SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Studies and Rural Development</td>
<td>CRCD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepared by</th>
<th>Email Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Carroll</td>
<td><a href="mailto:jlcarroll@alaska.edu">jlcarroll@alaska.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Phone</th>
<th>Faculty Contact</th>
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<tbody>
<tr>
<td>5405</td>
<td>Charlene Stern/Jennifer Carroll</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dept</th>
<th>RD</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>325</td>
<td>3</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Change Course</th>
<th>Drop Course</th>
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<tbody>
<tr>
<td>X</td>
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3. **DESCRIPTION:**

4. **PREREQUISITES:**

5. **FREQUENCY OF OFFERING:**

6. **CREDITS (including credit distribution):**

7. **ADD A STACKED LEVEL (400/600):**

8. **ADD NEW CROSS-LISTING:**

9. **STOP EXISTING CROSS-LISTING:**

10. **OTHER (specify):**

11. **COURSE FORMAT:**

   **NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school’s curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 weeks to full semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>

**Mode of delivery (specify lecture, field trips, labs, etc.):** Lecture
4. COURSE CLASSIFICATIONS (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

| H = Humanities | S = Social Sciences | X |

Will this course be used to fulfill a requirement for the baccalaureate core?

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

| O = Oral Intensive | W = Writing Intensive, *Format 6 also submitted | X = Baccalaureate Core |

4. Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO X

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?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording, strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations. Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

RD F325 Community Development Strategies Rural Development Principles and Practices (s, a)
3 Credits
Offered Fall
Principles and strategies of asset-based development in rural communities throughout the world. Explores the history of community development ideas and case studies of specific strategies in Alaska and beyond. Topics include community healing, economic renewal and collaborative decision-making approaches. Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences.

Prerequisites: RD 225 or permission of instructor.
Lecture + Lab + Other: 3 + 0 + 0

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

RD F325 Rural Development Principles and Practices (s, a)
3 Credits
Offered Fall
Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences.
Prerequisites: RD 225 or permission of instructor.
Lecture + Lab + Other: 3 + 0 + 0

8. GRADING SYSTEM: Specify only one.
   LETTER: [X] PASS/FAIL: [ ]

9. ESTIMATED IMPACT
   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
   No impact expected.

10. LIBRARY COLLECTIONS
    Have you contacted the library collection development officer (kijensen@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 [X] Yes [ ]

11. IMPACTS ON PROGRAMS/DEPTS:
    What programs/departments will be affected by this proposed action?
    Include information on the Programs/Departments contacted (e.g., email, memo)
    No impact expected.

12. POSITIVE AND NEGATIVE IMPACTS
    Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
    No impacts expected.

13. JUSTIFICATION FOR ACTION REQUESTED
    The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

    The Rural Development faculty are updating their courses and program to better communicate the topics and approaches taken in each course and in rural development as a discipline. This new title and course description better reflects the content and intended outcomes of the course. The description also adds which communication styles are emphasized and adds a pre-requisite, the new RD communications foundation course for our communications plan.
APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: 

Date 10/17/16

Signature, Chair, College/School Curriculum Council for: Rural Community Development

Date 10/14/16

Signature, Dean, College/School of: 

Date 10/17/16

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

Date

Signature of Provost (if applicable)

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

Signature, Chair

Date

Faculty Senate Review Committee: __Curriculum Review __GAAC 
__Core Review __SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of: 

Date

Signature, Chair, College/School Curriculum Council for: 

Date

Signature, Dean, College/School of: 

Date

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of
the items listed below are included. If items are missing or unclear, the proposed course
(or changes to it) may be denied.

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

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
   (make sure that contact hours are in line with credits).
2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.
3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and
   - any supplies required.
4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.
5. Course Goals (general), and (see #6)
6. Student Learning Outcomes (more specific)
7. Instructional methods:
   - Describe the teaching techniques (e.g. lecture, case study, small group discussion, private instruction, studio
   instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has
   thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a
   title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during
   the semester.
9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and
   plagiarism/academic integrity.
10. Evaluation:
    - Specify how students will be evaluated, what factors will be included, their relative value, and how they
    will be tabulated into grades (on a curve, absolute scores, etc.)
    - Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
11. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. Disabilities Services: Note that the phone# and location have been updated, http://www.uaf.edu/disability/ The
    Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have
equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to
    provide reasonable accommodation to students with disabilities.

5/21/2013