UBMITTED BY:						Complete Comment	
Department	Social &	Human Developi	ment	College/School		-	CRCD/ CTC
Prepared by	Patty M	eritt		Phone			455-2883
Email Contact	pamerit	t@alaska.edu		Faculty Contact			Patty Merit
. COURSE ID	ENTIFICAT	ION: As the cou	rse now	exists.			
Dept EC	CE	Course #	105	No. of Credit	s 1		
COURSE TITLE	E Dev	velopmentally Approp	riate Pract	ice			
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		what is changing			Course	X	
NUMBER	Г	TITLE		DESCRIPTI	ON F		
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*Prerequisi	tes will	be required befo				oll in t	he course.
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES*, check which core requirements it could be used to fulfill: 0 = Oral Intensive,		H = Humanities	S = S	ocial Scie	ences			
A. Is course content related to northern, arctic or circumpolar studies? If yes, "snowflake" symbol will be added in the printed Catalog, and flagged in Bar YES NO 5. COURSE REPEATABILITY: Is this course repeatable for credit? 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? If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? 6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want (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 Gaze study Comparative approach in assessing Aboriginal to analyzing Indigence rights and policies in different nation-state systems. Seven Aboriginal situe Multiple countries and specific policy developments examined for factors prom or limiting self-determination. Prerequisites: Upper division standing or per 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			fulfill a requir	rement	YES		NO	T
4.A Is course content related to northern, arctic or circumpolar studies? If yes, "snowflake" symbol will be added in the printed Catalog, and flagged in Bar YES NO 5. COURSE REPEATABILITY: Is this course repeatable for credit? 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? If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? 6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want (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 Gas-study Comparative approach in assessing Aboriginal to analyzing Indigence rights and policies in different nation-state systems. Seven Aboriginal situs Multiple countries and specific policy developments examined for factors prom or limiting self-determination. Prerequisites: Upper division standing or per of instructor. (Cross-listed with ANS F450.) (3+0) ECE F105 Developmentally Appropriate Practice 1 Credit 1 Credit 1 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 currious on, the teaching process, organizing a class, lesson planning and currious on, the teaching process, organizing a class, lesson planning and currious on, the enrollment in any of the ECE activity classes. Lecture + Lab + Other: 0.75 + 0.5 + 0		IF YES*, check which core requir	ements it could	be used	to f	ulfill:		
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10. LIBRARY COLLECTIONS Have you contacted the library collection development of 474-6695) with regard to the adequacy of library/media of services available for the proposed course? If so, give resolution. If not, explain why not. No x Yes	collections, equipment, and
11. IMPACTS ON PROGRAMS/DEPTS: What programs/departments will be affected by this Include information on the Programs/Departments contacted (e.g.	s proposed action? 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 of departments resulting from the proposed action.	courses, programs and
None anticipated	
The purpose of the department and campus-wide curriculum course change and new course applications to make sure the education is not lowered as a result of the proposed changour response. This section needs to be self-explanatory for credits, explain why; are you increasing the amount class? If you drop a prerequisite, is it because the mat If course is changing to stacked (400/600), explain higher performance required on part of students earning graduate as needed to fully justify the proposed change and explainensure that the quality of the course is not compromised. We have not been including the 1 credit courses in the degree for severally them. They confuse students, advisors and campuses that see them in the them and students will get credit towards the degree. The content for this course was revised and moved into ECE 119 severally	ge. Please address this in of If you ask for a change in of material covered in the derial is covered elsewhere? If level of effort and credit. Use as much space in what has been done to as a result. Sears, so we almost never offer catalog and think they can offer
APPROVALS: (Additional signature blocks may be added	Date 4/19/17
Signature, Chair, College/School Curriculum Council for:	Date 4-21-17 11-24/17 CRCD Academic Camel
P.A. Pana	Date 5/4/17
Signature, Dean, College School CRCD	
Offerings above the level of approved programs must be ap	proved in advance by the
	Date
Signature of Provoct (if applicable)	ł

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UBMITTED BY:						
Department	Social &]	Human Develop	ment	College/School		CRCD/ CTC
Prepared by	Patty Mei			Phone		455-288
Email Contact	pameritt	walaska.edu		Faculty Contact		Patty Merit
. COURSE IL	ENTIFICATIO	ON: As the cou	rse nov	v exists.		Contract Contract
Dept E	CE	Course #	111	No. of Credits	1	
COURSE TITL	E Nutr	rition for Young Ch	nildren			
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		 e <i>required</i> befo	ore a s	tudent is allowed	to enroll	in the course
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ADD A STACK (400/600) Include sylla		Dept.		Course #		
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versions are being offered undertaxed?	oe two differ sufficiently d); 2) are un In this contourse. Typica	rent courses. The different (i.e., andergraduates be text, the commitally, if either	e comminus the com	ttees will determine ere undergraduate an rtaxed?; 3) are grad a looking out for the has qualms, they	: 1) whethed graduate uate studen	r the two level content ts being of the students
ADD NEW CH		Dept. & No.	invo	uires approval of book olved. Add lines at matures.	th departme end of for	nts and deans m for additional
LISTIN		Dept.		quires notification (of other de	partment(s) and
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STOP EXIS	TING	& No.	mu	tual agreement. Atta	ch copy of	email or memo.

