and provide a basis for course evaluation [assignments, papers, tests].

⇒ **Types of objectives**
- ***Cognitive***: understandings, awareness, insights (List and explain) This includes information recall, conceptual understanding and problem solving.
- ***Psychomoter:*** skills require a participant to do something (Take a replicable blood pressure reading by appropriately using a sphygmomanometer.)
- ***Affective***: attitudes, appreciations, relationships

⇒ **Tips for writing objectives**
- How specific and detailed should objectives be?
  It depends on what they are used for! Objectives for sequencing a specific task will be more specific and detailed.
- Writing objectives should not be tedious, trivial, time-consuming, or mechanical. Keep them simple, unambiguous, and clearly focused as a guide to learning.
- Write objectives for the type of learning behavior specific to your course. See next page for verbs to write objectives that address Bloom's taxonomy of knowledge: *knowledge; comprehension; application; analysis; synthesis and evaluation*. Be prepared to adjust the level of difficulty in either direction if necessary as a result of in-class monitoring.
- The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline; but to ensure that learning is focused clearly enough that both participants and instructor know what is going on.
- Express objectives in terms of performance, behavior, and achievement, not instructor activity.
- The Participant [Student] will be able to:

(over)

Verb Possibilities for Writing Objectives

Knowledge
Define
Name
List
Recall
Record
Relate
Repeat
Underline

Comprehension
Describe
Discuss
Explain
Identify
Locate
Recognize
Report
Restate
Review
Tell
Translate

Application
Apply
Demonstrate
Dramatize
Employ
Illustrate
Interpret
Operate
Practice
Schedule
Shop
Sketch
Use

Analysis
Analyze
Appraise
Calculate
Categorize
Compare
Contrast
Criticize
Debate
Diagram
Differentiate
Distinguish
Examine
Experiment
Inspect
Inventory
Question
Relate
Solve
Test

Synthesis
Arrange
Assemble
Collect
Compose
Construct
Create
Design
Formulate
Manage
Organize
Plan
Prepare
Propose
Set Up

Evaluation
Appraise
Assess
Choose
Compare
Estimate
Evaluate
Judge
Measure
Rate
Revise
Select
Score
Value

GRADING SYSTEM AND GPA COMPUTATION

Grading System and Grade Point Average Computation

All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors are expected to state their grading policies in writing at the beginning of each course.

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.

B Indicates outstanding ability above the average level of performance.

C Indicates a satisfactory or average level of performance.

D The lowest passing grade, indicates work of below-average quality and performance.

F Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

P Pass—The pass grade indicates satisfactory completion of course requirements at either the undergraduate or graduate level. A pass grade does not affect your GPA but credits earned with pass grades may meet degree requirements and may be used as a measure of satisfactory progress. Satisfactory performance is the equivalent of a 2.0 grade or better in undergraduate course work and 3.0 grade or better in graduate courses. The entire class must be graded pass/fail and the grading system is noted in the class schedule.

Cr Indicates credit was given under the credit-no-credit option.

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 by the end of the semester. Credit may be withheld without penalty until the course requirements are met within an approved time.

AU Audit—A registration status indicating that you have enrolled for informational instruction only. No academic credit is granted. You may be given a W if you fail to attend a course you are auditing.

W Withdrawn—Indicates withdrawal from a course after the first two weeks of a semester.

I Incomplete—Indicates that you have not been able to complete the course during the scheduled time. An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade.
Instructors include a statement of work required of the student to complete the course at the time the "I" grade is assigned and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given. An incomplete must be made up within one year or it will automatically be changed to an "F" grade. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F." A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

NB No Basis—Instructors may award a No Basis (NB) grade if there insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is "NB" calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete (I). It can't be removed by later completing outstanding work.

The letter grades A, B,C and D may include a "+" or "-" to indicate that a student's level of performance is slightly higher or lower than that of the letter grade alone.
Computing your GPA

Your grade point average (GPA) is a weighted numerical average of the grades you earn in your courses at UAF. To compute your GPA, divide the total number of credits you have attempted into the total number of grade points you have earned. Grade points are calculated by multiplying the number of grade points awarded, according to the chart below, by the number of credits attempted for the course. The following grades are figured in your GPA: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Grades of I, DF, W, P, AU and CR do not carry grade points and do not affect your GPA.

Grade	Grade points per credit
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

TABLE 17 EXAMPLE OF GRADE POINT AVERAGE COMPUTATION

Course	Credits	Grade	Credits x Grade points per credit	= Grade points
BIOL 111X	4	A	4 cr x 4 pts	16
COMM 131X	3	D	3 cr x 1 pt	3
ENGL 111X	3	C	3 cr x 2 pts	6
MATH 107X	3	B	3 cr x 3 pts	9
HIST 131	3	F	3 cr x 0 pts	0
Total	16			34
				34 grade points ÷ 16 credits = 2.13 GPA

Non-credit courses, transfer credits and credit by examination do not affect the GPA calculations. Your “graduating GPA” is your cumulative grade point average at the time of graduation. If, after earning a bachelor’s degree, you take more classes from UAF as a non-degree student, grades for those courses won’t be factored into your official graduating GPA. The exception is students who are officially admitted to a second degree program.

Repeating Courses

All grades (original and retakes) for a course completed at UAF are included on your academic record, but only the last grade earned for a course is computed in your GPA unless the course is one that can be repeated for credit.

REGULAR CURRICULUM CHANGES

REGULAR COURSE APPROVALS: Frequently Asked Questions

What are regular courses?

Regular courses are those that will appear in the UAF catalog and that will be offered on a continuing basis. Approval of regular courses originates with faculty and their respective CRCD campus, program, or unit. A trial course (with designator –94) is one offered with the expectation that it may become a regular course in the future (this process is used infrequently). A trial course may be offered up to three times based upon the original approval.

What process is used to approve new or trial courses?

The form to submit a new or trial course is Format 1 on page 39-44. It is also available online at **http://www.uaf.edu/rural/staff/academics**. It is submitted along with the course syllabus. The form is first sent to the program or department head (see flowchart on page 38). It is then reviewed by the CRCD or CTC Curriculum Council (see CRCD Faculty By Department Document found online at**:**
http://www.uaf.edu/rural/staff/academics and, if approved, signed by the CRCD Vice Chancellor or her representative. If the course is in a non-CRCD discipline, signatures are also required from the appropriate non-CRCD department chair, curriculum council, and dean. Once these signatures are secured, the proposal is forwarded to Faculty Senate for review and approval. Typically new or trial course requests are submitted in September. Final approval is commonly received during the following spring semester.

How long does it take to get approval for regular courses?

The approval process begins early in fall semester (usually late September) when faculty and departments/units/programs submit their proposals to the CRCD or CTC Curriculum Council. Deadlines for submission to Faculty Senate are listed on the UAF Governance Office website at **http://www.uaf.edu/uafgov/**.

Faculty Senate also accepts proposal for new or trial courses during the spring semester, but these will not be acted upon in time for inclusion in the next year's UAF catalog. Approvals by Faculty Senate become effective the following fall.

OTHER TYPES OF CURRICULUM CHANGES:

Changes to Existing Regular Courses (in the catalog)

These would follow the same routing process as above, but would use Format 2 (Major course changes, found on page 45-48), or Format 2A (Minor Course change, found on page 51-53).

Minor course changes are defined by Faculty Senate as follows:

1. Frequency in 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 such signatures.) (Stacked 400/600 level course requests are not considered as Minor changes.)
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.

One routing difference with the Format 2A is that after it receives the CRCD Vice Chancellor or designee signature, it would then route directly to the Registrar's office for catalog change, with a copy to the Governance Office. Minor Changes (Format 2A) do not need Faculty Senate Approval.

Changes to Existing Degree or Certificate Programs

These would follow the same routing procedures as found in Regular New Course Approvals, but would use Format 5 (found on page 31-33)

New Degree or Certificate Programs

These would follow the same routing procedures as found in Regular New Course Approvals, but would use Format 3 (found on page 54-56), and in addition would require a significant number of additional approvals, following Faculty Senate approval, to include:

Chancellor
President
Board of Regents

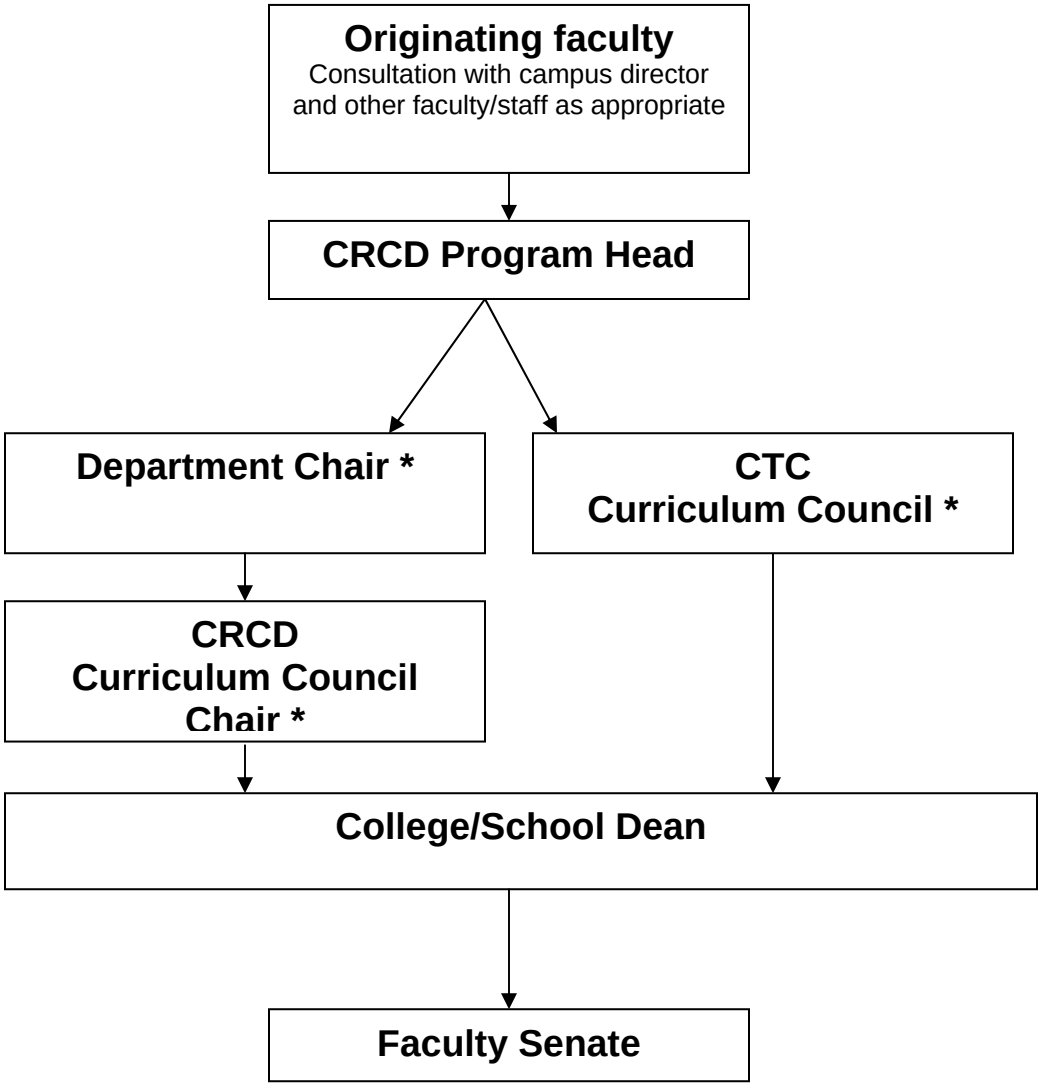
Occupational Endorsements

These are pre-existing regular catalog courses bundled together (between 9 and 29 credits) to form an endorsement in a particular area. This is not a degree or certificate and does not require the same level of approval as new degree or certificate programs. All Occupational Endorsements, no matter what area of the University they come from are to be reviewed by the CRCD Curriculum Council. These use Format 3A, found on page 60-61, and follow this approval trail (which is a bit different from the flow chart on page 38):

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
- College of Rural and Community Development Academic Council

Signatures for approval:
- Curricular Affairs Committee chair
- President, UAF Faculty Senate
- Chancellor or designee
- President or designee (for review only, designated by BOR as approving authority)

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT
REGULAR CURRICULUM APPROVAL PROCESS



*** Faculty by Department document will determine whether curriculum change goes to CRCD or CTC Curriculum Councils**

**** If courses are external to CRCD the steps may vary. Please contact CRCD Vice Chancellor's Office for more details at 1-800-478-2721 or 474-7143.**

FORMAT 1
Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

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

See http://www.uaf.edu/uafgov/faculty/cd/cdman.html for a complete description of the rules governing curriculum & course changes.

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. 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.)

5. STACKED? *YES/NO*		If yes, Dept.		Course #	
6. FREQUENCY OF OFFERING:					
	(Every or Alternate) Fall, Spring, Summer – or As Demand Warrants				
7. SEMESTER & YEAR OF FIRST OFFERING (if approved)					

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 one)		*1*		*2*		*3*		*4*		*5*		*6 weeks to full semester*
OTHER FORMAT (specify)											
Mode of delivery (specify lecture, field trips, labs, etc)											

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)	

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities		N = Natural Science		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		W = Writing Intensive, Format 7		Natural Science, Format 8	

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 with variable credit, what is the maximum number of credit hours that may be earned for this course?		**CREDITS**

13. GRADING SYSTEM:

LETTER:		**PASS/FAIL:**	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES $

Has a memo been submitted through your dean to the Provost & VCAS 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 (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

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:

	Date	
Signature,Program Head Department of:		

	Date	
Signature, Department Chair of:		

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

	Date	
Signature, Executive 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 GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department and campus wide 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 change will 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)

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.)

11. Support Services:
❑ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
❑ State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."

FORMAT 2

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

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

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

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	

COURSE TITLE |

2. ACTION DESIRED:

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

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

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

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

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities		S = Social Sciences	

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

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

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

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:

	Date		
Signature, Program Head, Department of:			
	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 GOVERNANCE OFFICE.

		Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee			

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

		Date	
Signature, Program Head, Department of:			
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

ATTACH COMPLETE SYLLABUS (as part of this application).
Note: The guidelines are online: http://www.uaf.edu/uafgov/faculty/cd/syllabus.html
The department and campus wide 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 change will 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.)

11. Support Services:
❑ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

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

FORMAT 2A
Submit original with signatures to Registrar's Office
Send electronic copy to the Governance Office

CHANGE COURSE (MINOR)

MINOR CHANGES INCLUDE ONLY THE FOLLOWING:

1. Frequency in 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.)
   (Stacked 400/600 level course requests are not considered minor changes.)
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 FORMAT 2 - CHANGE COURSE (MAJOR) and DROP COURSE.

