

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	DANSRD	College/School	CRCD
Prepared by	Rose Meier	Phone	907-474-6935
Email Contact	rameier@alaska.edu	Faculty Contact	Rose Meier

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: Both EBOT F250 and F251 were developed to be part of the Ethnobotany Certificate program and, as such, are geared for lower division students.

3. **PROPOSED COURSE TITLE:**

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

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. **To be STACKED?*** YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

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

7. **SEMESTER & YEAR OF FIRST OFFERING** (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

8. COURSE FORMAT:

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

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 weeks to full semester
OTHER FORMAT (specify)								
Mode of delivery (specify lecture, field trips, labs, etc)	Audioconference, Blackboard Collaborate							

9. CONTACT HOURS PER WEEK:	1.5 hr/ wk	LECTURE hours/week		LAB hours /week		PRACTICUM hours /week
-----------------------------------	---------------	-----------------------	--	--------------------	--	--------------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	3 hours X 9 weeks = 1620 min = 2 credits
----------------------------	--

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)*

EBOT F250 Applied Ethnobotany Fall
2 Credits Offered Fall

This is the fall section of a year-round course cycle, consisting of two non-sequential applied courses (Fall and Spring) that explore the seasonally-appropriate cultural uses of plants in a native and non-native, mainly Alaskan, context. Emphasis will be placed on the underlying scientific aspects of harvesting and using plants. Students will deepen their understanding of human-plant relationships which will guide them into further studies in ethnobotany and related disciplines.

Prerequisite: EBOT F100, or permission of instructor

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

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

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

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

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

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

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
------------	-------------------------------------	-----------	--------------------------

12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
---------------------------------------	------------	--------------------------	-----------	-------------------------------------

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?	<input type="checkbox"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

EBOT F100, Introduction to Ethnobotany

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Or permission of instructor

16. **PROPOSED COURSE FEES**

\$ none

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?
Yes/No

No

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

18. **ESTIMATED IMPACT**

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

This course will be taught by adjuncts already teaching for the EBOT program, and will not have any impact on facilities/space or the budget.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

This course will not really impact the library – students will utilize online and textbook material to complete the course, as they are distance students.

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)

This course will affect the Ethnobotany program and DANSRD in that it will provide an additional course for the EBOT program students to take as part of their Certificate requirements, and will be an integral part of the EBOT minor that is being submitted for approval in tandem with this Format 1.

21. **POSITIVE AND NEGATIVE IMPACTS**

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

We anticipate only positive impacts with this new course – providing additional opportunities for students to explore how to better understand and work with plants that are locally present in their own communities, and to share this information with others in the class in a peer-reviewed way.

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.

We wanted to create an opportunity for students to further explore ways that plants are used throughout the year. Since we could not create one course that runs over the entire academic year, we wanted to provide students with something similar that fits within the UAF framework. So we are proposing to do this through two, non-sequential 2 credit courses (EBOT F250, Applied Ethnobotany Fall; and EBOT F251, Applied Ethnobotany Spring), where students will be able to choose to take either EBOT F250 or F251 first, after having completed EBOT 100 a previous summer.

Equally important to this justification is the understanding that we developed both of these courses to provide students with another option to taking EBOT F230 (Ethnobotanical Chemistry) within the new, streamlined EBOT Program requirements (being submitted for approval during this same review cycle). Since EBOT was added to the UAF catalog in 2009, we've been informally collecting student and faculty feedback, and have learned that we could do a better job of serving those students more interested in the cultural aspects of plant use and less interested in science, by providing them with a more approachable alternative to Ethnobotanical Chemistry in these two new courses, Applied Ethnobotany Fall and Applied Ethnobotany Spring.

EBOT F250 and F251 provide the only place in the UAF curriculum for students to learn via hands-on projects, about local plants in a seasonally-appropriate way over the course of an entire academic year. It has been developed at the suggestion of EBOT students and faculty, to create a forum for participants to share experiences of how plants in their own backyard are used, and the science and cultural aspects that help explain these processes. This course is one of two in a series, and provides the opportunity to learn about local plants and their uses in the autumn and early winter conditions in Alaska.

This course, and its counterpart EBOT F251 (Applied Ethnobotany Spring) will become part of the EBOT minor, also submitted for approval during this curriculum review cycle, and be available to students in other programs, such as DANSRD or ANTH.

EBOT 250 format!

APPROVALS: Add additional signature lines as needed.

Rose Meier
Signature, Chair, Program/Department of: Ethnobotany Program Date 10/26/16

Quade B. Cruise
Signature, Chair, College/School Curriculum Council for: Rural + Community Development Date 10/27/16

For Pek Piang
Signature, Dean, College/School of: CACP Date 10/28/16

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

Signature of Provost (if above level of approved programs) Date

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC		
___ Core Review ___ SADAC		

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

	Date	
Signature, Chair,		
Program/Department of:		

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

	Date	
Signature, Dean, College/School		
of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

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

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

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

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

3. Course readings/materials:

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

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

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

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

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

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

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

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> 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.