	Chapter 12 of the curriculum manual sheet.)	l. If justifi	ication i	s nee	saca, a	cacii se	parace
	H = Humanities	S = S	Social Sci	ences			
	Will this course be used to ful for the baccalaureate core?	lfill a requi	rement	YES			NO
	<pre>IF YES*, check which core requirem 0 = Oral Intensive, *Format 6 also submitted</pre>	ments it could W = Writing In *Format 7 s	tensive,	l to i		: Baccalau	reate Core
4.	A Is course content related to nor "snowflake" symbol will be added YES NO	thern, arctic ed in the pri	or circunted Cata	umpol	ar stud and fla	lies? If agged in	yes, a Banner.
5.	COURSE REPEATABILITY: Is this course repeatable for credit?	YES	NO				
	Justification: Indicate why the crepeated (for example, the course different theme each time).						
	How many times may the course be r	repeated for o	redit?				TIMES
	If the course can be repeated with number of credit hours that may be				the max	cimum	CREDIT
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7.	Offered As Demand Warrants Case study Comparative approach a rights and policies in different Multiple countries and specific por limiting self-determination. It of instructor. (Cross-listed with ECE F111 Nutrition for Young Children 1 Credit Appropriate ways to meet the nutritional needs	in assessing anation-state policy developerequisites hans F450.)	Aborigina systems. pments ex: Upper of (3+0) young child +0)	al to Severamine divis	analyz en Abor ed for ion star	iginal s factors nding or aws, regul	rituations promoting permission ations and

10. LIBRARY COLLECTIONS	Color (Inline page Ingles adv
Have you contacted the library collection developm	ent officer (kljensen@alaska.edu,
474-6695) with regard to the adequacy of library/m	edia collections, equipment, and
services available for the proposed course? If so	, give date of contact and
resolution. If not, explain why not.	
No x Yes	
11. IMPACTS ON PROGRAMS/DEPTS:	
What programs/departments will be affected b	y this proposed action?
Include information on the Programs/Departments contact	ed (e.g., email, memo)
A STATE OF THE PARTY OF THE PAR	
CDEV has been included on this decision and is in agreement	
	And the second s
12. POSITIVE AND NEGATIVE IMPACTS Please specify positive and negative impacts on o	other courses, programs and
departments resulting from the proposed action.	,char course, project
departments resulting from the proposed detroit.	
None anticipated	
13. JUSTIFICATION FOR ACTION REQUESTED	ithough is to scrutinize
The purpose of the department and campus-wide curri	culum committees is to sciutinize
course change and new course applications to make s	debanes Places address this in
education is not lowered as a result of the propose	notom: If you ask for a change in
your response. This section needs to be self-expla	mount of material covered in the
# of credits, explain why; are you increasing the a class? If you drop a prerequisite, is it because t	he material is covered elsewhere?
class? If you drop a prerequisite, is it because t	higher level of effort and
If course is changing to stacked (400/600), explain performance required on part of students earning gr	integrate gradit Hea as much space
as needed to fully justify the proposed change and	explain what has been done to
as needed to fully justify the proposed change and	explain what has been done to
ensure that the quality of the course is not compro	mised as a lesuic,
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 ther	n in the catalog and think they can offer
them and students will get credit towards the degree.	
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APPROVALS: (Additional signature blocks may be	added as necessary.)
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Signature, Chair, CTC ECE Progr	cam coordinator
Program/Department of:	11 11
	4/74/1
Millely Co. O.	Date
The state of the s	Date
Signature, Chair, College/School /	TO ARANA - O C
Curriculum Council for:	TO Casomic dine
PIP	Data 15/11/17
later James	Date 9/4/11
Signature, Dean, College/School	
of:	
Offerings above the level of approved programs must	be approved in advance by the
Provost:	
	Date
	linate l

Signature of Provost (if applicable)

	CHANG Attac	EE COURSE (M h a syllabu	MAJOR) a	nd DROP COURSE P	ROPOSAL	
SUBMITTED BY:						
Department	Social &]	Human Develo	opment	College/School		CRCD/ CTC
Prepared by	Patty Me		pinent	Phone		455-2883
Email Contact	pameritt(valaska.edu		Faculty Contact		Patty Meritt
1. COURSE ID	ENTIFICATIO	ON: As the co	ourse now	v exists.		
Dept EC	CE .	Course #	112	No. of Credits	1	
COURSE TITLE	Heal	thy Environmen	ts for Your	ng Children		
2. ACTION DES	se If	neck the chan Change, ind nat is changi	licate be		brop X	
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way reduce administrative costs of catalog	preparation and confusion in advising.
474-6695) with regard to the adequa	ection development officer (kljensen@alaska.edu, cy of library/media collections, equipment, and course? If so, give date of contact and t.
11. IMPACTS ON PROGRAMS/DEPTS: What programs/departments will Include information on the Programs/De	be affected by this proposed action? partments contacted (e.g., email, memo)
CDEV has been included on this decision a	nd is in agreement
12. POSITIVE AND NEGATIVE IMPACTS Please specify positive and negati departments resulting from the pro-	ve impacts on other courses, programs and oposed action.
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APPROVALS: (Additional signature h	blocks may be added as necessary.)
P.A. Muth KW Signature, Chair, Program/Department of:	Oupl Char Date 4/19/17
Clarde Clarde	Date 4/24/17
Signature, Chair, College/School Curriculum Council for:	CRED Academic Council
Paker Paur	Date 5/4/17
Signature, Dean, College/School of:	CRCD
Offerings shows the level of engrove	d programs must be approved in advance by the

CHANGE	COURSE (MA	JOR) and	DROP	COURSE	PROPOSAL	
Attach	a syllabus	except	if dr	opping	a course.	