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 copy to the Governance Office.

SUBMITTED BY:

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

See http://www.uaf.edu/uafgov/faculty/cd 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 changes:

NUMBER		**TITLE**		**DESCRIPTION**	
PREQUISITES				***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

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.)

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:

	Date		
Signature, Program Head, Department of:			
	Date		
Signature, Chair, 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		

FORMAT 3
Submit original with signatures + 2 copies to the Faculty Senate Office;
and email electronic copy to fysenat@uaf.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 following format: (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
Dean of Graduate School (if graduate request)
President, UAF Faculty Senate
Chancellor
President
Board of Regents

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 by Provost Susan Henrichs before submitting the new program request.)

X. Regents Guidelines

The Board of Regents require the completion of the Program Approval Summary Form. The form is provided online at:

http://www.uaf.edu/uafgov/faculty/cd/index.html

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/cd/index.html

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

1a. Major Academic Unit (choose one) UAA	1b. School or College	1c. Department

2. Complete Program Title

3. Type of Program

☐ Undergraduate Certificate ☐ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate
☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action

☐ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)

Fall, 2010

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 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 MAU redistribution	$	$
d. Funds already committed to the program by the MAU[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.

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:

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, 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.

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	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. State needs met by this program (list):

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

16. 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 University of Alaska Anchorage with the concurrence of its Faculty Senate.

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval
_____/_____
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

☐ Recommend Approval
☐ Recommend Disapproval
_____/_____
Chair, Academic and Student Affairs Committee Date

☐ Recommend Approval
☐ Recommend Disapproval
_____/_____
UA President Date

☐ Approved
☐ Disapproved
_____/_____
Chair, Board of Regents 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)

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

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:

FORMAT 3A

Submit original with signatures + 4 copies

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
College of Rural and Community Development Academic Council

Signatures for approval:
Curricular Affairs Committee chair
President, UAF Faculty Senate
Chancellor or designee
President or designee (designated by BOR as approving authority)

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.)

FORMAT 5

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office (email electronic copy to fysenat@uaf.edu)

PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR/MINOR)

SUBMITTED BY:

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

See http://www.uaf.edu/uafgov/faculty/cd 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, Program Head, Department of:			
	Date		
Signature, Chair, 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			

SPECIAL TOPICS COURSE (-93) APPROVALS: FREQUENTLY ASKED QUESTIONS

What are special topics courses?

Special topics courses are typically offered on a one-time basis when a special need is identified and/or special instructional opportunities arise. They will not appear in the UAF catalog. They must be approved in advance by the relevant department/program. The designator for a special topics class is –93; in summer semester it is -95. Special topics can be offered at any undergraduate or graduate level (e.g. 293, 693).

What is required to obtain special topics course approval?

For special topics courses with designators within CRCD, you will use the online approval form. Instructions on how to use this form are on page 64.
For special topics course approvals, you must submit both the special topics course approval form and course syllabus. The special topics course approval form for course designators external to CRCD is on page 73. It is also available online at http://www.uaf.edu/rural/resources.html. Approval of the instructor (if not a regular faculty member) may also be required.

Who approves special topics courses?

Special topics course approval forms for a CRCD class (e.g. Rural Human Services, Applied Business) should be signed by the campus director, the CRCD department chair, and the CRCD Executive Dean or her designee (normally the Associate Dean of Academic Affairs). See contact information for CRCD department chairs on page 90, and the CRCD faculty by Department on page 91-92. The CRCD Faculty Council (which serves as CRCD's Curriculum Council) also reviews all special topics courses on an annual basis.

Approval forms for a non-CRCD course (e.g. Biology, Art, English) must be signed by the originating campus coordinator and/or campus director, CRCD Executive Dean or designee (normally Associate Dean of Academic Programs), followed by the relevant department head, school or college curriculum council, and dean. Send the form first to the CRCD Executive Dean's office. It will be logged in and forwarded to the external department head and dean.

When should special topics courses be submitted?

Start the approval process immediately once the details of the course are identified. Special topics courses must be approved as soon as possible, but in every case prior to the beginning of course instruction. It can sometimes take 4-5 weeks for final approval. Approval of courses with designators outside of CRCD typically takes longer than those within CRCD.

How long are special topics course approvals valid?

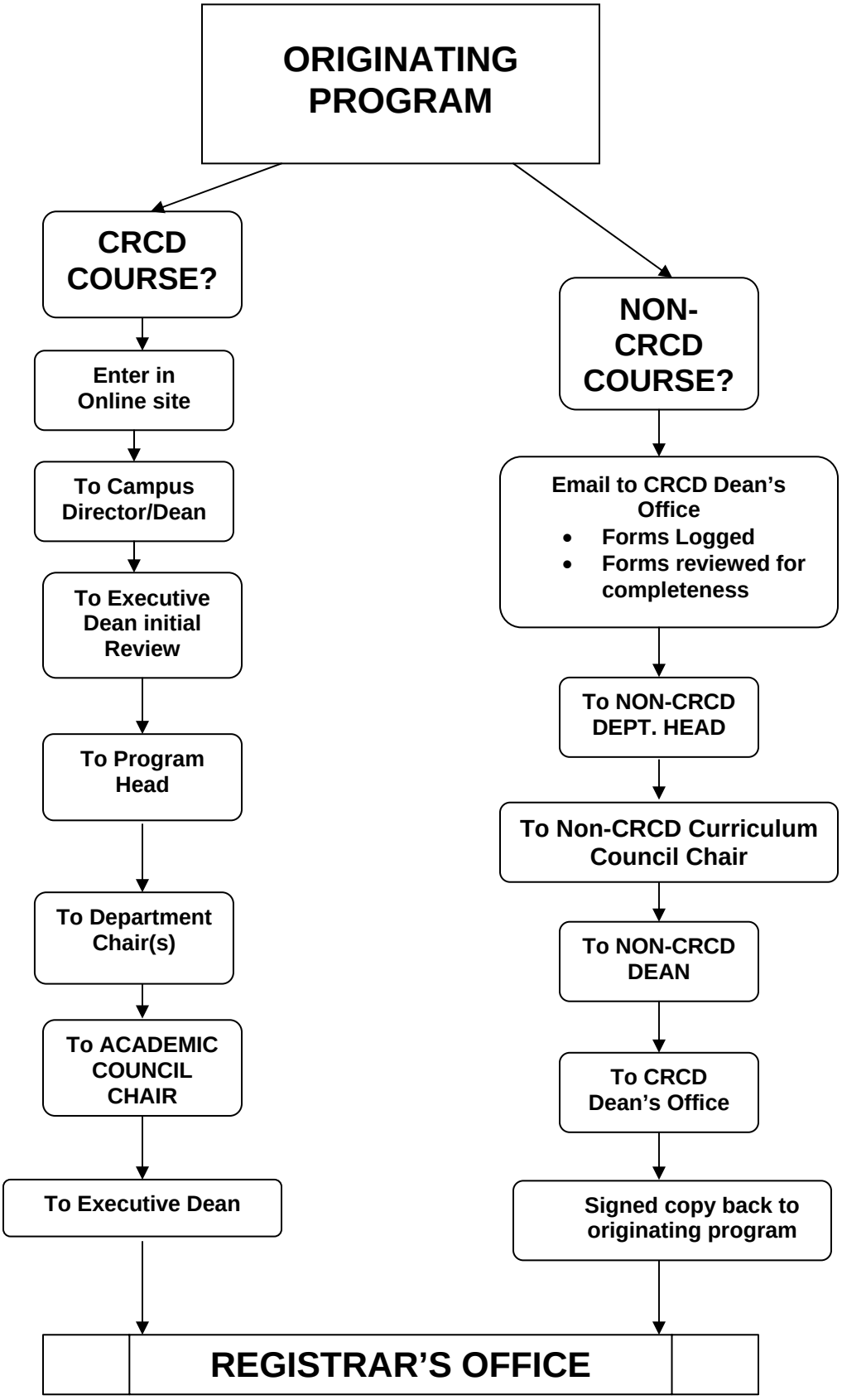
Special topics course approvals are valid only for ONE semester.

Who keeps copies of special topics course approvals?

The CRCD Vice Chancellor's office will return copies of signed forms to the originating campus. Campuses should keep copies of special topics course approvals for FIVE

years. The UAF Registrar's Office keeps the original special topics course approval form and supporting material.

Special Topics Course Review Workflow Process



ELECTRONIC SPECIAL TOPICS COURSE APPROVALS (INTERNAL):

This form is to be used for all special topics course approvals for courses with designators **internal** to CRCD.

Process Overview

1. A user (preparer) will prepare and submit an approval and submit to the Campus or Program Director.
   Campus Directors will receive an automated email to view a pending approval. They will log in and select either: approve or reject. If approved, Campus Directors will select and send to the Dean's Office-Initial Review. If additional information is required it can be placed in a pending status. Contact Crystal Frank and she will process that action for you. "Pending" will return the form to the preparer for additional information (should be entered in the notes field).
2. Dean's Office-Initial Review will receive an automated email alert of a pending approval, log in, and select either: approve, reject or pending. "Pending" will return the form to the preparer for additional information (should be entered in the notes field). If approved, the form will be sent to the appropriate Program Head for review.
3. The Program Head will receive an automated email alert of a pending approval, log in, and select either: approve or reject. If approved, select and send to the appropriate Department Chair.
4. The Department Chair will receive an automated email alert of a pending approval, log in, and select either: approve or reject. If approved, send to the CRCD Curriculum Council Chair.
5. The Curriculum Council Chair will receive an automated email alert of a pending approval, log in, and select either: approve or reject. If approved, send to the Dean for final review.
6. After final review, the Registrar's Office will receive an automated email to alert them of a finalized approval, log in and print out the form for entry into Banner for registration.

FLOW: Preparer ➲ Campus/Program Director ➲ Dean's Office Initial Review ➲ Program Head ➲ Department Chair ➲ CRCD Curriculum Chair ➲ CRCD Dean ➲ Registrar

To further assist with who would be the correct person to send to next, please refer to page 91-92 for a listing of CRCD Department Chairs/Program Heads.

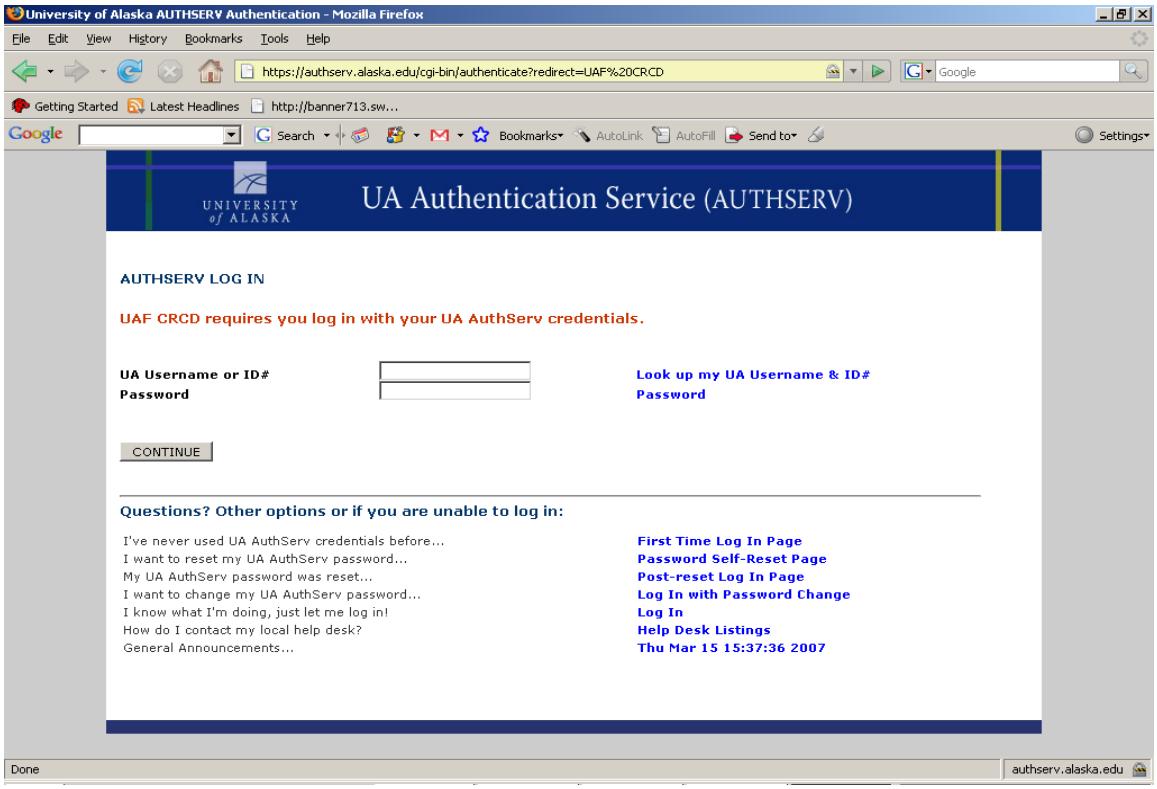
Log in

Log in @ https://www.alaska.edu/uaf/crcd/index.html. Use the same login used for logging into the UA Enterprise Directory (edir).

If logging into the UA Enterprise Directory for the first time, it is highly recommended to login first there to be authenticated:
http://edir.alaska.edu

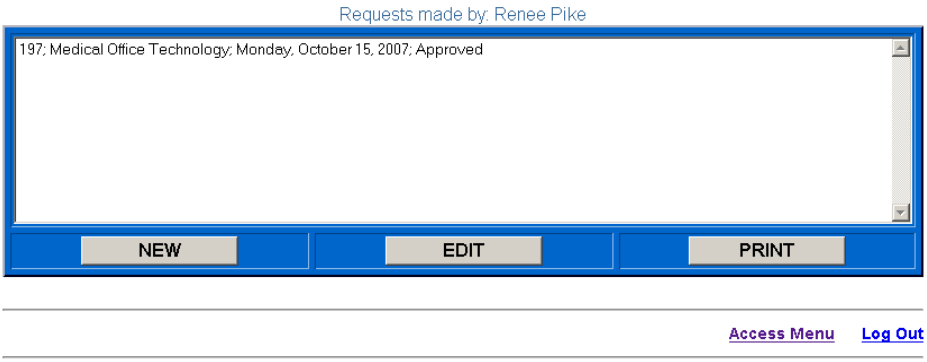
If you've logged in before, but forgot login credentials, simply click on the link at the bottom and you will be directed to a page with instructions for assistance. If you still encounter difficulties for login assistance please contact UA OIT Support at 474-8300 or 1-800-478-4667. For other types of assistance or training, please contact the CRCD Executive Dean's Office for assistance and training as needed. (Crystal Frank, phone: 907-474-7143; email: cafrank@alaska.edu)

Login Screen:



Preparing the form

Once logged in, you should see an access menu with your appropriate designation (for example, “Special Topics – Preparer”). Click on this and this will bring you to a screen which will display your existing approvals and their status.



