

MAR - 9 2017

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 College of Liberal Arts 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	JUSTICE	College/School	CLA
Prepared by	Rob Duke	Phone	474-6501
Email Contact	irduke@alaska.edu	Faculty Contact	Rob Duke

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

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

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	TITLE	DESCRIPTION	FREQUENCY OF OFFERING
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

CREDITS (including credit distribution)

COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600) Dept. Course #

Include syllabi.

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

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 Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

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

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?**
 YES NO

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 Aboriginal~~ Indigenous Rights and Policies (s)
 3 Credits
 Offered As Demand Warrants
~~Case study~~ Comparative approach in ~~assessing Aboriginal~~ 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)

JUST F125 Introduction to Addictive Processes
 3 Credits

Focus on gaining knowledge of the psycho-social aspects of addiction. Historic and behavioral approaches, disease concept and current trends relating to addiction presented. Twelve step and self-help approaches explored. Also available via eLearning and Distance Education. Cross-listed with HUMS F125. (3 + 1)

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

JUST F125X Introduction to Addictive Processes (s)
 3 Credits

Focus on gaining knowledge of the psycho-social aspects of addiction. Historic and behavioral approaches, disease concept and current trends relating to addiction presented. Twelve step and self-help approaches explored. Also available via eLearning and Distance Education. Cross-listed with HUMS F125. (3 + 1)

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.

None. Course is currently offered.

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

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)

There will little effect on the departments as the course is currently offered every term. If enrollments increase significantly, additional capacity can be offered on a case-by-case basis through eLearning.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

Students across the University will be able to consider taking a course on addiction—a topic that is increasingly touching all lives.

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.

Students across the University will be able to consider taking a course on addiction—a topic that is increasingly touching all lives.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

<i>DIANE MCEACHERN</i>	Date	3/31/17
Signature, Chair, Program/Department of:	Human Services program (HUMS)	

<i>[Signature]</i>	Date	4/16/17
Signature, Chair, College/School Curriculum Council for:	CPCD Academic Council	

<i>[Signature] For Pete Linney</i>	Date	4/21/17
Signature, Dean, College/School of:		

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.		
	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.)

<i>[Signature]</i>	Date	3/9/17
Signature, Chair, Program/Department of:	JUSTICE	

<i>Rob Duke</i>	Date	March 23, 2017
Signature, Chair, College/School Curriculum Council for:	CLA	

<i>[Signature]</i>	Date	March 24, 2017
Signature, Dean, College/School of:	CLA	

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 (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.

Syllabus Spring, 2017

TITLE: Introduction to Addictive Processes

NUMBER: HUMS / JUST F125

CREDITS: 3 credits

PREREQUISITES: None

INSTRUCTOR: Mike Daku, M.Ed CDC II, Director/Clinical Associate Professor of Justice

OFFICE LOCATION: 501A Gruening Bldg.

OFFICE HOURS: By Appointment

TELEPHONE: 907-474-5717

EMAIL ADDRESS: mjdaku@alaska.edu

COURSE DESCRIPTION

Study from the Disease Concept/Bio-Psycho-Social model of addiction, with an emphasis on addiction in relation to mind/mood altering substances.

COURSE GOALS

By the completion of the course, students will have a working knowledge of the terms, process and primary drugs involved in the development of addiction.

STUDENT LEARNING OUTCOMES

- Students will demonstrate an understanding of the Disease Concept of Addiction
- Students will identify the symptomatology related to the illness of Chemical Dependency.
- Students will demonstrate an understanding of the common drugs of abuse, along with the basic Pharmacology of those drugs.
- Students will gain an appreciation of the Chemically Dependent Denial System and related ego defenses.
- Students will gain familiarity with the Evaluation and Assessment process.
- Students will recognize the similarities among/between a variety of addictive behaviors.