	Attach	a syllabus	, excep	ot if dropping a	course.
SUBMITTED BY:					
Department	Social & Hu	man Develop	ment	College/School	CRCD/ CTC
Prepared by		& Kelly Peis		Phone	455-2883 & 455-2842
Email Contact	pameritt@a	laska.edu		Faculty Contact	Patty Meritt
1. COURSE ID	ENTIFICATION	As the com	rse now		
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If the course can be repeated with variable credit, what is the maximum		H = Hu	manities		S =	Social Sci	ences			
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O = Oral Intensive, *Format 6 also submitted *Format 7 submitted Core *Format 6 also submitted Core *Is course content related to northern, arctic or circumpolar studies? If yes, *snowflake" symbol will be added in the printed Catalog, and flagged in Bann YES NO COURSE REPEATABILITY: Is this course repeatable for recedit? 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? If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit stribution, cross-listings and/or stacking, clearly showing the changes you want nederline new wording strike through eld-wording and use complete catalog format cluding dept., number, title, credits and cross-listed and stacked.) Example of a complete description: PS 7450 Comparative Aboriginal Indigenous Rights and Policies (s) 3 Credits Offered As Demand Warrants Case-study Comparative approach in assessing Aboriginal to analyzing Indigenou rights and policies in different nation-state systems. Seven Aboriginal situat Multiple countries and specific policy developments examined for factors prome or limiting self-determination. Prerequisites: Upper division standing or perm of instructor. (Cross-listed with ANS F450.) (3+0) ECE F113 Safe Environments for Young Children 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)									140	
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	May reduce administrative costs of catalog preparation and confusion in advising.
	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 x 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.	
	None anticipated
y ##	The purpose of the department and campus-wide curriculum committees is to scrutinize the purpose of the department and campus-wide curriculum committees is to scrutinize the purpose of the department and campus to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in four response. This section needs to be self-explanatory. If you ask for a change in the 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. The have not been including the 1 credit courses in the degree for several years, so we almost never offer the emand students will get credit towards the degree.
AP	PROVALS: (Additional signature blocks may be added as necessary.)
	Signature, Chair, CTC ECE Program coordinator
	Program/Department of:
	Signature, Chair, College/School Curriculum Council for: Date 4 24:7 Curriculum Council for:
Г	7212
	Signature, Dean, College/School QQQ
,	of: Offerings above the level of approved programs must be approved in advance by the

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3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed wit ECE F114 Learning Environments 1 Credit	in assessing t nation-state policy developrerequisites the ANS F450.)	Aborigina e systems. opments ex s: Upper d (3+0)	l <u>to a</u> Seven amined ivision	nalyzing Aborigi for fac n standi	nal situation tors promotin ng or permiss
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3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed wit ECE F114 Learning Environments 1 Credit Space, relationships, materials and resecure and enjoyable environments	in assessing to nation-state policy develor Prerequisites th ANS F450.)	Aborigina e systems. epments ex g: Upper d (3+0)	to a seven amined ivision	nalyzing Aborigi for fac n standi	nal situation tors promotin ng or permiss teresting, arning.

•	May reduce administrative costs of catalog preparation and confusion in advising.
2	
1	O. LIBRARY COLLECTIONS Have you contacted the library collection development officer (kljensen@alaska.edu,
	474-66951 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.
ï	No x Yes
I	1. 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)
	CDDV be been included on this decision and is in agreement
	CDEV has been included on this decision and is in agreement 2. POSITIVE AND NEGATIVE INPACTS
1	Please specify positive and negative impacts on other courses, programs and
	departments resulting from the proposed action.
	None anticipated
1	The purpose of the department and campus-wide curriculum committees is to scrutinize
	source shares 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
	" - sdita orminia 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
	nonformance 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.
г	
1	We have not been including the 1 credit courses in the degree for several years, so we almost never offer
ľ	them. They confuse students, advisors and campuses that see them in the catalog and think they can other
	them and students will get credit towards the degree.
L	
2	APPROVALS: (Additional signature blocks may be added as necessary.)
	PAMOUTH / MILL Dept Chair Date 4/19/17
	Signature, Chair, CTC ECE Program coordinator
	Program/Department of:
	1/20/0
	Date 424/17.
	Signature, Chair, College/School Curriculum Council for: CLCD Academic Council
	tak Pung Date 5/4/17
••	Signature, Dean, College/\$chool
	of:

CHANGE	C	OURSE	(MAJ	OR)	and	DR	OP	COURSE	P	ROPOSAL	
Attach	a	sylla	bus,	exc	ept	if	dr	opping	a	course.	

UBMITTED BY:					
Department	Social &]	Human Develop	ment	College/School	CRCD/ CT
Prepared by	territor o construer or a	ritt & Kelly Peis		Phone	455-2883 & 455-284
Email Contact	pameritt@	valaska.edu		Faculty Contact	Patty Meri
COURSE IDE	NTIFICATIO	ON: As the cou	rse now	exists.	
Dept EC	E	Course #	121	No. of Credits	1
COURSE TITLE	Physi	ical Activities for	Young Ch	nildren	
ACTION DES	e If	neck the change Change, indicat is changing	cate be		Drop X
NUMBER		TITLE		T DESCRIPTION	J
PREREQUISITE				FREQUENCY OF OFFI	ERING
*Prerequisit CREDITS (inc distribution	luding cre	e required befored t	ore a s	COURSE CLASSIFICATION	to enroll in the course.
ADD A STACKE (400/600) Include syllak	oi.	Dept.		Course #	
from eac taught a	h other? H t the appr	e levels diffe low will each b opriate level?	pe P:		
undergraduate supposed to be versions are s being offered) undertaxed? I	aduate Acade and graduate two differ sufficiently ; 2) are ur in this cont arse. Typica of this pa	emic and Advising the versions—will cent courses. The different (i.e. andergraduates because, the commitally, if either the commitally the commi	g Commit help en e commit . is the ing over tees are committe	orbital approval of both care approval of bo	nt qualities of what are : 1) whether the two d graduate level content uate students being e interests of the students both do. More info online -
LISTING		& No.	invo	lved. Add lines at atures.	end of form for additional
STOP EXIST CROSS-LIST		Dept. & No.	Req mu	quires notification o tual agreement. Atta	of other department(s) and ch copy of email or memo.
OTHER (specia	fy)				
compressed int	ours may no o fewer tha e appropria less than s	n six weeks must te Facultv Senat	be app e curri	roved by the college	per credit. Any course or school's curriculum thermore, any core course w Committee. 5 6 weeks to
OTHER FORMAT					full semeste

