

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	College/School	CRCD/ CTC
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  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  X

NUMBER	TITLE	DESCRIPTION
<input type="text"/>	<input type="text"/>	<input type="text"/>
PREREQUISITES*	FREQUENCY OF OFFERING	
<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
<input type="text"/>	<input type="text"/>

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?:

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ADD NEW CROSS-LISTING <input type="checkbox"/>	Dept. & No. <input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING <input type="checkbox"/>	Dept. & No. <input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify) <input type="text"/>		

**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? 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 ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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 F105 Developmentally Appropriate Practice

1 Credit

Introduction to developmentally and culturally appropriate teaching practice in early childhood settings. Topics include basic verbal skills, inclusion, the teaching process, organizing a class, lesson planning and curriculum development. Note: Successful completion of this course is required prior to enrollment in any of the ECE activity classes.

Lecture + Lab + Other: 0.75 + 0.5 + 0

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.

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10. LIBRARY COLLECTIONS

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No  Yes

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CDEV has been included on this decision and is in agreement

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We have not been including the 1 credit courses in the degree for several years, so we almost never offer them. They confuse students, advisors and campuses that see them in the catalog and think they can offer them and students will get credit towards the degree.

The content for this course was revised and moved into ECE 119 several years ago.

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

Signature, Chair, Program/Department of: [Signature] Date: 4/19/17 CTC ECE Program coordinator

Signature, Chair, College/School Curriculum Council for: [Signature] Date: 4/24/17 CRED Academic Council

Signature, Dean, College/School of: [Signature] Date: 5/4/17 CRED

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Signature of Provost (if applicable) Date

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Prepared by	Patty Meritt	Phone	455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

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PREREQUISITES*		FREQUENCY OF OFFERING

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CREDITS (including credit distribution)	COURSE CLASSIFICATION
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YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case-study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p>ECE F111 Nutrition for Young Children 1 Credit Appropriate ways to meet the nutritional needs of infants and young children, including laws, regulations and appropriate practices relative to food handling service. (1 + 0 + 0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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

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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)

CDEV has been included on this decision and is in agreement

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None anticipated

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

*P.A. Merritt* / *R. Kelly* Dept Chair Date 4/19/17  
 Signature, Chair, Program/Department of: CTC ECE Program coordinator

~~*[Signature]*~~ *[Signature]* Date ~~4-21-17~~ 4/24/17  
 Signature, Chair, College/School Curriculum Council for: CTC CRCD Academic Council

*Peter P...* Date 5/4/17  
 Signature, Dean, College/School of: CRCD

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Prepared by	Patty Meritt	Phone	455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

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Dept  Course #  No. of Credits

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3 Credits  
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~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p><b>ECE F112 Healthy Environments for Young Children</b> 1 Credit Establishing and maintaining a physically and psychologically safe environment for children, including common illnesses, preventive health care and Alaska laws and regulations relating to the health of young children. (1+1+0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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P.A. Meuth / R.M. Dept Chair Date 4/19/17  
Signature, Chair, CTC ECE Program coordinator  
Program/Department of:

Gracie Cerezo Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRAD Academic Council

Patricia P... Date 5/4/17  
Signature, Dean, College/School of: CRAD

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Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

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<p><b>ECE F113 Safe Environments for Young Children</b> 1 Credit Establishing and maintaining a physically and psychologically safe environment for children, including safety aspects of caring for young children and Alaska laws and regulations relating to safety. (1+1+0)</p>
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No  Yes

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What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

13. JUSTIFICATION FOR ACTION REQUESTED

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

Signature, Chair, Program/Department of: P. A. Mevitt / R. W. [unclear] Dept. Chair Date 4/19/17 CTC ECE Program coordinator

Signature, Chair, College/School Curriculum Council for: [unclear] Date 4/24/17 CRCO Academic Council

Signature, Dean, College/School of: [unclear] Date 5/4/17 CRCO

Offerings above the level of approved programs must be approved in advance by the Provost:

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	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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
PREREQUISITES*	FREQUENCY OF OFFERING	

\*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?:

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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	
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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, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	
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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	
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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
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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
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Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
Case study Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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 F114 Learning Environments**  
1 Credit

Space, relationships, materials and routines as resources for constructing interesting, secure and enjoyable environments that encourage play, exploration and learning.  
(1+0+0)

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

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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

--



May reduce administrative costs of catalog preparation and confusion in advising.

