

Email Contl Cor	No. of Credits		
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Justify upper/lower division status & number of credits:	This course is part of the Rural Development core sequence of skill building classes and gives students the research skills needed to do community-based work. It		3
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As a part of our new Communications plan the oral communication learning outcomes will be shared between a series of courses. A new course, RD 225 Communicating for Rural Development, has been created to introduce students to the oral and written communication styles needed in the rural development field. In addition, courses throughout the Rural Development curriculum are being designated as emphasizing some aspect of oral communication and RD 475 Senior Project will be the capstone course for both the written and oral communication learning outcomes. RD 340, as part of the Rural Development core curriculum, will emphasize academic writing and written and oral communication with community audiences.

Senior project course design will be moved to the new course RD 474 Applied Community Research. This course will allow students to fully design their senior project building upon the tools provided in RD 340.

Signature, Dean, College/School of:

Rural and Community Development

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, •

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