H = Humanities	S =	Social Sci	ences			
Will this course be used to for the baccalaureate core?	ulfill a requ	irement	YES	- Anna		NO
						10
IF YES*, check which core require O = Oral Intensive,	w = Writing I	ld be used	to fi		THE PERSON OF THE PARTY OF THE	aureate
*Format 6 also submitted	*Format 7			Λ =	baccai	Core
A Is course content related to no "snowflake" symbol will be add YES NO COURSE REPEATABILITY:	ded in the pri	c or circuinted Cata	mpola log, a	r stud and fl	ies? I. agged i	f yes, a n Banner.
Is this course repeatable for	YES	NO				
credit?	I I I I	NO				
Justification: Indicate why the repeated (for example, the course different theme each time).	course can be follows a		22.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2			
How many times may the course be	repeated for	credit?				TIMES
If the course can be repeated wit	h variable cr	edit, what	is t	he max	imum [
number of credit hours that may b	e earned for	this cours	se?			CREI
PS F450 Comparative Aboriginal 1 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed with	in assessing nation-state policy develor Prerequisites the ANS F450.)	Aborigina systems. opments ex	l <u>to a</u> Sever	analyz: Abor:	iginal Factors	situation
3 Credits Offered As Demand Warrants Case-study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed with ECE F121 Physical Activities for You 1 Credit Essentials of creating an environment activities to promote the physical design of the second secon	in assessing nation-state policy develor Prerequisites th ANS F450.) oung Children	Aborigina e systems. opments ex s: Upper d (3+0)	l to a Sever amined	analyz: Abor: I for i	iginal Eactors nding o	situation promotin r permiss
3 Credits Offered As Demand Warrants Case-study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed wit ECE F121 Physical Activities for Yo 1 Credit Essentials of creating an environment	in assessing nation-state policy develor Prerequisites th ANS F450.) oung Children	Aborigina e systems. opments ex s: Upper d (3+0)	l to a Sever amined	analyz: Abor: I for i	iginal Eactors nding o	situation promotin r permiss
3 Credits Offered As Demand Warrants Case-study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed with ECE F121 Physical Activities for You 1 Credit Essentials of creating an environment activities to promote the physical design of the second secon	in assessing anation-state policy development of	Aborigina e systems. e pments ex e: Upper d (3+0)	to a sever amined ivision	analyz: Abor: I for i	Eactors Iding o	situation promotin r permiss nt and

	May reduce administrative costs of catalog preparation and confusion in advising.
10.	LIBRARY COLLECTIONS
	Have you contacted the library collection development officer (kljensen@alaska.ed
	474-6695) with regard to the adequacy of library/media collections, equipment, an
	services available for the proposed course? If so, give date of contact and
	resolution. If not, explain why not.
	NO X 168
77.	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 scrutini
C	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 your response. This section needs to be self-explanatory. If you ask for a change
7	your response. This section needs to be self-explanatory. If you ask for a change ϕ 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 elsewher
1	of 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 spa
ā	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.
	mode that the quality of the course is not compared as a course.
lw	e have not been including the 1 credit courses in the degree for several years, so we almost never offer
th	em. They confuse students, advisors and campuses that see them in the catalog and think they can offer
	em and students will get credit towards the degree.
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L_	
23.101	PROVALS: (Additional signature blocks may be added as necessary.)
45.5° A	And the same of th
	PA. My th 18/11/1 Just 1 Date 14/19/17
L.,	Signature, Chair, CTC ECE Program coordinator
	Program/Department of:
_	
	Date 4/24/17
	Signature, Chair, College/School
	Curriculum Council for:
	Date 5/4/17
L	Signature, Dean, College/School CRCD

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

CHANGE	C	OURSE	(MAJ	OR)	and	DR	OP	COURSE	PRO	POSAL	
Attach	a	syllai	bus,	exc	ept	if	dr	opping	a c	ourse.	

Department	Social O T	r		Gell/-		
		Iuman Develo		College/School		CRCD/ CT
Prepared by	Patty Mer	itt & Kelly Pei	issner	Phone	45	5-2883 & 455-284
Email Contact	pameritt@	alaska.edu		Faculty Contact		Patty Meri
. COURSE IDE	ENTIFICATIO	N: As the co	urse now	exists.		
Dept EC	E	Course #	122	No. of Credits	1	
COURSE TITLE	Cogni	tive Activities fo	or Young (Children		
ACTION DES	IRED: √ Ch	eck the chang Change, ind	<i>ges to b</i> icate be	e made to the exis	Drop	
	wh	at is changir	ng.	Co	ourse X	
NUMBER		TITLE		DESCRIPTION		
*Prerequisit			6	FREQUENCY OF OFFI	ERING	
CREDITS (inc	luding cre	iequirea bei dit	ore a s	tudent is allowed COURSE CLASSIFICATION		in the course.
ADD A STACKE (400/600)	D LEVEL	Dept.		Course #		
Include syllal	Commence of the second	e levels diff				
from eac taught a Stacked course and by the Gra	h other? He t the appropriation aduate Acade	ow will each opriate level ns are reviewe mic and Advisi	be L?:	(Undergraduate) Cur	ifforent a	-1 1 - h -i
supposed to be versions are s being offered) undertaxed?	and graduat two differ sufficiently ; 2) are un In this cont arse. Typica	e versions—wil ent courses. T different (i. dergraduates b ext, the commi lly, if either	<pre>l help en he commit e. is the eing over ttees are</pre>	mphasize the different tees will determine ere undergraduate and taxed?; 3) are grade a looking out for the ee has qualms, they have	nt qualitie : 1) whethed d graduate uate studer	es of what are er the two level content ets being
ADD NEW CRO	Salar Marian and the Salar	Dept. & No.	invo	ires approval of bot lved. Add lines at atures.	th departme end of for	nts and deans m for additional
STOP EXIST CROSS-LIST		Dept. & No.	Req mut	uires notification d tual agreement. Atta	of other de	partment(s) and email or memo.
OTHER (specia	fy)					
council and the compressed to COURSE FORMA (check all the OTHER FORMAT)	ours may not o fewer than e appropriat less than site. The at apply) I (specify	six weeks mus e Faculty Sena	st be app ate curri	wer than three days roved by the college culum committee. Fur ed by the Core Revie	or school	's curriculum
all that app Mode of deli	The second secon					