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)

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None anticipated

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Signature, Chair, Program/Department of: P.A. Meuth / CTC ECE Program coordinator Date: 4/19/17

Signature, Chair, College/School Curriculum Council for: Date: 4/24/17 CLED Academic Council

Signature, Dean, College/School of: Date: 5/4/17 CACD

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
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**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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
<input type="text"/>	<input type="text"/>	<input type="text"/>
PREREQUISITES*	FREQUENCY OF OFFERING	<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?:

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OTHER (specify)	<input type="text"/>		

**3. COURSE FORMAT**

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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	
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	
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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	
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?		<b>TIMES</b>
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Example of a complete description:

PS F450 Comparative ~~A~~ Aboriginal Indigenous Rights and Policies (s)  
 3 Credits  
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 Case-study Comparative approach in ~~assessing~~ Aboriginal to 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)

<p><b>ECE F121</b> <u>Physical Activities for Young Children</u>          1 Credit          Essentials of creating an environment which provides space, materials, equipment and activities to promote the physical development of children.          (1+0+0)</p>
---

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

--

8. **GRADING SYSTEM:** Specify only one.

LETTER: <input type="checkbox"/>	PASS/FAIL: <input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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

--



May reduce administrative costs of catalog preparation and confusion in advising.

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No  Yes

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What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

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P.A. Meutt [Signature] Dept Chair Date 4/19/17  
Signature, Chair, Program/Department of: CTC/ECE Program coordinator

[Signature] Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRED Academic Council

[Signature] Date 5/4/17  
Signature, Dean, College/School of: CRCD

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**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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.

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NUMBER	TITLE	DESCRIPTION
<input type="text"/>	<input type="text"/>	<input type="text"/>

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**OTHER (specify)**

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YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p><b>ECE F122 Cognitive Activities for Young Children</b>          1 Credit          Curriculum planning and facilitation of activities and experiences which encourage questioning, probing and problem-solving skills appropriate for different developmental levels and various learning styles of young children.          (1+0+0)</p>
---

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

----------------------

8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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



May reduce administrative costs of catalog preparation and confusion in advising.

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P.A. Meuth / [Signature] Dept Chair Date 4/19/17  
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**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCO/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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.

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YES	NO
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 Offered As Demand Warrants  
~~Case study~~ Comparative approach in assessing ~~A~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven~~ 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)

<p><b>ECE F123 Language and Literature Activities for Young Children</b>          1 Credit          Curriculum planning and facilitation of activities that help children acquire and use language as a means of communicating their thoughts and feelings. Includes nonverbal communication and understanding of others.          (1 + 0 + 0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	PASS/FAIL:
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9. **ESTIMATED IMPACT**



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

May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

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.

We have not been including the 1 credit courses in the degree for several years. so we almost never offer them. They confuse students, advisors and campuses that see them in the catalog and think they can offer them and students will get credit towards the degree.

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

PA. Meent / [Signature] Date 4/19/17  
Signature, Chair, Dept Chair  
Program/Department of: CTC ECE Program coordinator

[Signature] Date 4/24/17  
Signature, Chair, College/School  
Curriculum Council for: GCED Academic Council

[Signature] Date 5/4/17  
Signature, Dean, College/School  
of: CRCS

Offerings above the level of approved programs must be approved in advance by the Provost:

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	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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 type="text"/>	<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
<input type="text"/>	<input type="text"/>

**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.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>	<input style="width: 100%;" type="text"/>		

**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
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	NO
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	W = Writing Intensive, *Format 7 submitted	X = Baccalaureate Core
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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
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	NO
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?	TIMES
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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
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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 ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing ~~Indigenous~~ rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p><b>ECE F124 Creative Activities for Young Children</b> 1 Credit Curriculum planning and facilitation of activities which provide a variety of experiences and media that stimulate children to explore and express their creative ability. (1+0+0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	PASS/FAIL:
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9. **ESTIMATED IMPACT**

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

--



May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

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.