Select “New” and this will bring you to the screen illustrated below.

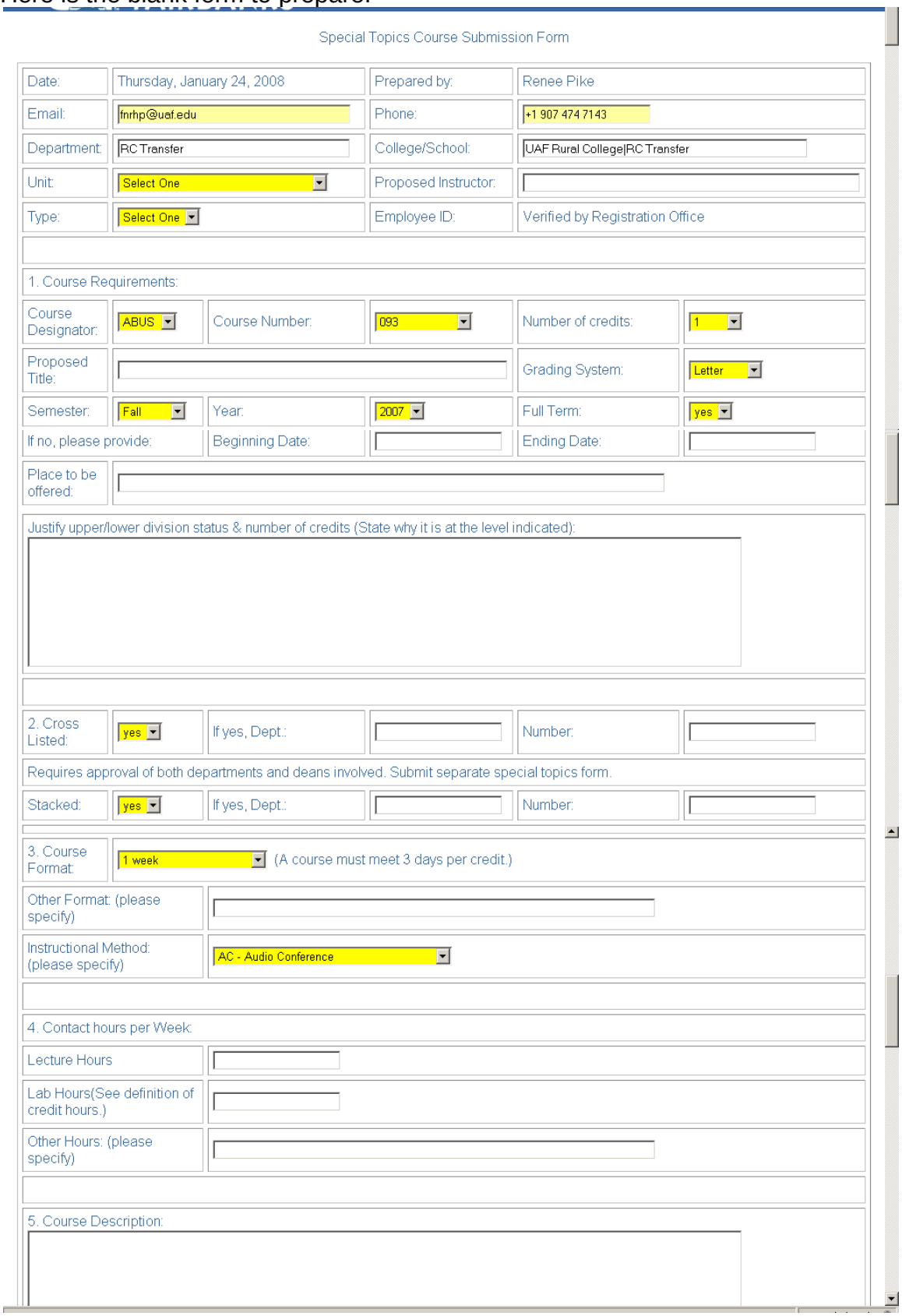
Preparers please note: **all** fields must be completed; a syllabus must be attached, along with any other relevant documents. You can upload a total of 3 documents. Acceptable file types are: .doc, .pdf, .zip, .txt, .jpg.

Please note:
Under Part 4, the hours lecture and hours lab fields come before each of those designations.

There is currently no facility to place an incomplete approval form into a “holding” status to complete later, and the secure server will log a user out after a short time of inactivity. Both of these items will be addressed in a future build.

Once completed, please select “Special Topics – Director” and your appropriate Director from the drop down menu and press “submit.”

Here is the blank form to prepare:



Special Topics Course Submission Form

Date:	Thursday, January 24, 2008	Prepared by:	Renee Pike
Email:	fnrhp@uaf.edu	Phone:	+1 907 474 7143
Department:	RC Transfer	College/School:	UAF Rural College|RC Transfer
Unit:	Select One	Proposed Instructor:	
Type:	Select One	Employee ID:	Verified by Registration Office

1. Course Requirements:

Course Designator:	ABUS	Course Number:	093	Number of credits:	1
Proposed Title:				Grading System:	Letter
Semester:	Fall	Year:	2007	Full Term:	yes
If no, please provide:		Beginning Date:		Ending Date:	
Place to be offered:					

Justify upper/lower division status & number of credits (State why it is at the level indicated):

2. Cross Listed:	yes	If yes, Dept.:		Number:	

Requires approval of both departments and deans involved. Submit separate special topics form.

Stacked:	yes	If yes, Dept.:		Number:	

3. Course Format:	1 week (A course must meet 3 days per credit.)
Other Format: (please specify)	
Instructional Method: (please specify)	AC - Audio Conference

4. Contact hours per Week:

Lecture Hours	
Lab Hours(See definition of credit hours.)	
Other Hours: (please specify)	

5. Course Description:

6. Attach Syllabus 1:	Browse... (500KB max)		
Do you need to attach more credentials?	○ Yes ◉ No		
Attach Credentials 2:	Browse... (500KB max)		
Do you need to attach more credentials?	○ Yes ◉ No		
Attach Credentials 3:	Browse... (500KB max)		

7. Prerequisites: (REQUIRED completion before enrolling in this course)

Recommended: (Strongly encouraged to complete prior to this course)

8. Special Restriction, Conditions:			
9. Proposed Course Fees:		(Submit a memo through your dean to the provost & VCAS for approval)	
10. Previous History: (offered as a special course before)	No	If yes, give dates:	

11. Estimated Impact of Action on Budget, Facility/Space, Faculty Resources

12. Review with the library collection development officer (474-6695) any library/media collections, equipment, and services affected by this proposed action. Give date of contact and list any library acquisitions that are essential or desirable.

13. Justification for Action Requested:

14. Request Notes:

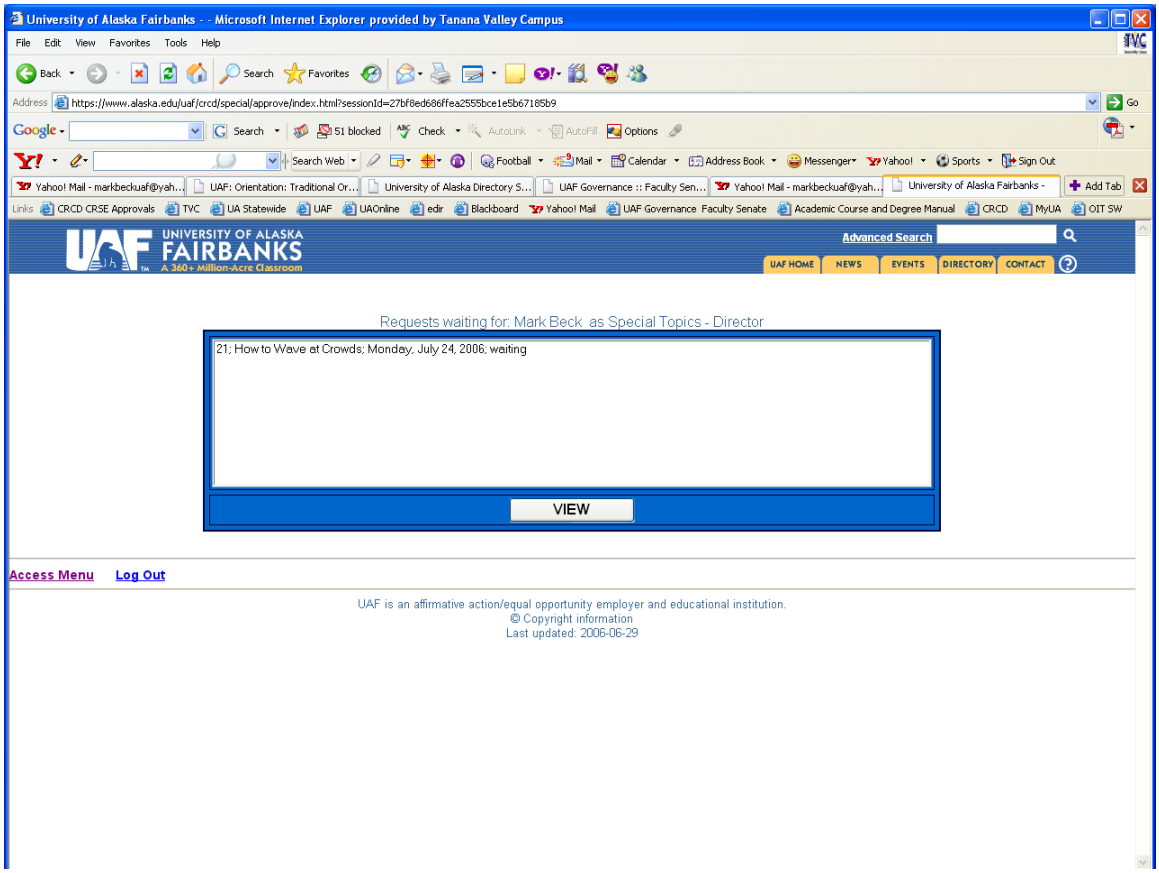
Send to:	Select One

Save Submit Cancel

Approvals

At each approval level, an email will be sent to alert the appropriate person. This person should log in and select the access level for special topics courses. The screens these individuals will see are illustrated below.

Select the item and press “view.”



Select one of the options (Directors will see: approve/reject/pending; all others will see: approve/reject) by clicking on the appropriate radio button toward the bottom of the form.

If rejected (or pended), please indicate a reason in the notes field. If approved, select the next appropriate approving authority from the drop down menu at the bottom of the screen, and press “submit. “

Special Topics Course Approval Form

Request ID: 233

Date:	Thursday, January 24, 2008	Prepared by:	Renee Pike
Email:	fnrhp@uaf.edu	Phone:	+1 907 474 7143
Department:	RC Transfer	College/School:	UAF Rural College|RC Transfer
Unit:	Kuskokwim Campus	Proposed Instructor:	Renee Pike
Type:	Internal	Employee ID:	Verified by Registration Office

1. Course Requirements:

Course Designator:ABUS	Course Number: 193	Number of Credits: 1
Proposed Title: Basic Computer Skills		Grading System: Letter
Semester: Spring	Year: 2008	
Full Term: yes	Start Date: 6/5/2008	Ending Date: 8/31/2008

Place to be offered: Kuskokwim Campus

Justify upper/lower division status & number of credits (State why it is at the level indicated):

2. Cross Listed: no	If yes, Dept.:	Number:
Stacked: no	If yes, Dept.:	Number:

3. Course Format: 6 weeks to full semester

Other Format:

Instructional Method: AC - Audio Conference

4. Contact hours per Week:	Lecture Hours: 3	Lab Hours:

Other Hours:

5. Course Description: Learn basic computer skills

6. Syllabus: Syllabus1.doc

7. Prerequisites: (REQUIRED completion before enrolling in this course)

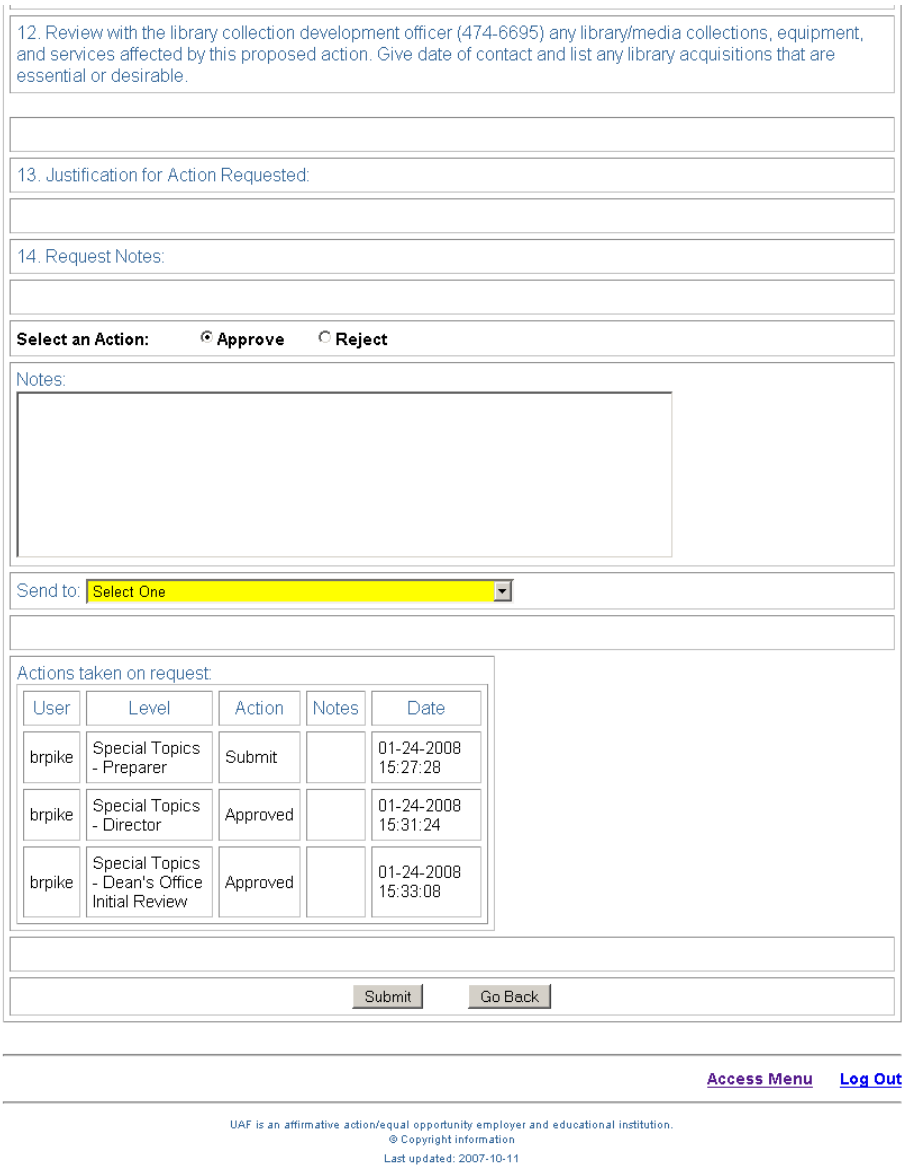
Recommended: (Strongly encouraged to complete prior to this course)