	H = Humanities	S =	Social Sci	ences			
	Will this course be used to fulf	ill a requ	irement				
	for the baccalaureate core?			YES			NO
	F YES*, check which core requireme O = Oral Intensive, W	nts it cou = Writing I	ld be used	to f			
	*Format 6 also submitted	*Format 7			Х	= Bacca.	laureate Core
	"snowflake" symbol will be added YES NO	ern, arcti in the pr	c or circu inted Cata	mpola log,	ar stu and f	dies? l lagged	f yes, a in Banner
I	COURSE REPEATABILITY: Is this course repeatable for credit?	YES	NO				
Ju	ustification: Indicate why the cou epeated (for example, the course for ifferent theme each time).	urse can be					
Но	ow many times may the course be rep	peated for	credit?				TIMES
If	f the course can be repeated with v	variable cr	edit, what	is t	he ma	ximum [
nu	umber of credit hours that may be e	earned for	this cours	se?			CRE
Exa	erline new wording strike through ending dept., number, title, credits cample of a complete description: PS F450 Comparative Aboriginal Industry 3 Credits Offered As Demand Warrants Case study Comparative approach in rights and policies in different no Multiple countries and specific policy or limiting self-determination.	igenous Rice assessing ation-state licy develo	The stand P Aborigina Systems.	d sta olici to sever	es (s analy: n Abord for) zing Ind riginal	digenous situation
Exa	rights and policies in different named a different named a complete description: PS F450 Comparative Aboriginal Ind a Credits Offered As Demand Warrants Case study Comparative approach in rights and policies in different named and comparative approach in the comparative approach	igenous Rigenous Rige	The stand P Aborigina Systems. Symmets exercises: Upper d	d sta olici to sever	es (s analy: n Abord for) zing Ind riginal	digenous situation
Example 1 Cu que lev	rights and policies in different no Multiple countries and specific policies in different no product of limiting self-determination. Product of the policies and specific policies in limiting self-determination.	and cross igenous Rig assessing ation-state licy develousites erequisites ANS F450.) Ing Children activities and skills app	Aborigina e systems. Spments ex (3+0) In the propriet of the	d sta olici to severamine amine ivisi	es (s analy: n Abo: d for on sta	zing Inc riginal factors anding (digenous situation s promotin or permiss
Execution in the second	rample of a complete description: PS F450 Comparative Aboriginal Ind 3 Credits Offered As Demand Warrants Case study Comparative approach in rights and policies in different not multiple countries and specific polor limiting self-determination. Proof instructor. (Cross-listed with a CE F122 Cognitive Activities for You Credit curriculum planning and facilitation of destioning, probing and problem-solvin vels and various learning styles of you	and cross igenous Rig assessing ation-state licy develor erequisites ANS F450.) Ing Children activities a ng skills app ung children	Aborigina e systems. opments ex (3+0)	d sta olici l to sever aminecivision	es (s analy: n Abo: d for on sta	zing Incriginal factors anding of the encourage development of the encoura	digenous situation s promotin or permiss age pmental

	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 x 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.	
	Please specify positive and negative impacts on other courses, programs and
	departments resulting from the proposed action.
	None anticipated
. 14	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
F	ensure that the quality of the course is not compromised as a result.
1	A house with heavy including the Lauredit accuracy in the degree for economic record and the degree for
	'e have not been including the 1 credit courses in the degree for several years, so we almost never offer em. They confuse students, advisors and campuses that see them in the catalog and think they can offer
	em and students will get credit towards the degree.
	em and students will get elect towards the degree.
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-	
L	
AP	PROVALS: (Additional signature blocks may be added as necessary.)
	DAME H MILL A DON MAN WILLIAM
L.	P. A. Meuts / MILL) Dept 1 Date 4/19/17
	Signature, Chair, CTC ECE Program coordinator
J	Program/Department of:
	Date 4/24/17
	Signature, Chair, College/School
	Curriculum Council for: Cher Academie Council
	Tutu Tanny Date 5/4/17
	Signature, Dean, College/School CRCD
	Offerings above the level of approved programs must be approved in advance by the

x : 7

CHANGE	COURSE	(MAJOR)	and D	ROP	COURSE	PROF	POSAL	
Attach	a sylla.	bus, exc	cept in	dr	opping	a co	urse.	