We have not been including the 1 credit courses in the degree for several years, so we almost never offer them. They confuse students, advisors and campuses that see them in the catalog and think they can offer them and students will get credit towards the degree.

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

P.A. Meuth / [Signature] Dept. Chair Date 4/19/17  
Signature, Chair, Program/Department of: CTC ECE Program coordinator

[Signature] Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: [Signature]

[Signature] Date 5/4/17  
Signature, Dean, College/School of: [Signature]

Offerings above the level of approved programs must be approved in advance by the Provost:

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	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	ECE	Course #	125	No. of Credits	1
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<b>COURSE TITLE</b>	Math Activities
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**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"/>
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<b>NUMBER</b>	<b>TITLE</b>	<b>DESCRIPTION</b>	<b>FREQUENCY OF OFFERING</b>
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\*Prerequisites will be required before a student is allowed to enroll in the course.

<b>CREDITS (including credit distribution)</b>	<b>COURSE CLASSIFICATION</b>
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<b>ADD A STACKED LEVEL (400/600)</b>	<input type="checkbox"/>	Dept.		Course #	
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*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.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>				

**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.

<b>COURSE FORMAT:</b> (check <u>all</u> 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
<b>OTHER FORMAT (specify all that apply)</b>												
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	<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?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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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"/>	X = Baccalaureate Core	<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	<input type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	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 ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p><b>ECE F125 Math Activities</b> 1 Credit Overview of how children construct mathematical meanings. Introduction to mathematical learning principles and experiences for children, 3-8 years. (1+0+0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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

--



May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

13. JUSTIFICATION FOR ACTION REQUESTED

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

P.A. Meuth / RULL Dept. Chair Date 4/19/17  
Signature, Chair, Program/Department of: OTC ECE Program coordinator

St. Claude Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRCO

Pete Panning Date 5/4/17  
Signature, Dean, College/School of: CRCO

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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	<input type="text"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES*	<input type="text"/>	FREQUENCY OF OFFERING		<input type="text"/>	<input type="text"/>

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

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
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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?:

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ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

**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, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	
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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
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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 ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven~~ Aberiginal 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 F127 Language and Creative Expression

3 Credits

Culturally and developmentally appropriate curriculum to promote language and literacy, creativity, and physical development. Emphasis on emergent curriculum, active learning, play observation and creative expression methodologies. Understanding of emergent literacy in young children and how to promote children's development in pre-reading activities. Emphasizes incorporating indigenous knowledge, local materials, resources, elders, artists and parents in addressing language and creative expression development in young children. Lab required. Prerequisite: Placement in ENGL F111X or higher.

(2 + 2 + 0)

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

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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.

May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

13. JUSTIFICATION FOR ACTION REQUESTED

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This course is not part of the degree. Literacy is included in the ~~in the~~ 119 course, and there is a 400 level course (ECE 420) on this topic as well.

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

P.A. Mevitt / R. M. Dept. Chair Date 4/19/17  
Signature, Chair, Program/Department of: CTC/ECE Program coordinator

[Signature] Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRED

Pete Perry Date 5/4/17  
Signature, Dean, College/School of: CRED

offerings above the level of approved programs must be approved in advance by the

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	College/School	CRCO/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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

<b>NUMBER</b>	<input type="text"/>	<b>TITLE</b>	<input type="text"/>	<b>DESCRIPTION</b>	<input type="text"/>
<b>PREREQUISITES*</b>	<input type="text"/>	<b>FREQUENCY OF OFFERING</b>		<input type="text"/>	<input type="text"/>

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

<b>CREDITS (including credit distribution)</b>	<input type="text"/>	<b>COURSE CLASSIFICATION</b>	<input type="text"/>
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**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?:**

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<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>	<input type="text"/>			

**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	<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?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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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"/>	X = Baccalaureate Core	<input type="checkbox"/>
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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	<input type="checkbox"/>	NO	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
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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 ~~A~~beriginal Indigenous Rights and Policies (s)  
 3 Credits  
 Offered As Demand Warrants  
~~Case study~~ Comparative approach in ~~assessing~~ analyzing ~~A~~beriginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven~~ Multiple countries and specific policy developments ~~A~~beriginal situations examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

