

1/10/2011

186-UC Dr.

RECEIVED MAR 0 1
sego

Revised 2/25/13

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	Social & Human Development (ECE)	College/School	CRCO
Prepared by	Patty Meritt	Phone	455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	128	No. of Credits	3
------	-----	----------	-----	----------------	---

COURSE TITLE	ECE F128 Thinking, Reasoning, and Discovery
--------------	---

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		TITLE		DESCRIPTION	
PREREQUISITES*		FREQUENCY OF OFFERING			

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

CREDITS (including credit distribution)		COURSE CLASSIFICATION	
STACKED (400/600) Include syllabi.		Dept.	Course #

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

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
---	-----	--------------------------	----	--------------------------

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

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	Natural Science, *Format 8 submitted	<input type="checkbox"/>
--	--------------------------	--	--------------------------	--------------------------------------	--------------------------

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

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)

~~ECE F128 Thinking, Reasoning, and Discovery~~

~~3 Credits~~

~~Emphasizes developmentally and culturally appropriate curriculum in the area of cognition. Development and implementation of curriculum that fosters children's development in numeracy, problem solving, intellectually autonomous decision-making, and inquiry in physical and natural sciences based on the individual needs and characteristics of young children. Emphasizes the principles and practices of culturally appropriate, local knowledge and resources being used with young children. Lab required. This course combines existing courses ECE F105, ECE F122 and ECE F125, and is comparable to ECE F120B. Students should take either ECE F128 or ECE F120B or the three one credit courses (ECE F105, ECE F122 and ECE F125) to meet curriculum requirements for the Certificate and AAS Degree. Prerequisites: ECE F101; ECE F104; ECE F107 or ECE F245; ECE F220; ECE F115; placement in ENGL F111X or higher. Recommended: Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed. (2+2)~~

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

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

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)

The ECE statewide faculty and the faculty from Child Development & Family Studies (the ECE BA program) have agreed to this change.

12. POSITIVE AND NEGATIVE IMPACTS

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

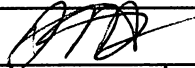
Less confusion for students

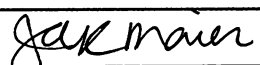
13. JUSTIFICATION FOR ACTION REQUESTED


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.

This course has been replaced by 213 Thinking Reasoning & Discovery.

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

 Date 2/28/13
Signature, Chair, Program/Department of: _____

 Date 2/27/2013
Signature, Chair, College/School Curriculum Council for: _____

 Date 3/1/13
Signature, Dean, College/School of: _____ **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: ___Curriculum Review ___GAAC
___Core Review ___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.