- Identify the basic steps in the Intervention process
- Understand the basic concepts of the 12 Step Model and Support Groups
- Recognize the challenges in working with Dual Disorders

COURSE READINGS/MATERIALS

Doweiko, Harold E. Concepts of Chemical Dependency, 9th Edition, Brooks/Cole Publishing, 2015 (ISBN: 978-1-285-45513-6)

Various articles/websites/readings provided by instructor.

TECHNICAL REQUIREMENTS FOR COURSE

A computer with internet access and word-processing capabilities.

Software: In order to more effectively view course video clips and read PDF files, it is recommended that students download the following (free download).

Adobe Reader: <https://get.adobe.com/reader/>

** Web Browser: Chrome or Firefox seems to be most effective with Blackboard platform.

INSTRUCTIONAL METHODS

The course is conducted entirely as a web-based course, utilizing posted Lecture materials, Assignments, and Discussion Board Forum for student to student and students to instructor interaction.

Course Activities

Each week, students will be required to review a unit, which is found under "Course Material", along with an Assignment for each unit. Since this is a semester-based course, students should be prepared to complete approximately (1) unit per week (keeping in mind that there are a total of 13 Assignments, 3 Exams and 10 Discussion Boards.)

In terms of managing the course, it would be helpful to you to first read the Text material (Chapters), then the Lecture or Web links under each unit. Once these are completed for each lesson you are on, go to the Assignments (complete and submit to instructor). The Instructor will make all efforts to review and score assignments within 48 hrs, and to respond to email within 24 hours. **Please note that assignments not completed by the due date will receive zero credit.**

Assignments are found within each Unit. To submit your assignments, click on the assignment "U1 Assignment", etc., and you will be provided with a text box to complete your assignment, or if you wish, you can attach a word document. In many cases students prefer this option. This function allows students to submit their assignments, make comments about the assignment and attach files to complete the assignment. You are also given the option to save an assignment as a

draft or submit the assignment for grading. **As indicated in the initial course announcement, students can feel free to work ahead through assignments and exams. The only items which cannot be completed in advance are the discussion boards. Naturally, to receive full credit for all work, the due dates still must be met. **NOTE: Any work submitted after the due date will not receive credit (Zero Points)**

****Please note that the SUBMIT BUTTON must be selected in order to send the assignment to the Instructor.** Please do not send assignments via e-mail, instead use the assignment function described above. If you will be attaching a document when using this function, please use a Word document as your attachment.****

Exams:

Exams will be primarily in a multiple choice format, (with some additional true/false) and are posted under Course Materials. Each exam consists of (40) multiple choice questions worth (2) points each. The exams are timed, with 1 hour, 15 minutes provided to complete each exam. The exams are NOT cumulative in nature, and will be based on Text Readings, Lecture materials and Audio/Video files. Students can refer to their text and course documents to assist with the exams, and the exams do not need to be proctored. Exams must be completed by a specific date; failure to complete a given exam by the due date will result in a score of zero for that particular exam.

Exam Schedule:

Exam due dates are posted; exams must be completed by the date due to receive credit.

Discussion Board:

There is a weekly discussion board question. Discussion boards will typically run from Monday through Wednesday each week. Each student is required to post a MINIMUM of (3) postings (comments) to the board each week, completing their initial response to the discussion question by Monday 10:00 p.m., along with responding to (2) of their fellow students' posts. Please make sure that you indicate which student (by name) that you are responding to. Each discussion board is worth (10) points. To obtain the (10) points available, you need to post your initial response to the posted question, along with responding to a minimum of (2) classmates.(total of 3 posts). Again, this is the MINIMUM requirement, along with providing a cogent answer to the question at hand.

All students must respond with their original post by Monday, 10:00 P.M. of that particular week. By Wednesday, 10:00 P.M. Students should have commented on at least two other student posts as well as responded to comments made to their original post.

PLEASE AVOID WAITING UNTIL THE LAST DAY/FINAL HOURS TO RESPOND TO QUESTIONS; IF YOU DO, YOUR RESPONSES WILL MOST LIKELY NOT BE READ BY FELLOW STUDENTS, AND YOU MISS OUT ON THE LEARNING PROCESS. It is hoped that a dialogue can be developed between the students on these particular questions. The instructor will play an active role in these discussions as well, "stirring the pot".