<p><b>ECE F141 Class Management</b>          1 Credit          Classroom management for teachers working with groups of children 3-8 years old. Explores skills needed to provide an environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. Appropriate guidance including: setting limits, use of logical and natural consequences and helping children learn social problem solving, conflict resolution and negotiation.          (1+0+0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**



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

May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

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

P.A. Meent / Chair Dept Chair Date 4/19/17  
Signature, Chair, Program/Department of: CTC ECE Program coordinator

Dwight Cunde Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRCD

Peter Panning Date 5/4/17  
Signature, Dean, College/School of: CRCD

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCDD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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 type="text"/>	<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
<input type="text"/>	<input type="text"/>

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?:

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OTHER (specify)	<input style="width: 100%;" type="text"/>			

**3. COURSE FORMAT**

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OTHER FORMAT (specify all that apply)

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

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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	NO
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~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

<p><b>ECE F142 Social Development of the Young Child</b>          1 Credit          Explores skills that help each child feel accepted in the group. Encourages communication empathy and mutual respect among children and adults. Emphasis on methods used to promote pro-social skills such as sharing, making friends, helping children learn social problem solving, conflict resolution and negotiation.          (1+0+0)</p>
---

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

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	PASS/FAIL:
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9. **ESTIMATED IMPACT**



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

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No  Yes

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What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

None anticipated

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

P.A. Merritt / [Signature] Dept Chair Date 4/19/17  
Signature, Chair, CTC ECE Program coordinator  
Program/Department of:

[Signature] Date 4/24/17  
Signature, Chair, College/School  
Curriculum Council for: CRCO

[Signature] Date 5/4/17  
Signature, Dean, College/School  
of: CRCO

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCO/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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
PREREQUISITES*	FREQUENCY OF OFFERING	

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

CREDITS (including credit distribution)	COURSE CLASSIFICATION
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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?:

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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.

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OTHER FORMAT (specify all that apply)

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

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Is this course repeatable for credit?	YES	NO
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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3 Credits  
Offered As Demand Warrants  
~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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 F143 Developing Positive Self-Concepts in Young Children**

1 Credit

Explores the importance of a strong self-concept and methods for helping children develop positive self esteem. Emphasis on providing success-oriented activities, encouraging acceptance and expression of children's feelings and developing pride as an individual and as a member of a cultural/ethnic group.

(1+1+0)

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.

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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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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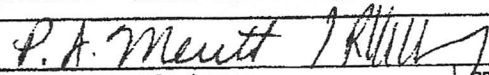
None anticipated

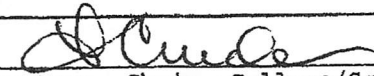
13. JUSTIFICATION FOR ACTION REQUESTED

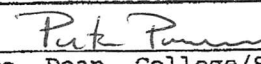
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 Date 4/19/17  
Signature, Chair, CTC ECE Program coordinator  
Program/Department of:

 Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRCD

 Date 5/4/17  
Signature, Dean, College/School of: CRCS

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
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**SUBMITTED BY:**

Department	Social & Human Development	College/School	CRCD/ CTC
Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

**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
<input type="text"/>	<input type="text"/>	<input type="text"/>
PREREQUISITES*	FREQUENCY OF OFFERING	<input type="text"/>

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

CREDITS (including credit distribution)	COURSE CLASSIFICATION
<input type="text"/>	<input type="text"/>

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Include syllabi.

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Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	
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YES		NO	
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5. **COURSE REPEATABILITY:**

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~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ to 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 F171 Program Management**

1 Credit

The importance of coordination and communication among staff in the classroom. Emphasis on effective group planning, using resources, improving communication, sharing information about children, maintaining records, and establishing and following policies, rules and regulations.