### 이번프라면 100 HOURS (100 HOURS)				
Department	Social & H	luman Developm	ent College/School	CRCD/ CTC
Prepared by	Patty Meri	itt & Kelly Peissn	ner Phone	455-2883 & 455-2842
Email Contact	pameritt@	alaska.edu	Faculty Contact	Patty Meritt
1. COURSE IDE	ENTIFICATIO	N: As the cours	se now exists.	
Dept EC	Œ	Course # 12	No. of Credits	
COURSE TITLE	Langu	age and Literature	Activities for Young Childre	n
2. ACTION DES	se If	eck the changes Change, indica at is changing.		prop X
NUMBER		TITLE	DESCRIPTIO	N T
PREREQUISITE			FREQUENCY OF OFF	ERING
*Prerequisit CREDITS (inc distribution	cluding cred		ce a student is allowed COURSE CLASSIFICATI	to enroll in the course.
ADD A STACKE (400/600) Include sylla		Dept.	Course #	
Stacked cours and by the Gr undergraduate supposed to b versions are being offered undertaxed?	the appropriate application aduate Academ and graduate the two differs sufficiently (2); 2) are uncommented in this contourse. Typical	mic and Advising e versions—will hent courses. The different (i.e. dergraduates beinext, the committedly, if either co	by the (Undergraduate) Cur Committee. Creating two of help emphasize the difference committees will determine is there undergraduate and govertaxed?; 3) are graduate and overtaxed?	different syllabi— ent qualities of what are e: 1) whether the two nd graduate level content
ADD NEW CR	oss-	Dept. & No.	Requires approval of bo involved. Add lines at signatures.	oth departments and deans e end of form for additional
LISTING				
LISTING STOP EXIST CROSS-LIST		Dept. & No.		of other department(s) and ach copy of email or memo.
STOP EXIST	TING			

H = Humanities	S =	Social Sci	ences			
Will this course be used to for the baccalaureate core?	fulfill a requ	irement	YES	Mark Arm San and Park	NC	
IF YES*, check which core requir	romonta it acui	ld ba		1.5133		
O = Oral Intensive,	W = Writing I	ntensive,	to fu		accalaure	ate
*Format 6 also submitted	*Format 7	submitted			Co	ore
A Is course content related to no "snowflake" symbol will be ac	orthern, arcti dded in the pr:	c or circuinted Cata	umpolar log, aı	studie nd flag	es? If ye. ged in Ba	s, a nner.
COURSE REPEATABILITY:						
Is this course repeatable for credit?	YES	МО				
Justification: Indicate why the repeated (for example, the cours different theme each time).	e course can be se follows a					
How many times may the course be	repeated for	credit?		The state of the s		TIMES
If the course can be repeated wi	th variable cr	edit, what	is th	e maxim	num	CRED
number of credit hours that may	be earned for	this cours	se?	7. 15. 15. 15. 15. 15. 15. 15. 15. 15. 15		
PS F450 Comparative Aboriginal 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different	n: Indigenous Right in assessing nt nation-state	nhts and P Aborigina systems.	olicies	s (s) nalyzin Aborig	inal situ	ation
PS F450 Comparative Aboriginal 3 Credits Offered As Demand Warrants Case study Comparative approach	n: Indigenous Right in assessing nt nation-state policy develo Prerequisites	Aborigina e systems. epments ex	olicies to ar Seven amined	s (s) nalyzin Aborig for fa	inal situ	motino
PS F450 Comparative Aboriginal 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination.	Indigenous Right nation-state policy development ANS F450.) The Activities for a confident of activities that the policy development of activities the policy development of activities that the policy development of activities the policy development of activities the policy development of activities that the policy development of activities development of activities the policy development of activities activities activities the policy deve	Aborigina e systems. Opments ex (3+0) Young Chinat help ch	to an Seven amined ivision	malyzin Aborig for fan n stand	inal situ ctors pro ing or pe	ation omoting ermiss
PS F450 Comparative Aboriginal 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in differer Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed wi ECE F123 Language and Literatu 1 Credit Curriculum planning and facilitation language as a means of communicat communication and understanding of	n: Indigenous Right in assessing the nation-state policy develor. Prerequisites ith ANS F450.) The Activities for a construction of activities the policy develor. The factivities for a construction of activities the policy of others.	Aborigina e systems. opments ex (3+0) Young Chinat help chinat he	to ar Seven amined ivision ldren elings.	nalyzin Aborig for fan stand	inal situ ctors pro ing or pe and use s nonverb	ation omoting ermiss

	WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
	May reduce administrative costs of catalog preparation and confusion in advising.
	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 x 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
] (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 I credit courses in the degree for several years, so we almost never offer hem. They confuse students, advisors and campuses that see them in the catalog and think they can offer hem and students will get credit towards the degree.
A	PPROVALS: (Additional signature blocks may be added as necessary.)
and the second s	PA. Meutt / Mari Date 4/9/17 Signature, Chair, CTC ECE Program coordinator Program/Department of:
	Signature, Chair, College/School Curriculum Council for: Date 4/24/17 Curriculum Council for:
	DID dula
	Signature, Dean, College/school
	of: Offerings above the level of approved programs must be approved in advance by the Provost:

CHANGE	C	OURSE	(MAJ	OR)	and	DR	OP	COURSE	P	ROPOSAL	
Attach	a	svlla	bus.	exc	ept	if	dr	oppina	a	course.	

SUBN	MITTED BY:							
De	epartment	Social & H	uman Develop	ment	College/School			CRCD/ CTC
P ₁	repared Y	Patty Meri	tt & Kelly Peis	Phone Phone			455-2883 & 455-284	
	mail ontact	pameritt@	alaska.edu		Faculty Contact			Patty Meritt
1.	COURSE ID	ENTIFICATIO	N: As the cou	rse no	w exists.			
De	ept E	CE	Course #	124	No. of Credit	s 1		
CC	OURSE TITL	E Creat	ive Activities for	Young (Children			
•	1 CETON DE	GERRAN AL GL						
and the second	nange Cour	se If	Change, indi at is changin	cate b	be made to the ex elow	Drop Course	X	
N	UMBER		TITLE		DESCRIPTI	ом Г		
Pl	REREQUISIT				FREQUENCY OF OF			
I State of the last of the las	CONTRACTOR OF THE PERSON NAMED OF THE PARTY.			ore a	student is allowed	ed to enr	oll in	the course.
	REDITS (in istributio	ncluding cre	dit		COURSE CLASSIFICA	TION		
(-	DD A STACK 400/600) nclude syll	4.00	Dept.		Course #			
ar ur sı ve be ur ta	taught tacked cour nd by the G ndergraduat upposed to ersions are eing offere ndertaxed? aking the c	at the approximate application of the control of th	emic and Advisi te versions—will tent courses. To different (i. adergraduates between, the commi- ally, if either	d by the common l help the common e. is to being over thees a	e (Undergraduate) (ittee. Creating two emphasize the diffe ittees will determi here undergraduate ertaxed?; 3) are gr re looking out for tee has qualms, the	o different qual ne: 1) wh and gradu- raduate st	t sylla ities o ether t ate lev udents ests of	bi— f what are he two el content being the students
se	ee URL at t ADD NEW C LISTI		Dept. & No.	in	quires approval of volved. Add lines	both deparate at end of	rtments form f	and deans or additional
	STOP EXI: CROSS-LI:	STING	Dept. & No.	R	gnatures. equires notificatio nutual agreement. A			
0:	THER (spec	cify)						
		RMAT	ot be compresse	d into	fewer than three dapproved by the coll	ys per cr	edit. A	ny course