COURSE SCHEDULE

**** See Separate Document on class site****

EVALUATION POLICIES

Exam 1 = 80 Points

Exam 2 = 80 Points

Exam 3 = 80 Points

Discussion Board = 100 Points (10 pts.each)

Assignments = 13 assignments totaling 130 Points (10 pts. each)

Total: 470 Points possible

420-470 Pts.=A

370-419 Pts.=B

320-369 Pts.=C

280-319 Pts.=D

Less than 280 Pts.=F

C- (1.7) is the minimum acceptable grade that undergraduate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course. A minimum grade of C (2.0), however, MAY be required by specific programs for prerequisite and/ or major / minor courses. Please consult specific program listings in the UAF Catalog.

EXPLANATION OF NB/I/W GRADES

This course adheres to the UAF regarding the granting of NB Grades The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:

“The letter “I” (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, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

Successful, timely completion of this course depends on committing yourself early and maintaining your effort. To this end, this course adheres to the following UAF eLearning Procedures:

1. The first contact assignment (Introduction) is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.
2. The first content assignment (Lesson 1) is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.
3. Failure to submit the first three content assignments (Assignments 1, 2 and 3) by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).

INSTRUCTOR RESPONSE TIME

The Instructor will make all efforts to review and score assignments within 48 hrs, and to respond to email within 24 hours.

HOW TO CHECK YOUR GRADE

To check your grades for assignments and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are listed. If your instructor has left comments, there will be a Comments link. Click on this link to view comments.

If the score is for a test or quiz, click on the check mark or your score to see results and feedback.

If the score is for an assignment, the title of the assignment is a link and by clicking this link you'll be taken to your submission, grade and comments.

If you see a green exclamation point, your assignment has not been graded yet.

EXPECTATION OF STUDENT EFFORT

As indicated in the initial course announcement, students can work ahead in the class, with the restrictions to this indicated in the announcement. Otherwise, the Course is arranged on a week-by-week basis, covering one lesson each week. Students should plan on completing at least one lesson each week, which includes the readings, discussion board and assignment. Students should plan on spending approximately 4-5 hours per week on the course. Please again note that there are specific deadlines for each discussion item and assignment. Failure to complete the discussion board and/or assignment by the posted date will result in receiving no credit (zero) for that particular item. The instructor reserves the right to complete a faculty-initiated withdrawal of those students who fail to make adequate progress in the course. If you are having difficulties, it is best to contact the instructor as soon as possible.

ACADEMIC INTEGRITY

Please note that UAF requires all students to conduct themselves honestly and responsibly. The University may initiate disciplinary actions and impose sanctions against any student found committing or attempting to commit cheating, plagiarism or other forms of academic dishonesty.

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (<http://uaf.edu/usa/student-resources/conduct>)

SUPPORT SERVICES

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907. 444-2060 or toll free 1.800.277.8060 or contact staff directly – for directory listing see: <http://elearning.uaf.edu/contact>

UAF Help Desk

Go to <http://www.alaska.edu/oit/> to see about current network outages and news.

Reach the Help Desk at:

- e-mail at helpdesk@alaska.edu
- fax: 907.450.8312
- phone: 450.8300 (in the Fairbanks area) or 1.800.478.8226 (outside of Fairbanks)

DISABILITIES SERVICES

The UAF Office of Disability Services operates in conjunction with UAF eLearning. 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.

If you believe you are eligible, please visit their web site (<http://www.uaf.edu/disability/>) or contact a student affairs staff person at your local campus. You can also contact Disability Services on the Fairbanks campus by phone, 907.474.5655, or by e-mail (uaf-disabilityservices@alaska.edu).

TITLE IX PROTECTION

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
 2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
 3. You may file a criminal complaint by contacting the University Police Department at 474-7721.
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