

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.

<b>6. FREQUENCY OF OFFERING:</b>	<b>Every semester, if Trial Course is successful</b>
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants
<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING</b> (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	<b>Fall 2014</b>

**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.

<b>COURSE FORMAT:</b> (check all that apply)		<b>1</b>	
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<b>9. CONTACT HOURS PER WEEK:</b>	<b>3</b>	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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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)	
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**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)

GENR F201

3 Credits Offered Fall and Spring

This course helps students who are facing academic challenges to identify strengths, weaknesses, and goals through self-exploration and the creation of a project that involves building campus relationships and the development of research and presentation skills. Enrollment is highly encouraged for students placed on academic probation or disqualification.

**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"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? <b>If YES, attach form.</b>	YES:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/> x
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**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

Enrollment is encouraged for (but not limited to) students placed on academic probation.

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

**15. SPECIAL RESTRICTIONS,  
CONDITIONS**

**16. PROPOSED COURSE  
FEES**

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?*

**APPROVALS:** Add additional signature lines as needed.

n/a	Date	
Signature, Chair, Program/Department 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/>

SAMPLE SYLLABUS- ACADEMIC RECOVERY  
GENR 294  
3 CR.- LETTER GRADED

INSTRUCTOR:  
OFFICE HOURS:  
CONTACT INFORMATION:

This course helps students who are facing academic challenges to identify strengths, weaknesses, and goals through self-exploration and the creation of a project that involves building campus relationships and the development of research and presentation skills. Enrollment is highly encouraged for students placed on academic probation or disqualification.

STUDENT LEARNING OUTCOMES:

- Identify personal strengths and describe strategies for further developing them
- Align strengths and interests with academic and career goals
- Analyze barriers to success and develop strategies for overcoming them
- Demonstrate leadership skills and abilities
- Describe awareness and growth in regard to self-efficacy and identity
- Display the development of interdependent relationships within the campus community
- Develop skills and awareness for navigating the university system, including communication with professors
- Define strategies for narrating personal success and failure

GRADING

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	
A 93-96	B 83-86	C 73-76	D 63-66	F 59 or below
A- 90-92	B-		D- 60-62	

READINGS

- Light, Richard. Making the Most of College: Students Speak Their Minds. Cambridge, MA: Harvard UP, 2001.
- Nathan, Rebekah. My Freshman Year: What a Professor Learned by Becoming a Student. NY: Penguin Books, 2005.
- Van Blerkom, Dianna. Orientation to College Learning (7<sup>th</sup> ed.) NY: Cengage, 2012.
- Articles as assigned by instructor- to be posted on course website.

## COURSE POLICIES

Students are expected to attend all class sessions and in-class participation is a part of

## SAMPLE SCHEDULE

	ASSIGNMENT	READING
WEEK 1	<ul style="list-style-type: none"> <li>• First Individualized Growth Project meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 1</li> <li>• Light, Chap. 1</li> <li>• Articles as assigned</li> </ul>
WEEK 2	<ul style="list-style-type: none"> <li>• Journal Entry 1</li> <li>• Blog Entry 1</li> <li>• Submit possible institutional reform</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 2</li> <li>• Light, Chap. 2</li> <li>• Articles as assigned</li> </ul>
WEEK 3	<ul style="list-style-type: none"> <li>• Journal Entry 2</li> <li>• Blog Entry 2</li> <li>• Second Individualized Growth Project meeting</li> <li>• Presentation of reform proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 3</li> <li>• Light, Chap. 3</li> <li>• Articles as assigned</li> </ul>
WEEK 4	<ul style="list-style-type: none"> <li>• Journal Entry 3</li> <li>• Blog Entry 3</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 4</li> <li>• Light, Chap. 4</li> <li>• Articles as assigned</li> </ul>
WEEK 5	<ul style="list-style-type: none"> <li>• Journal Entry 4</li> <li>• Blog Entry 4</li> <li>• Third Individualized Growth Project meeting</li> <li>• Reform proposal research/ tDv4SvpBI€ presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Van Blerkom, Chap. 4</del></li> </ul>

WEEK 10	<ul style="list-style-type: none"> <li>• Journal Entry 9</li> <li>• Blog Entry 9</li> <li>• Reform proposal research</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 10</li> <li>• Nathan, Chap. 3</li> <li>• Articles as assigned</li> </ul>
WEEK 11	<ul style="list-style-type: none"> <li>• Journal Entry 10</li> <li>• Blog Entry 10</li> <li>• Sixth Individualized Growth Project meeting</li> <li>• Reform proposal research/ presentation on project progress</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 11</li> <li>• Nathan, Chap. 4</li> <li>• Articles as assigned</li> </ul>
WEEK 12	<ul style="list-style-type: none"> <li>• Journal Entry 11</li> <li>• Blog Entry 11</li> <li>• Draft of reform project due</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 12</li> <li>• Nathan, Chap. 5</li> <li>• Articles as assigned</li> </ul>
WEEK 13	<ul style="list-style-type: none"> <li>• Journal Entry 12</li> <li>• Blog Entry 12</li> <li>• Seventh Individualized Growth Project meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Van Blerkom, Chap. 13</li> <li>• Nathan, Chap. 6</li> <li>• Articles as assigned</li> </ul>
WEEK 14	<ul style="list-style-type: none"> <li>• Submit Individualized Growth Project Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Nathan, Chap. 7</li> <li>• Articles as assigned</li> </ul>
WEEK 15	<ul style="list-style-type: none"> <li>• Final presentations of group project</li> </ul>	

### 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. Your instructor will work with the Office of Disabilities Services (203 WHIT, 474-5655 <http://www.uaf.edu/disability/>) to provide reasonable accommodation to students with disabilities.

There are a number of support services, labs, and tutoring opportunities available on campus. Your instructor will provide you with a complete list and part of your Individualized Growth Project will consist of determining what resources will be most helpful to you.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

2. Students will not represent 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.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.