

10/7/16 ✓

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, **except if dropping a course.**

SUBMITTED BY:

Department	ALASKA NATIVE STUDIES & RURAL DEVELOPMENT	College/School	CRCD
Prepared by	Jenny Bell-Jones	Phone	907 474 6842
Email Contact	jbjones@alaska.edu	Faculty Contact	N/A

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ANS	Course #	F472	No. of Credits	3
------	------------	----------	-------------	----------------	----------

COURSE TITLE	ANS F472 W Rural Alaska, Natives and the Press (h)(a)
---------------------	--

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

Change Course	<input type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input checked="" type="checkbox"/>
---------------	--------------------------	---	-------------	-------------------------------------

NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES*	<input type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	<input type="checkbox"/>

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

CREDITS (including credit distribution)	3	COURSE CLASSIFICATION	<input type="checkbox"/>
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>
		Course #	<input type="checkbox"/>

How will the two course levels differ from each other? How will each be taught at the appropriate level?:	<input type="checkbox"/>
--	--------------------------

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.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="checkbox"/>	<input type="checkbox"/>		

3. COURSE FORMAT

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

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)	N/A WE ARE DROPPING THIS COURSE											
Mode of delivery (specify lecture, field trips, labs, etc.)	<input type="checkbox"/>											

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences

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

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

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

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

YES	N / A	NO	<input type="checkbox"/>
-----	-------------	----	--------------------------

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. **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 ~~Aberiginal~~ 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 Aberiginal 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)

ANS F472 W Rural Alaska, Natives and the Press (h)(a)

3 Credits
Offered As Demand Warrants

Analysis of the historical role rural Alaska and Alaska Natives have played in the statewide press, including Native and non-Native journalists/publishers and their impact on Alaska history and the public mind. Analysis of the rural press, portrayal of rural Alaska in the urban press and the role of cultural journalism. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; or permission of instructor. (3+0)

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

~~ANS F472 W Rural Alaska, Natives and the Press (h)(a)~~

~~3 Credits
Offered As Demand Warrants~~

Analysis of the historical role rural Alaska and Alaska Natives have played in the statewide press, including Native and non-Native journalists/publishers and their impact on Alaska history and the public mind. Analysis of the rural press, portrayal of rural Alaska in the urban press and the role of cultural journalism. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; or permission of instructor. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

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

There will be no measurable impact on any of the above

10. **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

WE ARE DROPPING THE COURSE

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)

This course drop will have no measurable impact on any of the above.

Because this is a course related to journalism, we reviewed the Journalism program catalog description to see if they require this course: they do not require it.

The course was last offered in 2004 and we have had no requests for it since DANSRD took over the ANS program in 09/10.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

There have been no requests for this course in the last six years and it is twelve years since it was last offered. We do not anticipate any impacts on any other programs or departments.

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.

DANSRD is conducting a revision of the Alaska Native Studies program. As part of this effort we are removing courses from the catalog that we have not offered since 2010 and/or have no plans to offer in the future. ANS 472 is one of those courses.

APPROVALS: (Additional signature blocks may be added as necessary.)

<i>[Signature]</i>	Date	10/7/16
--------------------	------	---------

Signature, Chair, Program/Department of:	AK Native Studies & Rural Dev
--	-------------------------------

	Date	
--	------	--

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

	Date	
--	------	--

Signature, Dean, College/School of:	
-------------------------------------	--

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

	Date	
--	------	--

Signature of Provost (if applicable)

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

	Date	
--	------	--

Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC
---	---

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

	Date	
--	------	--

Signature, Chair, Program/Department of:	
--	--

	Date	
--	------	--

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

	Date	
--	------	--

Signature, Dean, College/School of:	
-------------------------------------	--

Note: If removing a cross-listing, 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 (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.

472

APPROVALS: (Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of:	Date
---	------

<i>Quinn Canda</i>	Date
Signature, Chair, College/School Curriculum Council for:	10/7/16
	Rural Community Development

<i>J. J. Call</i>	Date
Signature, Dean, College/School of:	10/10/16
	In Park Paving CRCD

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

Signature of Provost (if applicable)	Date
--------------------------------------	------

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

Signature, Chair Faculty Senate Review Committee:	Date
<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> 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, 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.