H = Humanities	S = Sc	ocial Sci	ences			
Will this course be used to ful for the baccalaureate core?	lfill a requir	ement	YES		NO	
IF YES*, check which core requirem	ments it could	be used	to fu	l		
O = Oral Intensive,	W = Writing Int	ensive,			Baccalaurea	
*Format 6 also submitted	*Format 7 su	- age and company of				ore
Is course content related to nor "snowflake" symbol will be added YES NO COURSE REPEATABILITY:						
Is this course repeatable for credit?	YES	МО				
Justification: Indicate why the crepeated (for example, the course different theme each time).						
How many times may the course be r	repeated for c	redit?				TIMES
If the course can be repeated with	n variable cre	dit, wha	t is t	he maxi	mum	CRED
number of credit hours that may be	e earned for the	nis cour	se?			CREL
PS F450 Comparative Aboriginal I 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific	in assessing / nation-state policy develor	ats and laboriging systems oments ex	Policie Loga Sever	analyzir Aboriç d for fa	ginal sit actors pro	uatior omotir
PS F450 Comparative Aboriginal I 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different	in assessing 7 nation-state policy develor Prerequisites:	ats and laboriginal systems oments experts	Policie Loga Sever	analyzir Aboriç d for fa	ginal sit actors pro	uatior omotir
PS F450 Comparative Aboriginal I 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination.	in assessing // nation-state policy develor Prerequisites: h ANS F450.) oung Children of activities wh	boriging systems expensed by the systems when the expensed by the system	el to a Sever camined livision	analyzir h Aboric d for fa	ginal situactors proding or po	uatior omotir ermiss
PS F450 Comparative Aboriginal II 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed wit ECE F124 Creative Activities for Ye 1 Credit Curriculum planning and facilitation and media that stimulate children to	in assessing A nation-state policy develop Prerequisites: h ANS F450.) coung Children of activities who explore and explore an	systems oments ex Upper (3+0)	el to a Sever camined livision	analyzin h Aborig d for fa on stand	ginal situactors produced ing or positive.	uatior omotir ermiss
PS F450 Comparative Aboriginal II 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination. of instructor. (Cross-listed with Curriculum planning and facilitation and media that stimulate children to (1+0+0)	in assessing A nation-state policy develop Prerequisites: h ANS F450.) coung Children of activities who explore and explore an	systems oments ex Upper (3+0)	el to a Sever camined livision	analyzin h Aborig d for fa on stand	ginal situactors produced ing or positive.	uation omotin ermiss

d'a la dispira
May reduce administrative costs of catalog preparation and confusion in advising.
•
10. LIBRARY COLLECTIONS
10. LIBRARY COLLECTIONS Have you contacted the library collection development officer (kljensen@alaska.edu,
474-6695) with regard to the adequacy of library, means give date of contact and services available for the proposed course? If so, give date of contact and
resolution. If not, explain why not.
No x Yes
11. IMPACTS ON PROGRAMS/DEPTS:
and description will be affected by this proposed actions
What programs/departments will be different contacted (e.g., email, memo) Include information on the Programs/Departments contacted (e.g., email, memo)
CDEV has been included on this decision and is in agreement
TARREST TARRES
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 campions wide current and the purpose of the department and campions wide current that the quality of UAF course change and new course applicable to make sure that the quality of UAF course change please address this in
course change and new course applications to make sufferning that the quarter of the proposed change. Please address this in education is not lowered as a result of the proposed change. Please address this in education is not lowered as a result of the proposed change. If you ask for a change in
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class? If you drop a prerequisite, is it because the interpret of effort and
If course is changing to stacked (400/600), explain higher level. Use as much space performance required on part of students earning graduate credit. Use as much space performance required on part of students earning graduate credit.
as needed to fully justify the proposed charge united 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 than the
them and students will get credit towards the degree.
APPROVALS: (Additional signature blocks may be added as necessary.)
APPROVALS: (Additional signature blocks may be added as necessary)
P4 May of 1 1111 - 1 Deals Mary Date 4/19/17
1.1.11em 1 490
Signature, Citari,
Program/Department of:
Date 4/24/17
(Sud tust
Signature, Chair, College/School
Curriculum Council for:
DIP 04/17
Pate Turning Date 3/7/1/
Signature, Dean, College/School CCCD
Offerings above the level of approved programs must be approved in advance by the

CHANGE	C	OURSE	(MAJ	OR)	and	DR	OP	COURSE	P	ROPOSAL	
Attach	a	syllal	ous,	exc	ept	if	dr	opping	a	course.	