8. Special Restriction, Conditions:

9. Proposed Course Fees:

10. Previous History: (offered as a special course before) No	If yes, give dates:

11. Estimated Impact of Action on Budget, Facility/Space, Faculty Resources



Checking Status of Approval

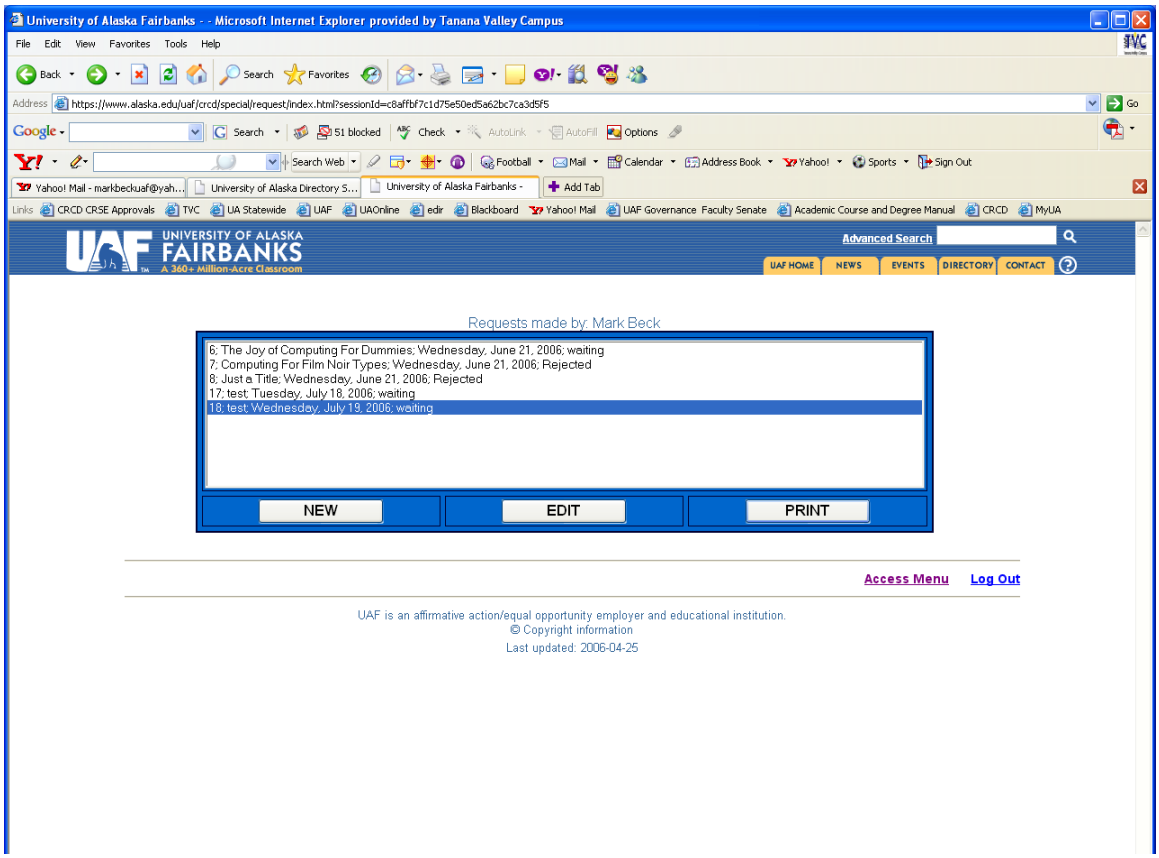
Preparers can check the status of their approvals at any time by logging into their access level (as in preparation step), and noting the status: approved, rejected, waiting, pending. The options available along the bottom enable you to:

Press “Edit” will enable a preparer to revise an approval in “pending” status. You cannot revise an approval in either “waiting” or “rejected” status. There should be some notes on the form to indicate what is needs to be revised or added.

Press “Print” to display the selected approval on your screen. From there, either choose to view or print.

Press “New” to prepare a new request.

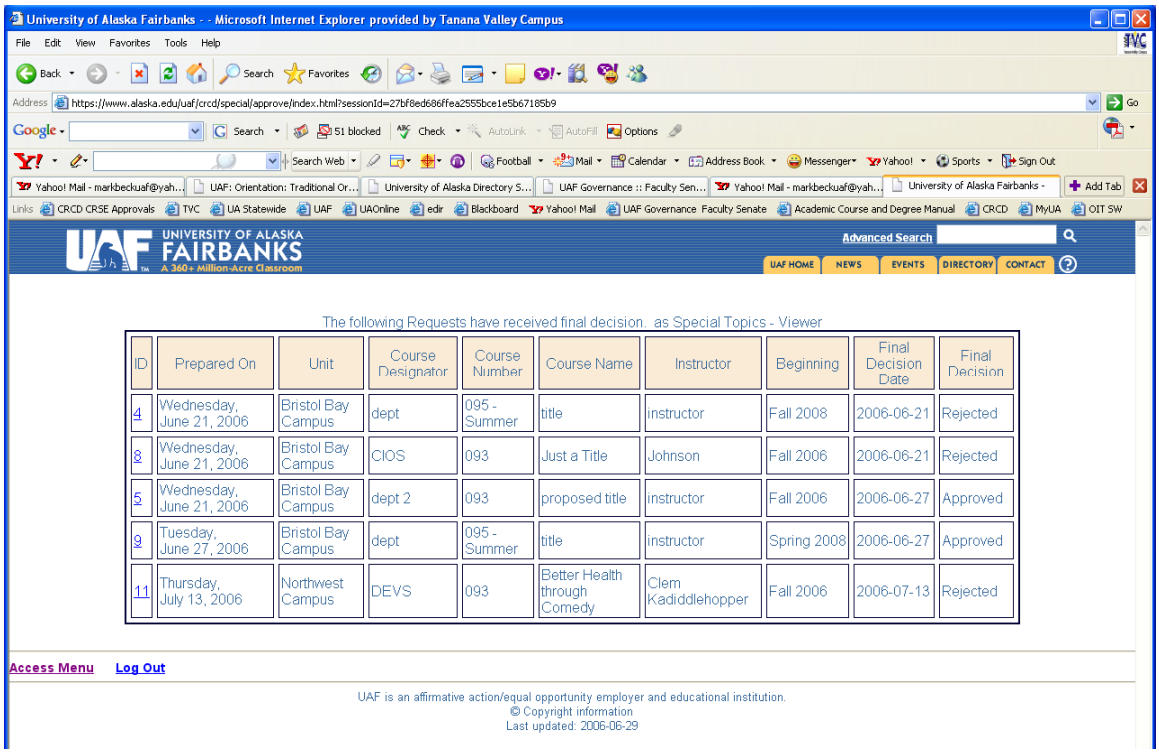
Note: Approvals in "waiting" status do not display with approving level or specific approver they are waiting for.



Viewer Access

Most preparers and selected other users will also have a "viewer access" level which will permit users to view any finalized (either approved or rejected) requests. (Sample Below) To view an individual request, simply click on the system generated ID number in the first column and this will display the finalized request. A user may choose to simply display or print this form.

Note: Campuses/Programs should be maintaining paper files of all approvals. Audits of these files will be conducted on a semi-regular basis.


University of Alaska Fairbanks - - Microsoft Internet Explorer provided by Tanana Valley Campus
https://www.alaska.edu/uaf/crcd/special/approve/index.html?sessionId=27bf8ed686ffea2555bce1e5b67185b9
UNIVERSITY OF ALASKA FAIRBANKS
A 360+ Million-Acre Classroom
Advanced Search
UAF HOME
NEWS
EVENTS
DIRECTORY
CONTACT
The following Requests have received final decision. as Special Topics - Viewer
ID
Prepared On
Unit
Course Designator
Course Number
Course Name
Instructor
Beginning
Final Decision Date
Final Decision
4
Wednesday, June 21, 2006
Bristol Bay Campus
dept
095 - Summer
title
instructor
Fall 2008
2006-06-21
Rejected
8
Wednesday, June 21, 2006
Bristol Bay Campus
CIOS
093
Just a Title
Johnson
Fall 2006
2006-06-21
Rejected
5
Wednesday, June 21, 2006
Bristol Bay Campus
dept 2
093
proposed title
instructor
Fall 2006
2006-06-27
Approved
9
Tuesday, June 27, 2006
Bristol Bay Campus
dept
095 - Summer
title
instructor
Spring 2008
2006-06-27
Approved
11
Thursday, July 13, 2006
Northwest Campus
DEVS
093
Better Health through Comedy
Clem Kadiddlehopper
Fall 2006
2006-07-13
Rejected
Access Menu
Log Out
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Last updated: 2006-06-29

EXTERNAL SPECIAL TOPICS COURSE APPROVALS

This form is to be used for all special topics course approvals for courses with designators **External** to CRCD.

Process Overview

1. A user (preparer) will prepare and submit an external Special Topics approval form to CRCD. A syllabus must accompany the form.
2. CRCD office will review form and forward it on to the appropriate Department chair for signature
3. The Department Chair will review and sign and then send on to the Chair of the external College/School Curriculum Council
4. The External College/School Curriculum Council will review and sign then send it on to the Dean of the appropriate College for signature
5. The Dean of the appropriate College will then forward it back to the CRCD Dean for signature.
6. When all of the signatures are collected the CRCD office will scan the document and email it back to the originating campus.
7. The original will be forwarded to the Registrar's Office

FLOW: Preparer ➲ CRCD Office➲ Program/Department Chair ➲ Curriculum Council Chair of College/School ➲ Dean of College/School➲ CRCD Dean ➲ Provost (if applicable)➲ Registrar

NOTE: Memo Request – If a Special Topics Course Approval is rejected, a memo of explanation must be submitted to Crystal Frank, cafrank@alaska.edu, in the CRCD Vice Chancellor's office.

FORMAT 1A

Submit original with signatures to **Registrar's Office** and send an electronic file copy to Governance Office
See http://www.uaf.edu/uafgov/faculty/cd for a complete description of the rules governing curriculum & course changes.

SPECIAL TOPICS COURSE PROPOSAL

SUBMITTED BY

Department		College/School	
Prepared by		Phone	
E-mail 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 one)		*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)				
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.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

SPECIAL RESTRICTIONS, CONDITIONS

PROPOSED COURSE FEES **$**

Has a memo been submitted through your dean to the Provost & VCAS 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, Program Head, Program/Department of:			
	Date		
Signature, Chair, Program/Department of:			
	Date		
Signature, Chair, College/School Curriculum Council for:			
	Date		
Signature, Dean, College/School of:			
	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.

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: http://www.uaf.edu/uafgov/faculty/cd/syllabus.html
The department and campus wide 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 change will 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.)
11. **Support Services:**
    ❑ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. **Disabilities Services:**
    The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    ❑ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

INSTRUCTOR APPROVAL PROCESS:
FREQUENTLY ASKED QUESTIONS

What is required to obtain instructor approvals?
For instructor approvals for courses with designators within CRCD, you will use the online approval form. Instructions on how to use this form are on page 64. For instructor approvals for courses with designators external to CRCD, the following must be completed: 1) instructor approval form, and 2) curriculum vitae/resume, copies of transcripts or other evidence of qualifications (e.g. licenses, certifications). 3) Syllabus intended to be used for the course.

How do I know what the minimum instructor requirements are?
Use the information beginning on page 95 to identify what the minimum instructor requirements are for the appropriate department or program.

Who approves instructors?
The relevant UAF department chair or program head must approve instructors for courses within a particular discipline. For a course with a CRCD designator, the instructor approval form and supporting materials should be signed by the CRCD Program Head, CRCD department chair (see p. 91-92 for listings), and by the CRCD Executive Dean or her designee (normally by the Associate Dean for Academic Affairs)

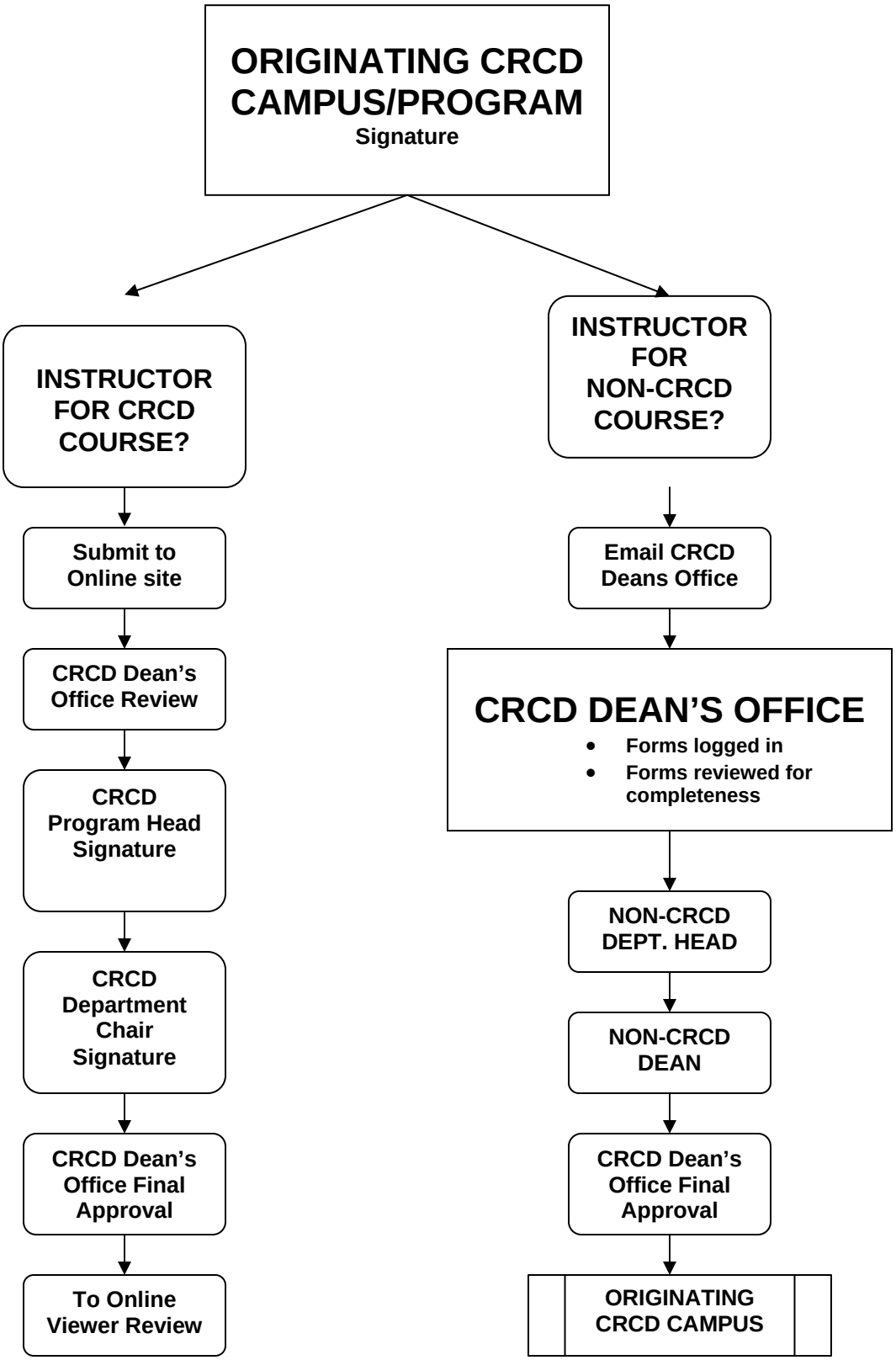
For a course in a non-CRCD department, the instructor approval form and supporting materials should be signed by the CRCD Executive Dean or designee, and the relevant department head and dean in the appropriate college or school.