(1+0+0)

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

--

8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
---------	--------------------------	------------	--------------------------

9. **ESTIMATED IMPACT**



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

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No  Yes

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None anticipated

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

P.A. Menth / [Signature] Dept Chair Date 4/19/17  
Signature, Chair, Program/Department of: [Signature]  
CFC BCE Program coordinator

[Signature] Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRED

Pat Perry Date 5/4/17  
Signature, Dean, College/School of: CRED

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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:**

<b>Department</b>	Social & Human Development	<b>College/School</b>	CRCD/ CTC
<b>Prepared by</b>	Patty Meritt & Kelly Peissner	<b>Phone</b>	455-2883 & 455-2842
<b>Email Contact</b>	pameritt@alaska.edu	<b>Faculty Contact</b>	Patty Meritt

**1. COURSE IDENTIFICATION: As the course now exists.**

<b>Dept</b>	ECE	<b>Course #</b>	172	<b>No. of Credits</b>	1
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<b>COURSE TITLE</b>	Professionalism
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

<b>Change Course</b>	<input type="checkbox"/>	If Change, indicate below what is changing.	<b>Drop Course</b>	<input checked="" type="checkbox"/>
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<b>NUMBER</b>		<b>TITLE</b>		<b>DESCRIPTION</b>	
<b>PREREQUISITES*</b>		<b>FREQUENCY OF OFFERING</b>			

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

<b>CREDITS (including credit distribution)</b>		<b>COURSE CLASSIFICATION</b>	
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<b>ADD A STACKED LEVEL (400/600)</b>	<input type="checkbox"/>	<b>Dept.</b>		<b>Course #</b>	
--------------------------------------	--------------------------	--------------	--	-----------------	--

Include syllabi.

<b>How will the two course levels differ from each other? How will each be taught at the appropriate level?:</b>	
--	--

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.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	<b>Dept. &amp; No.</b>		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	<b>Dept. &amp; No.</b>		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>				

**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.

<b>COURSE FORMAT:</b> (check <u>all</u> 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
<b>OTHER FORMAT (specify all that apply)</b>												
<b>Mode of delivery (specify lecture, field trips, labs, etc.)</b>												

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	
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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, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core
---	--	---	--	---------------------------

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	
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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).

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How many times may the course be repeated for credit?		TIMES
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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~~ to 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)

<p><b>ECE F172 Professionalism</b> 1 Credit Awareness of one's own personal qualities, feelings, and values that affect the teaching atmosphere; one's relationships with children; one's own teaching style. (1 + 0 + 0)</p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

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8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

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

--



May reduce administrative costs of catalog preparation and confusion in advising.

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)

CDEV has been included on this decision and is in agreement

12. POSITIVE AND NEGATIVE IMPACTS

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

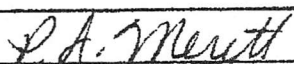
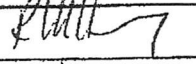
None anticipated

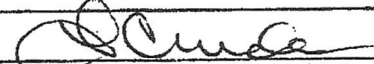
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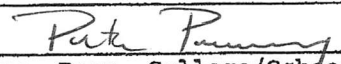
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 /  Dept Chair Date 4/19/17  
Signature, Chair, Program/Department of: CTC ECE Program coordinator

 Date 4/24/17  
Signature, Chair, College/School Curriculum Council for: CRED

 Date 5/4/17  
Signature, Dean, College/School of: CRED

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Prepared by	Patty Meritt & Kelly Peissner	Phone	455-2883 & 455-2842
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

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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.)

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**ECE F173 Reflective Teaching**

1 Credit

Students will develop and expand their capacities to be self-reflective teachers. Promote skills to understand and reflect on early childhood principles, theories and their teaching practices in programs for young children birth to age eight.

**Prerequisites:** ECE F101; ECE F104X; ECE F107; ECE F110; ECE F119; ECE F140; ECE F213; ECE F229. (0+3.5+0)

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--

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LETTER:	PASS/FAIL:
<input type="checkbox"/>	<input type="checkbox"/>

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Signature, Chair, CTC ECE Program coordinator  
Program/Department of:

[Signature] Date 4/24/17  
Signature, Chair, College/School  
Curriculum Council for: CRCD

Peter Punny Date 5/4/17  
Signature, Dean, College/School  
of: CRCD

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