

FORMAT 1

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 | ECE | College/School | CRCD |
| Prepared by | Veronica Plumb | Phone | 455-2038 |
| Email Contact | <u>vmplumb@alaska.edu</u> | Faculty Contact | Veronica Plumb |

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept **ECE** Course # **345** No. of Credits **3**

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE: **Seminar on Screening, Assessment and Data Collection Tools**

4. To be CROSS LISTED? YES/NO **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 **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: **As Demand Warrants**
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) **2016-2017 Academic Year**

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) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Distance Audio, Face to Face**

9. CONTACT HOURS PER WEEK:

3

LECTURE
hours/weeksLAB
hours /weekPRACTICUM
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)

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)

ECE 345 Seminar on Screening, Assessment and Data Collection Tools
3 credits Offered as Demand Warrants

Overview of the diverse range of tools available to be used for screening, ongoing child and classroom assessment, data collection and reporting of findings within early childhood programs. Each tool has a distinct purpose and function, however when used in conjunction with each other support the development of a high quality early care and learning environment and positive outcomes for young children. Prerequisites ENGL 211X or 213X and ECE 340 or Permission of Program. (3+0)

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

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

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

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

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

NO X

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

How many times may the course be repeated for credit?

N/A

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

N/A

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

N/A

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:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

ENGL 211X or 213X, ECE 340 Equivalency or permission of program

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

15. SPECIAL RESTRICTIONS, CONDITIONS

None

16. PROPOSED COURSE FEES

N/A

Has a memo been submitted through your dean to the Provost for fee approval?

N/A

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

No

Yes/No

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

N/A

18. ESTIMATED IMPACT

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

No Significant impact.

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

☐

There will not be an impact on Library services, Current Journals and literature will be enhanced with online resources and direct screening and assessment tools.

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)

The only program impacted by this proposal will be the Child Development and Family Studies program who is submitting this proposal. There will not be any direct or indirect impact to the Early Childhood Education AAS program courses or schedule.

21. POSITIVE AND NEGATIVE IMPACTS

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

One positive impact will be strengthening of the partnership between the CDFS program and the State of Alaska Quality Improvement System – Learn and Grow, as well as State Child Care Licensing who have worked together to develop this course.

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.


Alaska is working to develop a Quality Recognition and Improvement System (QRIS) titled Learn & Grow. Learn & Grow, like many other QRIS systems across the nation, is designed to provide a framework of quality standards for all Early Care and Learning programs in Alaska. Quality standards include: Professional

Development and Training, Administration and Leadership, Health & Safety, Relationships and Learning Environment and Family Engagement.

One of the first stages of continuous quality improvement activities for a program to complete an early childhood administrator credential. The purpose of the credential is to provide early childhood administrators with the necessary skills and knowledge to successfully take their program through the various levels of quality identified in Learn & Grow. In collaboration with University of Alaska Fairbanks, thread, State Child Care programs office and center and family child care administrators, Learn & Grow has developed an administrator credential. This credential is intended with alignment to the UAF Administrator Concentration within the Child and Family Studies B.A. level program with a few adaptations and additions to assure both center and family early childhood administrators have access to the necessary content regarding Learn & Grow quality standards.

This new course proposal is the first step for alignment to the Alaska QRIS Learn & Grow. Continuing steps will be development of a 2nd class to work with early childhood program administrators in the area of coaching and mentoring of early childhood teaching staff. This will be followed by official changes within the Administration Concentration requirements for CDFS students. The final goal is to strengthen the Administration Concentration, which is the last to be revised and changed to meet state and industry needs. The other three concentrations were revised in 2012, with changes taking effect fall of 2013/14.

APPROVALS: Add additional signature lines as needed.

| | | | |
|---|--|--|--------------------|
| Veronica M. Plumb  | | Date | September 18, 2015 |
| Program Child Development and Family Studies: | | | |
| Signature, Chair, Program/Department of: | | Department of Social and Human Development | |

| | | | |
|--|--|------|--------------------|
|  | | Date | September 18, 2015 |
| 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 above level of approved programs) | | | |

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](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-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.