When should instructor approvals be submitted?
Start the approval process immediately once the instructor is identified. Instructors must be approved as soon as possible, but in every case prior to the beginning of course instruction. Instructor approvals for courses/disciplines outside of CRCD typically take longer than those within CRCD.

How long are instructor approvals valid?
Instructor approvals for a specific course are normally valid for FIVE years. If the course title or content changes, a new approval must be obtained. The originating campus should keep copies of all instructor approvals. Renewals must be accompanied by a recommendation based upon an evaluation of the instructor's performance.

What if the instructor is a regular faculty member?
If the proposed instructor is a regular faculty member in the same program/department in which the course is taught, no additional instructor approval is required. However, if she/he will teach the course outside of a normal workload, a "Faculty Additional Assignment" contract letter is required (page 66). If the proposed instructor is not in the same program/department, then instructor approval is required.

COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT



ELECTRONIC INSTRUCTOR APPROVALS (INTERNAL):

This form is to be used for all instructor approvals for courses with designators **internal** to CRCD.

Process Overview

1. A user (preparer) will prepare an approval and submit to the Dean's Office – Initial Review.
2. Dean's Office-Initial Review will receive an automated email alert of a pending approval, log in, and select either: approve, reject or pending. If additional information is required it can be placed in a pending status. Contact Crystal Frank and she will process that action for you. "Pending" will return the form to the preparer for additional information (should be entered in the notes field). If approved, the form will be sent to the appropriate Program Head for review.
3. The Program Head will receive an automated email alert of a pending approval, log in, and select either: approve or reject. If approved, select and send to the appropriate Department Chair.
4. The Department Chair will receive an automated email alert of a pending approval, log in, and select either: approve or reject. If approved, send to the Dean for final review.

FLOW: Preparer ➲ Dean's Office Initial Review ➲

Program Head ➲ Department Chair ➲ CRCD Dean

To further assist with who would be the correct person to send to next, please refer to page 91-92 for a listing of CRCD Department Chairs/Program Heads.

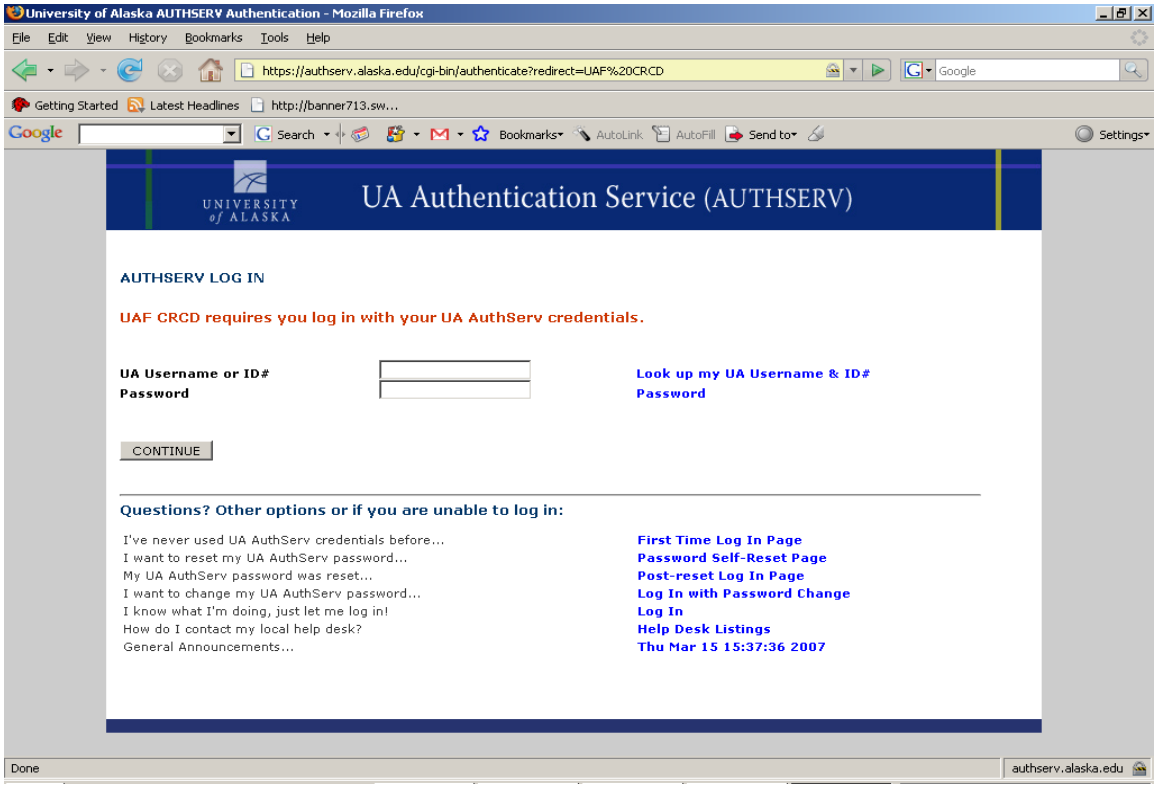
Log in

Log in @ https://www.alaska.edu/uaf/crcd/index.html. Use the same login used for logging into the UA Enterprise Directory (edir).

If logging into the UA Enterprise Directory for the first time, it is highly recommended to login first there to get authenticated:
http://edir.alaska.edu

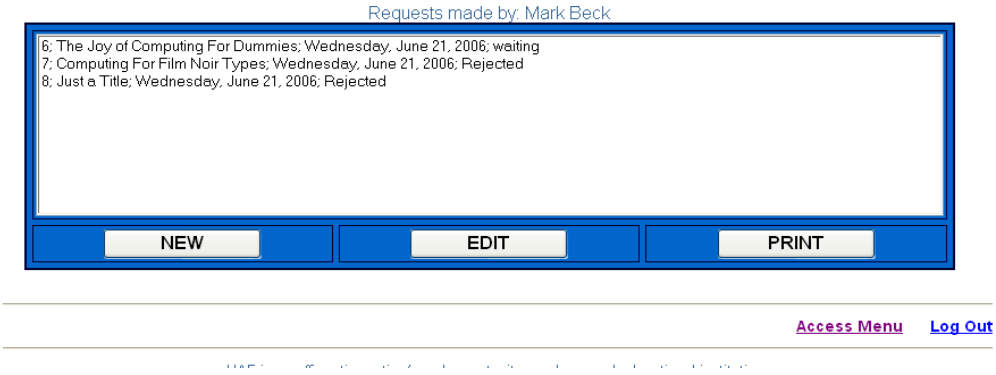
If you've logged in before but forgot login credentials, simply click on the link at the bottom and you will be directed to a page with instructions for assistance. If you still encounter difficulties for login assistance please contact UA OIT Support at 474-6564 or 1-800-478-4667. For other types of assistance or training, please contact the CRCD Executive Dean's Office for assistance and training as needed. (Crystal Frank, phone: 907-474-7143; email: cafrank@alaska.edu)

Login Screen:



Preparing the form

Once logged in, you should see an access menu with your appropriate designation (for example, “Instructor Approval – Preparer”). Click on this and this will bring you to a screen which will display your existing approvals and their status.



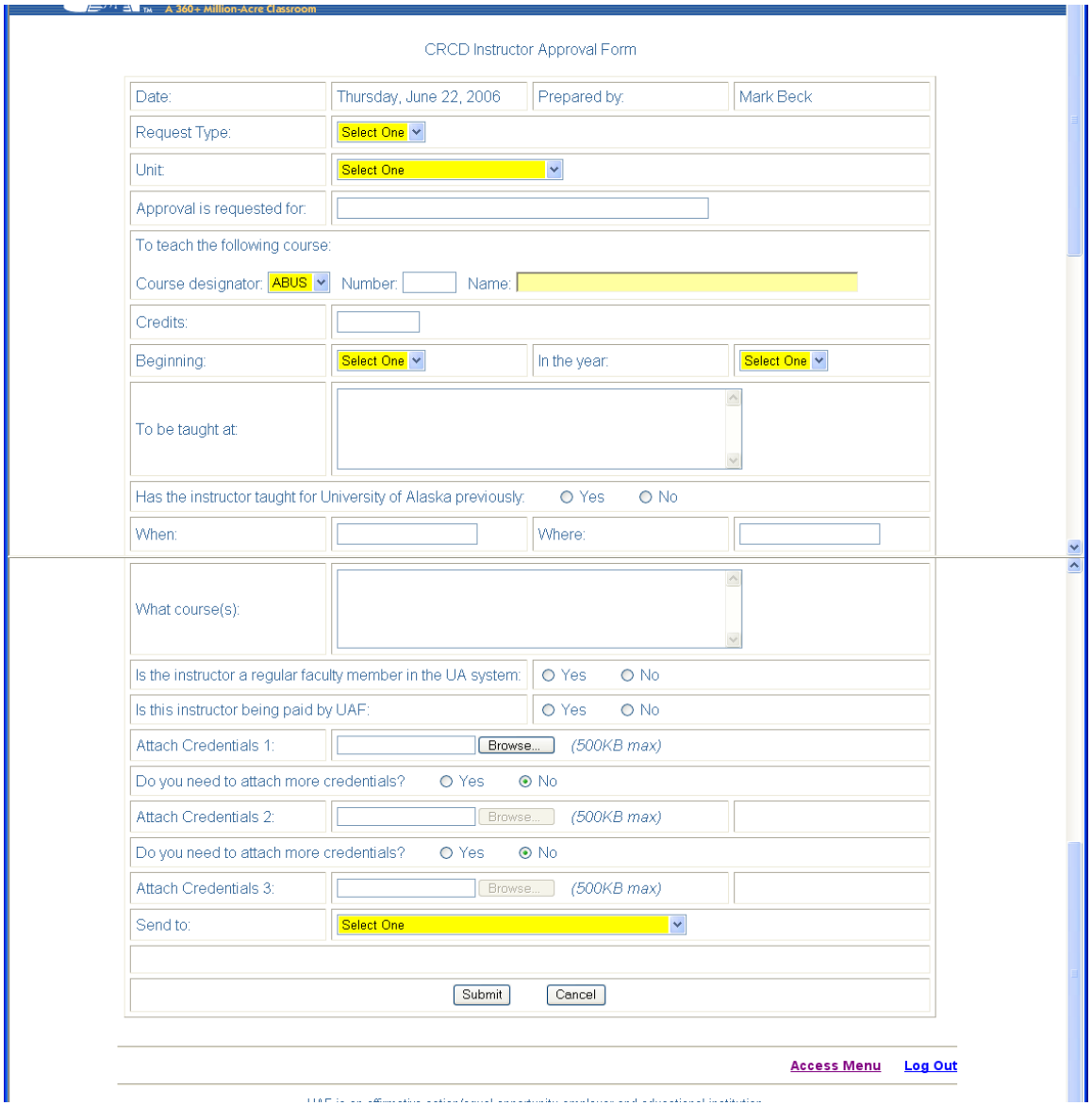
Select “New” and this will bring you to the screen illustrated below.

Preparers please note: ALL fields must be completed; a resume and/or curriculum vitae must be uploaded, as well as any appropriate certifications. Whenever possible, it is highly advisable to attach a syllabus. You can upload a total of 3 documents. Acceptable file types are: .doc, .pdf, .zip, .txt, .jpg.

Please note:
There is currently no facility to place an incomplete approval form into a “holding” status to complete later, and the secure server will log a user out after a short time of inactivity. This will be addressed in a future build.

Once completed, please select “Instructor Approval – Dean’s Office/Initial Review” from the drop down menu.

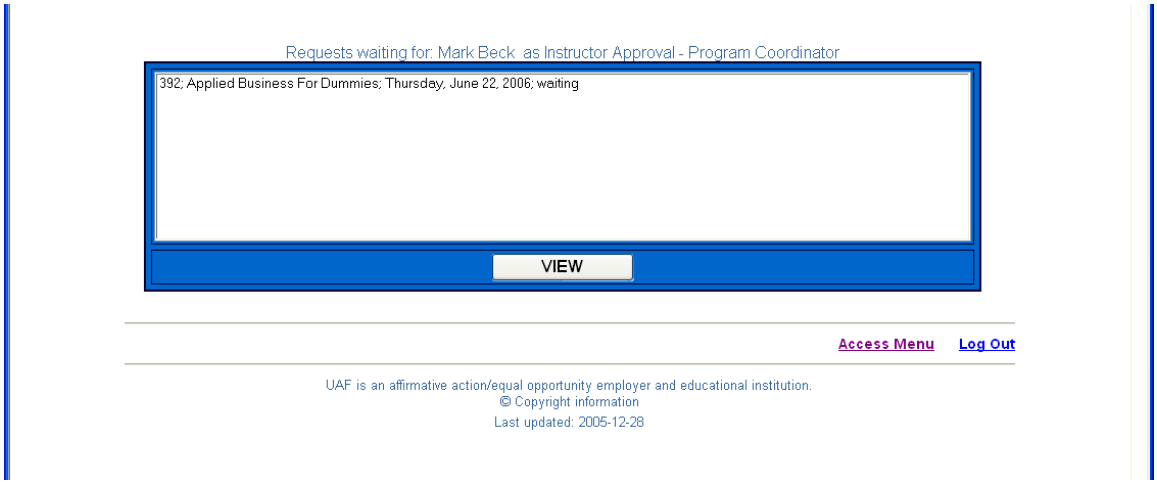
Here is the blank form to prepare:



Approvals

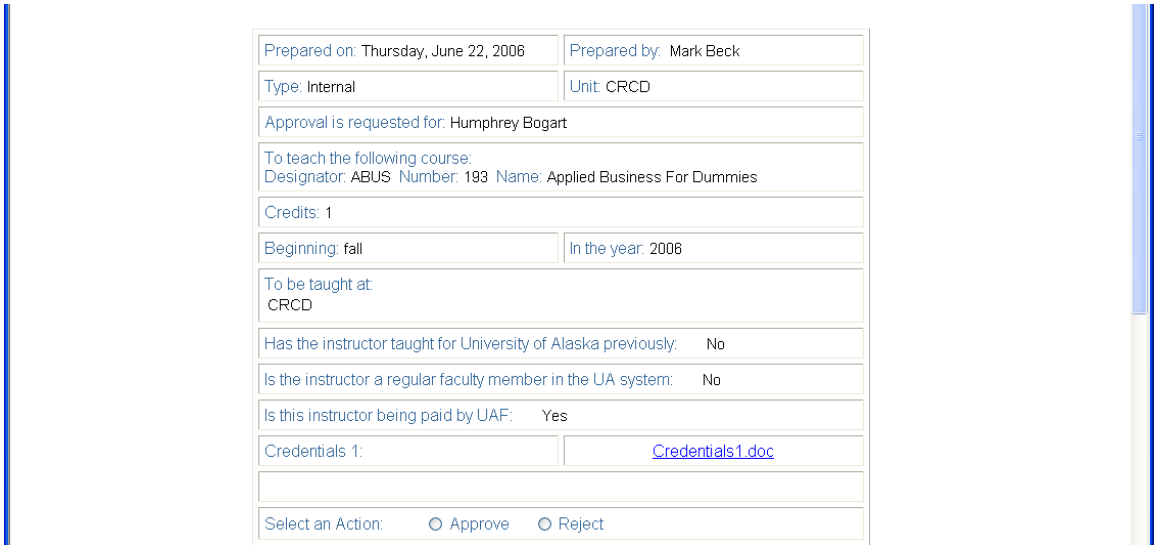
At each approval level, an email will be sent to alert the appropriate person. This person should log in and select the access level for instructor approvals. The screens these individuals will see are illustrated below.

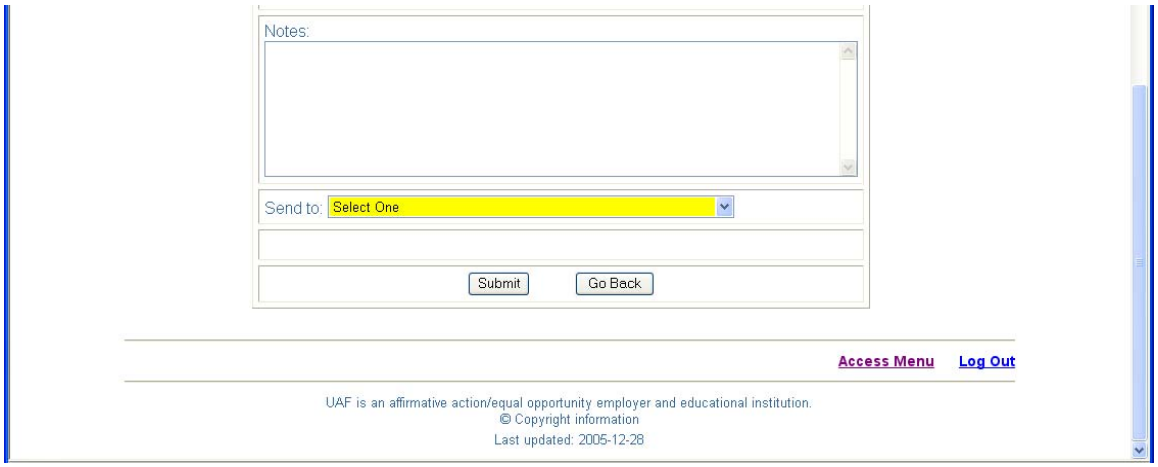
Select the item and press “view.”



Select one of the options (approve or reject) by clicking on the appropriate radio button toward the bottom of the form.

If rejected, please indicate a reason in the notes field. If approved, please select the next appropriate approving authority from the drop down menu at the bottom of the screen and press “submit.”





Checking Status of Approval

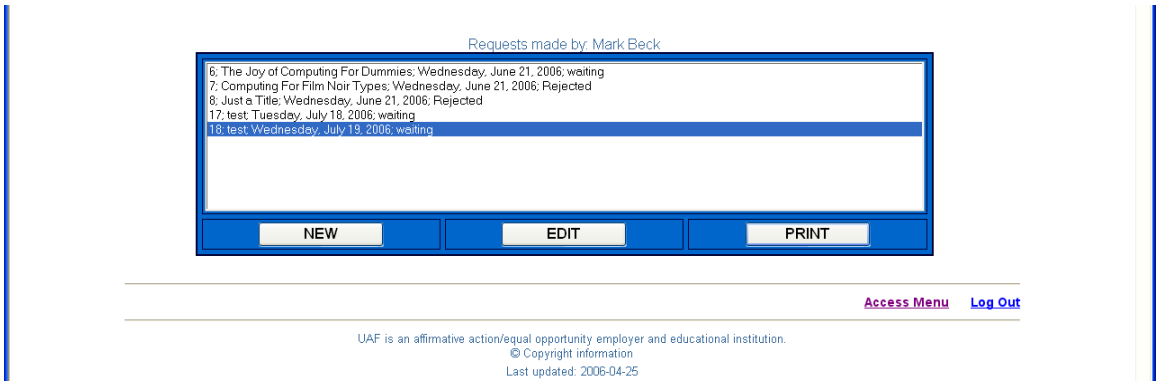
Preparers can check the status of their approvals at any time by logging into their access level (as in preparation step), and noting the status: approved, rejected, waiting, pending. The options available along the bottom enable you to:

Press “Edit” to revise an approval in “pending” status. You cannot revise an approval in either “waiting” or “rejected” status. There should be some notes on the form to indicate what needs to be revised or added.

Press “Print” to display the selected approval on your screen. From there, either choose to view or print.

Press “New” to prepare a new request.

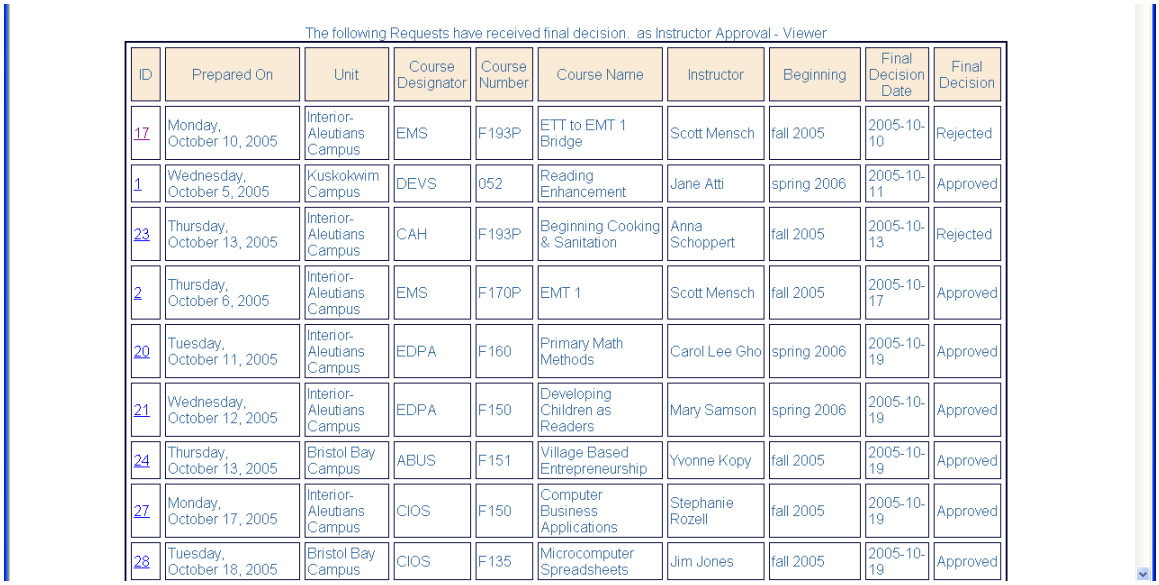
Note: Approvals in “waiting” status do not display with approving level or specific approver they are waiting for.



Viewer Access

Most preparers and selected other users will also have a "viewer access" level which will permit users to view any finalized (either approved or rejected) requests. (Sample Below) To view an individual request, simply click on the system generated ID number in the first column and this will display the finalized request. A user may choose to simply display or print this form.

Note: Campuses/Programs should be maintaining paper files of all approvals. Audits of these files will be conducted on a semi-regular basis.



The following Requests have received final decision. as Instructor Approval - Viewer

ID	Prepared On	Unit	Course Designator	Course Number	Course Name	Instructor	Beginning	Final Decision Date	Final Decision
17	Monday, October 10, 2005	Interior-Aleutians Campus	EMS	F193P	ETT to EMT 1 Bridge	Scott Mensch	fall 2005	2005-10-10	Rejected
1	Wednesday, October 5, 2005	Kuskokwim Campus	DEVS	052	Reading Enhancement	Jane Atti	spring 2006	2005-10-11	Approved
23	Thursday, October 13, 2005	Interior-Aleutians Campus	CAH	F193P	Beginning Cooking & Sanitation	Anna Schoppert	fall 2005	2005-10-13	Rejected
2	Thursday, October 6, 2005	Interior-Aleutians Campus	EMS	F170P	EMT 1	Scott Mensch	fall 2005	2005-10-17	Approved
20	Tuesday, October 11, 2005	Interior-Aleutians Campus	EDPA	F160	Primary Math Methods	Carol Lee Gho	spring 2006	2005-10-19	Approved
21	Wednesday, October 12, 2005	Interior-Aleutians Campus	EDPA	F150	Developing Children as Readers	Mary Samson	spring 2006	2005-10-19	Approved
24	Thursday, October 13, 2005	Bristol Bay Campus	ABUS	F151	Village Based Entrepreneurship	Yvonne Kopy	fall 2005	2005-10-19	Approved
27	Monday, October 17, 2005	Interior-Aleutians Campus	CIOS	F150	Computer Business Applications	Stephanie Rozell	fall 2005	2005-10-19	Approved
28	Tuesday, October 18, 2005	Bristol Bay Campus	CIOS	F135	Microcomputer Spreadsheets	Jim Jones	fall 2005	2005-10-19	Approved

EXTERNAL INSTRUCTOR APPROVALS:

This form is to be used for all instructor approvals for courses with designators **External** to CRCD.

Process Overview

8. A user (preparer) will prepare and submit an external Instructor approval form to CRCD. A syllabus must accompany the form.
9. CRCD office will review form and forward it on to the appropriate Department chair for signature
10. The Department Chair will review and sign then send it on to the Dean of the appropriate College for signature
11. The Dean of the appropriate College will then forward it back to the CRCD Dean for signature.

12. When all of the signatures are collected the CRCD office will scan the document and email it back to the originating campus.

FLOW: Preparer ➲ CRCD Office➲ Program/Department Chair ➲ Dean of College/School➲ CRCD Dean of ➲ Provost (if applicable)➲ Registrar

CRCD INSTRUCTOR APPROVAL REQUEST FORM (external CRCD ONLY)

INSTRUCTOR APPROVAL REQUEST

SUBMITTED BY

Campus/Department		College/School	
Prepared by		Phone	
E-mail Contact		Proposed Instructor	

PLEASE NOTE: INSTRUCTOR VITA/RESUME MUST BE ATTACHED

COURSE IDENTIFICATION

Approval Requested for					
Dept		Course#		No. of Credits	
Course Title					

Have you verified that the student learning outcomes are going to be met for this course?
☐yes ☐no

If no then explain	

SEMESTER COURSE IS BEING OFFERED

Beginning _____ in the semester and future semesters as needed

DATE/PLACE OF OFFERING

Date of Offering	
Beginning and Ending Dates	
Place/Campus of Offering	

Has instructor taught for University of Alaska previously? ☐yes ☐no

When?	
Where ?	
What Course(s)?	

Is the instructor being paid by UAF to teach this course? ☐ yes☐ no

Approvals

	Date	
Chair of _____ Department		
	Date	
Coord. College/Approving Dean of _____		
	Date	
CRCD Dean		

UAFT/UNAC Labor Web Links

UAFT/ACCFT	**http://www.alaska.edu/hr/labor/accft/index.xml**
UNAC	**http://www.alaska.edu/hr/labor/unac/index.xml**
ADJUNCT	**http://www.alaska.edu/hr/labor/adjuncts/index.xml**

CRCD DEPARTMENT CHAIRS: CONTACT INFORMATION

Academic programs within CRCD are organized in departments, which coordinate course planning and approvals of courses and instructors. Each department has a person who serves as head or chair. Department chairs participate in CRCD's Faculty Council and are commonly involved in course and instructor approvals. Contact information for current department chairs is shown below:

DEPARTMENT	PROGRAMS WITHIN CRCD*	NAME	PHONE	FAX	EMAIL
DANSRD	RD, ANS	Ralph Gabrielli	474-5808	474-6325	rbgabrielli@alaska.edu
Allied Health	HLTH	Christa Bartlett Shawn Russell	455-2887 260-9525	455-2865 260-3762	clbartlett@alaska.edu smrussell@alaska.edu
Applied Business, Paralegal, & Accouting	ABUS, PLS	Andreas Anger Ed Husted	455-2862 455-2835	455-2941	apanger@alaska.edu eshusted@alaska.edu
Arts and Letters	APAR, APHO, ASLG, RECR, RELG	Benjamin Kuntz, Mahla Strohmaier	543-4554 455-2836	543-4527 455-2881	bckuntz@alaska.edu mstrohmaier@alaska.edu
Aviation & Trade Technologies	AFPM, AVTY,	Roger Weggel	455-2847	455-2841	rfweggel@alaska.edu
Computer & Information Technologies	CIOS	Joe Mason Keith Swarner	443-8414 455-2820	443-5602 455-2935	gjmason@alaska.edu keith.swarner@alaska.edu
Construction Management and Drafting Technology	CM, DRT, TTCH	Galen Johnson Thane Magelky	455-2846 455-2845	474-2935	gjohns55@alaska.edu temagelky@alaska.edu
Culinary Arts & Hospitality	CAH	Michael Roddey Jennifer Jolis	455-2903 455-2904	n/a	mtroddey@alask.edu jjolis@alaska.edu
Developmental Education Department	DEVE, DEVS, DEVM, Cross-Regional	Cindy Hardy Victor Zinger Jane Weber	474-5983 842-5109 474-5356	474-1118	clhardy@alaska.edu vazinger@alaska.edu jane.weber@alaska.edu
Emergency Services and Public Safety	ARSK, EMS, FIRE, LE	Chuck Kuhns, John George	455-2895 455-2879	455-2813	cmkuhns@alaska.edu jgeorge@alaska.edu
Indigenous, Community, & Tribal Programs	EDPA, CHP, CTT, TM, RNS	Jennifer Carroll Kevin Illingworth	474-1562 474-5710	474-5208	jlcarroll@alaska.edu kmillingworth@alaska.edu
Industrial Maintenance & Transportation	AUTO, DSLT, MECN, WMT, TTCH	Brian Rencher	455-2843	455-2841	bkrencher@alaska.edu
Process Technology	AMIT, PRT, SHEN	Brian Ellingson	474-2868	474-2909	beellingson@alaska.edu
Science	ENVS, HLRM, SCIA, VTS	Claudia Ihl Rose Meier	443-8417 474-6935	443-5602 474-5952	cihl@alaska.edu rameier@alaska.edu

Social & Human Development	CDFS, ECE, HUMS, RHS	Diane McEachern Patty Meritt	543-4597 455-2883	543-4527 455-2894	dmmceachern@alaska.edu pameritt@alaska.edu

*Course designators not listed here are housed in other schools and colleges (e.g. CLA, ED). Special topics and instructor approvals for such courses require department chair and dean signatures in addition to CRCD signatures (see flowchart).

CRCD DEPARTMENT CHAIRS/PROGRAM HEAD

Department	Program Head	Department Chair
Alaska Native Studies & Rural Development		**Ralph Gabrielli**
ANS	Ralph Gabrielli	
RD	Ralph Gabrielli	
Allied Health		**Christa Bartlett** **Shawn Russell**
HLTH (Rural)	Shawn Russell	
HLTH (CTC/Fairbanks)	Christa Bartlett	
Applied Business, Paralegal, and Accounting		**Andreas Anger** **Ed Husted**
ABUS	Andreas Anger	
PLS	Ed Husted	
Arts & Letters		**Benjamin Kuntz** **Mahla Strohmaier**
APAR	Mahla Strohmaier	
APHO	Mahla Strohmaier	
ASLG	Mahla Strohmaier	
RECR	Mahla Strohmaier	
RELG	Pete Pinney	
Aviation & Trade Technologies		**Roger Weggel**
AFPM	Roger Weggel	
AVTY	Roger Weggel	
Computer & Information Technology Systems		**Joe Mason** **Keith Swarner**
CIOS	Keith Swarner	
Construction Management & Drafting Technology		**Galen Johnon** **Thane Magelky**
DRT	Thane Magelky	
CMT	Galen Johnson	
TTCH	Galen Johnson	
Culinary Arts & Hospitality		**Michael Roddey** **Jennifer Jolis**
CAH	Michael Roddey	
Developmental Education		**Cindy Hardy** **Jane Weber** **Victor Zinger**
DEVE (Fairbanks)	Cindy Hardy	
DEVM (Fairbanks)	Jane Weber	
DEVS (Fairbanks)		
DEVE/DEVM/DEVS (Statewide)	Victor Zinger	

Emergency Services and Public Safety		**Chuck Kuhns John George**
ARSK	Chuck Kuhns	
EMS	Chuck Kuhns	
FIRE	John George	
LE	Dusty Johnson	

Indigenous, Community & Tribal Programs		**Jennifer Carroll**
CHP	Linda Curda	Kevin Illingworth
CTT	Mario Gho	
EDPA	Larry Hausmann	
RNS	Sarah McConnell	
TM	Steven Becker	
Industrial Maintenance & Transportation		**Brian Rencher**
AUTO	Brian Rencher	
DSLT	Brian Rencher	
MECN	Brian Rencher	
TTCH	Brian Rencher	
WMT	Brian Rencher	
Process Technology		**Brian Ellingson**
AMIT	Brian Ellingson	
PRT	Brian Ellingson	
SHEN	Brian Ellingson	
Science		**Claudia Ihl Rose Meier**
ENVI	Todd Radenbaugh	
HLRM	Todd Radenbaugh	
SCIA	Rose Meier	
VTS	Suzanne Nolan	
Social & Human Development		**Diane McEachern Patty Meritt**
ECE	Veronica Plumb	
HUMS	Diane McEachern	
RHS	Robyn Henry	
CDFS	Veronica Plumb	

Appendix A
CRCD Internal Designator List 2011

Designator	Program Name	CRCD Department
ABUS	Applied Business	Applied Business, Paralegal & Accounting
AFPM	Airframe and Powerplant	Aviation & Trade Technologies
AMIT	Mining Applications & Tech.	Process Technology
ANS	Alaska Native Studies	Alaska Native Studies & Rural Development
APAR	Applied Art	Arts & Letters
APHO	Applied Photography	Arts & Letters
ARSK	Arctic Skills	Emergency Services & Public Safety
ASLG	American Sign Language	Arts & Letters
AUTO	Automotive Technology	Industrial Maintenance & Transportation
AVTY	Aviation Technology	Aviation & Trade Technologies
CAH	Culinary Arts	Culinary Arts & Hospitality
CHP	Community Health	Indigenous Community & Tribal Programs
CIOS	Information Technology Specialist	Computer Technology & Information Systems
CTT	Construction Trades Technology	Indigenous Community & Tribal Programs
DEVE	Developmental English	Developmental Education
DEVM	Developmental Mathematics	Developmental Education
DEVS	Developmental Studies	Developmental Education
DH	Dental Hygiene	Allied Health
DRT	Drafting Technology	Construction Management & Drafting Tech
DSLT	Diesel Technology	Industrial Maintenance & Transportation
ECE	Early Childhood Education	Social & Human Development
EDPA	Educator Para-Professional	Indigenous Community & Tribal Programs
EMS	Emergency Medical Services	Emergency Services & Public Safety
ENVI	Environmental Science	Science
FIRE	Fire Science	Emergency Services & Public Safety
HLRM	High Latitude Range Management	Science
HLTH	Allied Health	Allied Health
HUMS	Human Services	Social & Human Development
LE	Law Enforcement	Emergency Services & Public Safety
MECN	Mechanics-Diesel/Heavy Equipment	Industrial Maintenance & Transportation
PLS	Paralegal Studies	Applied Business, Paralegal & Accounting
PRT	Process Technology	Process Technology
RD	Rural Development	Alaska Native Studies & Rural Development
RECR	Recreation	Arts & Letters
RELG	Religion	Arts & Letters
RHS	Rural Human Services	Social & Human Development
RNS	Rural Nutrition Services	Indigenous Community & Tribal Programs
SCIA	Science Application	Science
SHEN	Safety, Health, & Env Awareness	Process Technology
TM	Tribal Management	Indigenous Community & Tribal Programs
TTCH	Trades and Technology	Industrial Maintenance & Transportation
VTS	Veterinary Science Natural Sciences	Science
WMT	Welding and Materials Technology	Industrial Maintenance & Transportation

Appendix B

INSTRUCTOR APPROVALS: MINIMUM CRITERIA
DEPARTMENT CONTACT INFORMATION

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Accounting and Information Systems SOM	NA	MA in Accounting / Business	MA in Accounting / Business	NA	NA	Kevin Berry 474-1808 Kberry9@alaska.edu	Instructor should have some professional experience.
Airframe and Power Plant CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Roger Weggel 455 2847 rfweggel@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
Alaska Native Languages CLA	NA	MA in Language	MA in Language	MA in Language	MA in Language	Larry Kaplan 474-6582 ldkaplan@alaska.edu	Present your case and more than likely they will accept if the instructor has experience, but not a MA degree. There's no official policy.
Alaska Native Studies CRCD	MA in Relevant area or relevant experience	MA in Relevant area or relevant experience	MA in Relevant area or relevant experience	MA in Relevant area or relevant experience	MA in Relevant area or relevant experience	Ralph Gabrielli 474-5808 rbgabrielli@alaska.edu	
Allied Health CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Christa Bartlett 455-2887 clbartlett@alaska.edu Shawn Russell 260-9525 smrussell@alaska.edu	Education, experience and appropriate credentials must be provided, along with a current CV and list of references. Requirements for the various programs (and even courses within a program) differ, please check with a specific program head prior to application.
American Sign Language CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mahla Strohmaier 455-2836 mstrohmaier@alaska.edu	Submit resume, CV, evidence of teaching ability, and any other pertinent information and certification will be reviewed.
Anthropology CLA	NA	MA in Anthropology	MA in Anthropology	MA in Anthropology	MA in Anthropology	Joel Irish 474-6755 jdirish@alaska.edu	

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Applied Accounting CRCD	See comments	See comments	See comments	See comments	See comments	Andreas Anger 455-2862 apanger@alaska.edu	Instructors should possess a minimum of a BBA, BA, or BS, have successful business experience, and demonstrated the ability or potential to be an effective teacher. A CPA or MBA is preferred, but substantial business experience can be substituted.
Applied Art CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mahla Strohmaier 455-2836 mstrohmaier@alaska.edu	Submit a resume, CV, and any other pertinent information. The packet will be forwarded to the appropriate department for approval.
Applied Business CRCD	See comments	See comments	See comments	See comments	See comments	Andreas Anger 455-2862 apanger@alaska.edu	Instructors should possess a minimum of a BBA, BA, or BS, have successful business experience, and demonstrated the ability or potential to be an effective teacher. A CPA or MBA is preferred, but substantial business experience can be substituted.
Applied Photography CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mahla Strohmaier 455-2836 mstrohmaier@alaska.edu	Submit a resume, CV, and any other pertinent information. The packet will be forwarded to the appropriate department for approval.
Apprenticeship Technology CRCD						Roger Weggel 455 2847 rfweggel@alaska.edu	Submit a resume, CV, and any other pertinent information. The packet will be forwarded to the appropriate department for approval.
Associate of Arts CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mahla Strohmaier 455-2836 mstrohmaier@alaska.edu	Submit a resume, CV, and any other pertinent information. The packet will be forwarded to the appropriate department for approval

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Art CLA	NA	BA, BFA or ART ED Cert. in area of specialty	BA, BFA or ART ED Cert. in area of specialty	MA or MFA in ART or Masters level in Art Education w/ a cert. in area of specialty	MA or MFA in ART or Masters level in Art Education w/ a cert. in area of specialty	David Mollett 474-5657 dlmollett@alaska.edu	Applicable fields: Drawing, Painting, Sculpture, Printmaking, Native Arts, Metalsmithing, Computer Arts and Ceramics. With the SY,CV, 20 slides or digital images must be included. Instructor should have professional teaching experience. The proposals for the classes should be submitted a semester before classes begins. Degree requirements could possibly be waived for equivalent professional accomplishments on a case by case basis.
Automotive CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brian Rencher 455-2843 bkrencher@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals. *Please view the attached letter written by Arvid Weflen for more details and exceptions.
Aviation Maintenance CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Roger Weggel 455 2847 rfweggel@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals. *Please view the attached letter written by Arvid Weflen for more details and exceptions.
Biology & Wildlife CNSM	NA	MS/PHD in Biology/ Wildlife	MS/PHD in Biology/ Wildlife	MS/PHD in Biology/ Wildlife	MS/PHD in Biology/ Wildlife	Christa Mulder 474-7152 cpmulder@alaska.edu	Instructors and courses are evaluated on a case by case basis.
Business Administration SOM	NA	JD/MA Relevant to field	JD/MA Relevant to field	NA Rural Sites	NA Rural Sites	Craig Wisen 474-5531 chwisen@alaska.edu	
Chemistry & Biochemistry CNSM	MS in CHEM BioCHEM	PH.D	PH.D	PH.D	PH.D	John Craven 474-5888 jdcraven@alaska.edu	CRCD only offers courses within the 100-level. The dept. would meet with instructor to review lab plans and transcripts with chemistry background.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Community Health Aide (CHP) CRCD						Linda Curda 907-786-1630 lrcurda@alaska.edu	
Communication CLA	NA	Masters in COMM (English: negotiable)	Masters in COMM (English: negotiable)	PhD in COMM (ABD in COMM negotiable)	PhD in COMM	Bob Arundale 479-8406 rbarundale@alaska.edu	
Computer Science CEM						Dan White 474-6222 dmwhite@alaska.edu	All Instructors needs to go through the approval process each time they want to teach a CS course.
Construction Management CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Galen Johnson 455 2846 gjohns55@alaska.edu	Present your case and most likely the instructor will be approved. The person should have adequate exp. In the area with the ability to teach well and possess the technical knowledge
Construction Trades Technology CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mario Gho 474-5958 mgho1@alaska.edu	Journeyperson or certified in specific field of expertise.
Culinary Arts CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Michael Roddey 455-2903 mtroddey@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals. *Please view the attached letter written by Arvid Weflen for more details and exceptions.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Developmental Education CRCD	BA/BS in discipline or related area	BA/BS in discipline or related area Masters preferred	NA	NA	NA	Cindy Hardy 474-5983 clhardy@alaska.edu	Applicable fields: Dev. Math, Dev. English, Dev. Studies: Reading, Study Skills, and Science. With the CV, include college transcripts and letters of references. Prior teaching experience strongly recommended. Formal training in Dev. Educ. Preferred. Exceptions can be made based on relevant experience. Jane Weber oversees the Fairbanks area and Ron Illingworth oversees the rural areas.
Developmental English CRCD	BA/BS in discipline or related area	BA/BS in discipline or related area Masters preferred	NA	NA	NA	Cindy Hardy 474-5983 clhardy@alaska.edu	With the CV, include college transcripts and letters of references. Prior teaching experience strongly recommended. Formal training in Dev. Educ. Preferred. Exceptions can be made based on relevant experience. Cindy Hardy oversees the Fairbanks area and Ron Illingworth oversees the rural areas.
Developmental Math CRCD	BA/BS in discipline or related area	BA/BS in discipline or related area Masters preferred	NA	NA	NA	Judith Atkinson 474-7327 jaatkinson@alaska.edu	With the CV, include college transcripts and letters of references. Prior teaching experience strongly recommended. Formal training in Dev. Educ. Preferred. Exceptions can be made based on relevant experience. Jane Weber oversees the Fairbanks area and Ron Illingworth oversees the rural areas.
Developmental Studies CRCD	BA/BS in discipline or related area	BA/BS in discipline or related area Masters preferred	NA	NA	NA	Cindy Hardy 474-5983 clhardy@alaska.edu	Applicable fields: Dev. Math, Dev. English, Dev. Studies: Reading, Study Skills, and Science. With the CV, include college transcripts and letters of references. Prior teaching experience strongly recommended. Formal training in Dev. Educ. Preferred. Exceptions can be made based on relevant experience. Jane Weber oversees the Fairbanks area and Ron Illingworth oversees the rural areas.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

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Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Drafting Tech CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Thane Magelky 455 2845 temagelky@alaska.edu	Present your case and most likely the instructor will be approved. The person should have adequate experience in the area with the ability to teach well and possess the technical knowledge
Diesel/Heavy Equipment CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brian Rencher 455-2843 bkrencher@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
Early Childhood Education CRCD	NA	BA/MA	BA/MA	BA/MA	BA/MA	Patty Meritt 455-2883 pameritt@alaska.edu Veronica Plumb 455-2038 vmplumb@alaska.edu	Applicable fields: Rural Human Services/Early Childhood/Social Work. Most programs under this department are skill-based.
Educator: Paraprofessional CRCD	N/A	B/A	B/A	N/A	N/A	Larry Hausmann 656-2129 lahausmann@alaska.edu	Faculty must have a relevant degree at least one level higher than what they are teaching or other academic prep and experience which qualifies them. For example, to teach in the 100-200 level classes, they should have a BA; Applicable fields: Education /Early Childhood/.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Economics SOM	NA	MA / MS / MBA in Economics or Agriculture Economics	MA / MS / MBA in Economics or Agriculture Economics	PhD in Economics or Agriculture Economics	PhD in Economics or Agriculture Economics	Douglas Reynolds 474-6531 dbreynolds@alaska.edu	For 100 level classes, other applicable fields would be PS/Business Admin., but only if the individual has exp. teaching 100 level courses. For 200 level classes, and MBA would be acceptable only if the person has experience teaching 200 level economic courses. For 300-400 level classes, a PhD in other areas (Political Science) would be acceptable if individual has refereed publications in economic journals or has a well developed research agenda in the relevant areas of economics. **All Proposed instructors must be approved yearly.**
Elementary Education SOE	NA	MA in related field	MA in related field	MA in related field	MA in related field	Carol Barnhardt 474-6457 cabarnhardt@alaska.edu	The instructor and course is evaluated on and individual basis. If the proposed instructor has a significant amount of experience and expertise in the area of the course they are proposing to teach, than they will always review the request to approve that particular instructor.
Emergency Medical Technology CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Chuck Kuhns 455-2895 cmkuhns@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
English CLA	NA	MA/MFA in English/ Creative Writing	MA/MFA in English/ Creative Writing	PhD in English/ Creative Writing	PhD in English/ Creative Writing	Richard Carr 474-6361 rscarr@alaska.edu	For the 300 & 400 level classes, MA/MFA degrees may be applicable and they will be evaluated on a case-by-case basis.
Fire Science CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	John George 455-2879 jgeorge1@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Foreign Languages & Literatures CLA	NA	*BA in Foreign Language or Related Field	*MA in Foreign Language or Related Field	*MA in Foreign Language or Related Field	ABD or PHD in Foreign Language/ Literature	Trina Mamoon 474-5460 trmamoon@alaska.edu	Include 3 references with the CV. Near native fluency is also a requirement. *MA in Field (or related field) or equivalent experience.
Geology & Geophysics CNSM	NA	BS	NA	NA	NA	Sarah Fowell 474-7810 sjfowell@alaska.edu Anupma Prakash 474-1897 aprakash@alaska.edu	Applicable fields: General science, Biology, Geology Chemistry. For Geol 101X, a MS in Geology (or be enrolled in a grad prgm in geosciences) is required. Geol 101X and 120X have prescribed syllabi and labs. Proposed instructor must work with department to develop approved course.
High Latitude Range Management CRCD							
History CLA	MA in History	MA in History	PhD or ABD in History	PhD or ABD in History	PhD or ABD in History	John Heaton 474-6508 jwheaton2@alaska.edu	With the CV, include a cover letter, grad transcripts and summary student evaluations (if available). For HIST 275, MA is min. requirement.
Human Services HUMS CRCD	NA	BA/MA	BA/MA	BA/MA	N/A	Diane McEachern 543-4597 dmmceachern@alaska.edu & Patty Meritt 455-2883 pameritt@alaska.edu	Have proposed instructor contact one of the program heads prior to submitting approval request.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Humanities CLA	N/A	MA	MA	See Comments	See Comments	Eduardo Wilner 474-7343 emwilner@alaska.edu	Requests for 3-400 level classes will be considered on a case by case basis. Proposed instructor should provide original syllabus on review. Dept will not supply one.
Instrumentation Technology CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brian Ellingson 455-2868 beellingson@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
Information Technology Specialist CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Keith Swarner 455-2820 keith.swarner@alaska.edu	Present your case and most likely the instructor will be approved. The person should have adequate exp. In the area with the ability to teach well and posses the technical knowledge.
Journalism CLA		Bachelors + experience in Media, Comm	Bachelors + experience in Media, Comm	Masters + experience in Media, Comm	Masters + experience in Media, Comm	Brian O'Donoghue 474-6247 bpodonoghue@alaska.edu	Must have professional experience. Most of our courses are practical and/or professional. A min. of a Bachelor's degree & a grad degree is desirable but not necessary. With the CV, include a cover letter and an area of expertise form.
Justice CLA	Masters plus relevant experience in criminal justice professions or closely related field	Masters plus relevant experience in criminal justice professions or closely related field	Masters plus relevant experience in criminal justice professions or closely related field	Masters plus relevant experience in criminal justice professions or closely related field	Masters plus relevant experience in criminal justice professions or closely related field	David Blurton 474-6506 dmblurton@alaska.edu	An exception to the minimum requirements stated above will be for instructors of Justice's law based courses such as Criminal Law 352. For such courses the min. degree is a Juris Doctorate. Approval of the instructors will be facilitated if the department receives vitae and syllabus at the beginning of the semester before the semester in which the course is proposed to be offered by the instructor.
Law Enforcement Academy	N/A	See Comments	N/A	N/A	N/A	Dusty Johnson 455-2811 dpjohnson@alaska.edu	Attendance at Academy is mandatory, recruit must be approved by Dusty Johnson, no distance classes available

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Library Science CLA	See comments	MLS/MA in Library Science/ Information Science	N/A	N/A	N/A	Kellie Tilton 474-5350 katilton@alaska.edu	With the CV, include a cover letter describing interest and experience. Do not need to see UAF application or professional references.
Linguistics CLA						Larry Kaplan 474-6582 ldkaplan@alaska.edu	
Mathematical Statistics CNSM	NA	MA in Math/ Statistics/ Computer Science	MS in Math/ Statistics/ Computer Science	PhD in Math/ Statistics/ Computer Science	PhD in Math/ Statistics/ Computer Science	Anthony Rickard 474-5374 adrickard@alaska.edu	Exceptions can be made: relevant experience may substitute for some 100-level courses.
Military Science CLA	NA	NA	NA	NA	NA	Lt. Col. Steven Patin 474-6854 steven.patin@us.army.mail	Only offered on the UAF Campus
Mining CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brian Ellingson 455-2868 beellingson@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
Music CLA	NA	*BA in Music (Private lessons) MA in Music (Lecture lessons)	*BA in Music (Private lessons) MA in Music (Lecture lessons)	*BA in Music (Private lessons) MA in Music (Lecture lessons)	*BA in Music (Private lessons) MA in Music (Lecture lessons)	Eduard Zilberkant 474-6981 ezilberkant@alaska.edu	*With demonstration level of performance skills as determined by in-person audition. Degree(s) should be earned from a Music Department or School accredited by National Association of Schools of Music. Major should reflect a performance emphasis in the area candidate wishes to teach. With the CV, include academic transcripts, previous record of successful teaching experience as supported by three letters of recommendations. We would expect courses to be primarily service oriented. Students seeking to major in music should plan to pursue their study on the main campus because of the activities and performances, in addition to course work, required of the degree.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

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Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Northern Studies Program CLA	NA	MA in History/PS/ or related fields	MA in History/PS/ or related fields	MA in History/PS/ or related fields	MA in History/PS/ or related fields	Judith Kleinfeld 474-5266 jskleinfeld@alaska.edu Mary Ehrlander 474-6556 mfehrlander@alaska.edu	For 600 level classes, the min. degree(s) needed is: PhD in History/ Political Science or related fields Many courses are cross-listed and would also need to be approved by the appropriate department
Paralegal Studies CRCD	See comments	See comments	See comments	See comments	See comments	Ed Husted 455 2835 eshusted@alaska.edu	Present your case and most likely the instructor will be approved. The person should have adequate exp. In the area with the ability to teach well and posses the technical knowledge.
Philosophy & Humanities CLA	N/A	Masters Philosophy	Masters Philosophy	PhD or ABD	PhD or ABD	Eduardo Wilner 474-7343 emwilner@alaska.edu	In all cases, the applicable fields are directly related to the course offering – Proposed instructor should provide original syllabus for review. Department will not supply one.
Physics CNSM	N/A	MS or experience	MS/Ph.D prefered	Ph.D	Ph.D	Ataur Chowdhury 474-6109 archowdhury@alaska.edu	CRCD only offers courses within the 100-level. The dept. would meet with instructor to review lab plans and transcripts with chemistry background. After initial 5 year approval, if the instructor(s) plans to teach each year thereafter, the instructor will provide a prior year (IAS) assessment, along with syllabus and Lab Schedule. This must be provided no later than the first week of the semester the course being taught. Any changes to the syllabus, book or content of the course, a new instructor Request form will need to be provided. Also please make sure the IAS student assessment are attached with the Instructor Request form (and/or syllabus for future offerings) for Faculty Departmental Review.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

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Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Political Science CLA	NA	MA in PS, Economics, or equivalent/ appropriate professional degree (JD, MPA, MPP)	MA in PS, or equivalent/ appropriate professional degree	MA in PS. Law, or equivalent/ appropriate professional degree	MA in PS, Law, Public Policy/ Admin., or equivalent/ appropriate professional degree	Jonathan Rosenberg 474-6502 jrosenberg@alaska.edu	Instructors have been approved with an MA in education, history and geography when they have done a body of coursework in PS or have attained proficiency through other means (eg. experience in gov't). JD degrees may be appropriate for law related courses, including: PS 303, 330, 425, 435, and 436.
Power Generation CRCD						Brian Ellingson 455 2868 beellingson@alaska.edu	
Process Technology CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brian Ellingson 455 2868 beellingson@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.
Professional Piloting						Roger Weggel 455-2847 rfweggel@alaska.edu	
Psychology CLA	NA	BA/MA in Psychology /related field	MA in Psychology /related field	MA in Psychology /related field	MA in Psychology /related field	Dani Sheppard 474 6514 dani.sheppard@alaska.edu	For Graduate-level courses: must have doctoral degree or a master's plus documented teaching or research experience in the area in which instructor will teach; eg. counseling skills, program evaluation experience, and teaching experience.
Recreation RECR CRCD	See Comments	See Comments	See Comments	See Comments	See Comments	Mahla Strohmaier 455-2836 mstrohmaier@alaska.edu	Resume, evidence of teaching ability and any other relevant information will be examined, depending on subject matter.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

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Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Religion CRCD	NA	MA	MA	MA	MA	Pete Pinney 474-7089 pppinney@alaska.edu	MA needs to be in Humanities, Theology or Philosophy. MA could be in a related field coupled with experience. Examples of experience might include: ordained minister, attendance at a theology school or seminary
Renewable Resources, CRCD	NA	BA	BA	BA	BA	Todd Radenbaugh 842-4668 taradenbaugh@alaska.edu	Applicable fields: Social Science / Public Administration / Management
Rural Development, CRCD	BA	MA or review of background	MA	MA	MA	Ralph Gabrielli 474-5808 rbgabrielli@alaska.edu	Applicable fields: Social Science / Public Administration / Management
Rural Human Services CRCD	NA	BA/MA	BA/MA	BA/MA	BA/MA	Robyn Henry 474-5672 rmhenry@alaska.edu	Applicable fields: Rural Human Services/Early Childhood/Social Work. Most programs under this department are skill-based.
Safety, Health, & Environmental Awareness CRCD						Brian Ellingson 455-2868 beellingson@alaska.edu	
SCIA, CRCD	MA/MS in Math/ Science	MA/MS in Math/ Science	MS in Math/Science	NA	NA	Claudia Ihl 443-8417 cihl@alaska.edu	
SNRAS	MA/MS	MA/MS	MA/MS	MA/MS	MA/MS	Carol Lewis 474-7083 celewis@alaska.edu	Masters required in fields listed above. PhD preferred or/equivalent experience. **Applicable Fields**: Natural Resources Management, Environmental Science/Studies, Geography, Community Development and Sustainability. **Requirements:** Course syllabus coordinated with instructor currently teaching the course. CV and brief cover letter detailing reason why instructor is

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

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Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
							interested in teaching the course.
Social Work CLA	NA	MSW	MSW	MSW	MSW	Judy Shepherd 474-5284 jeshepherd@alaska.edu	Applicable Field: Social Work. Please contact social work department prior to hiring anyone to teach a social work major course
Sociology CLA	NA	MA in Sociology *	MA in Sociology	MA in Sociology	MA in Sociology	Jodan T. Titus Chair 474-5387 jititus@alaska.edu	With the CV, include names and contact information for the references. Request for candidates with Masters Degrees in related field will be reviewed when documented teaching experience or a publication record in the topic area of the course is also provided. * For SOC 100X only, MA/MS in Psychology / Anthropology also meet min. degree requirements.
Theatre CLA	NA	MA	MA	MA	MFA	Kade Mendelowitz 474 7638 kade@alaska.edu	Other Documentation: Portfolio. Applicable Fields: Performing Arts
Tribal Management CRCD	NA	BA	BA	BA	BA	Kevin Illingworth 474-5710 kmillingworth@alaska.edu	Applicable fields: Social Science / Public Administration / Management
Veterinary Science CRCD						Suzanne Nolan 474-5716 snolan5@alaska.edu	
Welding CRCD	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Journeyman /Certificate /License is related field	Master status in related field	Master status in related field	Brain Rencher 455-2843 bkrencher@alaska.edu	With the CV, include resume and proof of relevant experience and training attached to approvals.

Instructor Approvals: Minimum Qualifications and Academic Program Contact Information

All Approvals must be accompanied by a syllabus which will be reviewed by the academic program

Academic Program	Pre 100-level courses	100-level courses	200-level courses	300-level courses	400-level courses	Contact	Comments
Women's Studies CLA	NA	MA	MA	MA	MA	Christine Coffman 474-5233 cecoffman@alaska.edu	Applicable Fields: Women's studies, gender studies, or closely related discipline