		- 2/114240	, check	ot it diopping a	course.		
SUBMITTED BY:							
Department	Social & H	uman Develo	pment	College/School	A STATE OF THE STA	CRCD/ CTC	
Prepared by		tt & Kelly Pei		Phone	455	455-2883 & 455-2842	
Email Contact	pameritt@:	alaska.edu		Faculty Contact		Patty Merit	
1. COURSE ID	ENTIFICATION	T: As the co	urse now	exists.			
Dept E(CE	Course #	125	No. of Credits	3 1		
COURSE TITL	Math A	Activities					
2. ACTION DE	SIRED: √ Che	ck the chan	ges to b	e made to the exi	sting gour	7 6	
Change Cour	se If	Change, indi	icate be	low	Drop X		
NUMBER		TITLE		DESCRIPTIO	N		
PREREQUISIT				FREQUENCY OF OFF			
			fore a s	tudent is allowed	to enroll	in the course.	
CREDITS (in distribution	cluding cred n)	lit		COURSE CLASSIFICATI	ON		
ADD A STACK	ED LEVEL	Dept.		Course #			
(400/600)	1						
Include sylla	The state of the s	levels dif	fer				
		w will each					
		priate leve					
and by the Grundergraduate supposed to k versions are being offered undertaxed?	raduate Academ e and graduate be two differe sufficiently d); 2) are und In this conte	nic and Advisi e versions—will ent courses. T different (i. dergraduates h ext, the commi ly, if either ge.	ing Commi il help e The commi e. is th being ove ttees ar committ	(Undergraduate) Curtee. Creating two of mphasize the differentees will determine ere undergraduate artaxed?; 3) are grade looking out for the has qualms, they	different sy ent qualitie e: 1) whethe nd graduate duate studen ne interests both do. Mo	cllabi— s of what are cr the two level content ts being of the students re info online —	
ADD NEW CE		Dept. & No.	inv	lires approval of boolved. Add lines at matures.			
STOP EXIS CROSS-LIS		Dept. & No.		quires notification tual agreement. Att			
OTHER (spec:	ify)						
compressed in council and to compressed to COURSE FORM (check all to OTHER FORM all that any all that any compressed in council and the counci	hours may not to fewer than he appropriat less than si MAT: hat apply) AT (specify pply)	six weeks mu e Faculty Sen	st be applate curr	ewer than three days proved by the collegiculum committee. Fured by the Core Revi	ge or school	's curriculum any core course	
Mode of del (specify le trips, labs	ecture, fiel	đ					

4.	Chapter 12 of the curriculum manual	duate courses . If justifi	only. U cation i	se appr s neede	coved crite	eria found in separate
	sheet.) H = Humanities	S = S	ocial Sci	ences		
	Will this course be used to ful for the baccalaureate core?	fill a requin	rement	YES		NO
	IF YES*, check which core requirem			to ful	lfill:	
	O = Oral Intensive, *Format 6 also submitted	W = Writing Int *Format 7 su			X = Bacc	alaureate Core
4.; 5.	A Is course content related to nort "snowflake" symbol will be adde YES NO COURSE REPEATABILITY: Is this course repeatable for	d in the prin	or circuited Cata	umpolar log, an	studies? nd flagged	If yes, a ! in Banner.
	credit?	YES	МО			
	Justification: Indicate why the corepeated (for example, the course different theme each time).	follows a				
	How many times may the course be re					TIMES
	If the course can be repeated with number of credit hours that may be				e maximum	CREDITS
	PS F450 Comparative Aboriginal In 3 Credits Offered As Demand Warrants Case-study Comparative approach is rights and policies in different Multiple countries and specific por limiting self-determination. Pof instructor. (Cross-listed with	n assessing A nation-state policy develop Prerequisites:	borigina systems. ments ex Upper d	to an Seven	nalyzing I Aborigina for facto	rs promoting
	1 Credit Overview of how children construct m learning principles and experiences fo (1+0+0)			Introd	uction to n	nathematical
7.	COMPLETE CATALOG DESCRIPTION AS IT	SHOULD APPEA	R AFTER	ALL CHI	ANGES ARE	MADE:
8.	GRADING SYSTEM: Specify only one LETTER: PASS/FAIL: ESTIMATED IMPACT			1-1-1-1		
	WHAT IMPACT, IF ANY, WILL THIS HAY	VE ON BUDGET,	FACILIT	IES/SPA	CE, FACULT	TY, 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 x 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
advention is not lowered as a result of the proposed change. Please address this in
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?
The source is changing to stacked (400/600), explain higher level of effort and
named 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 other
them and students will get credit towards the degree.
APPROVALS: (Additional signature blocks may be added as necessary.)
P.A. Meutt Kill Dept. Ch. Date 4/19/17
Signature, Chair, dTC ECE Program coordinator
Program/Department of:
(1/2/17
Date 724
Signature, Chair, College/School
Curriculum Council Ioi:
Curriculum Council for:
Pate Paus Date 5/4/17
Pute Pung Date 5/4/17 Signature, Dean, College/School CRCA
Pate Paus Date 5/4/17

CHANGE	COURSE (MAJ	OR) and	DROP	COURSE	PROPOSAL	
Attach	a syllabus,	except	if dr	opping	a course.	

Department	:			Тг		
	Social &	Human Developi	ment	College/School		CRCD/ CT
Prepared by	Patty Meritt & Kelly Peissner		sner	Phone		-2883 & 455-284
Email Contact	pameritt	@alaska.edu		Faculty Contact		Patty Meri
COURSE I	DENTIFICATI	ON: As the cour	rse now	exists.		
Dept E	CCE	Course #	127	No. of Credits	3	
COURSE TIT	LE Lan	guage and Creative E	Expression	1		
ACTION D	rse I	Theck the change of Change, indicated that is changing	cate be		ting cours Drop Urse X	se.
NUMBER		TITLE		DESCRIPTION		
PREREQUISI				FREQUENCY OF OFFE	RING	
*Prerequis	ites will b n <i>cluding cr</i>	e required before	ore a s	tudent is allowed	to enroll	in the course.
distributi	[20] [12] [2] [2] [2] [2] [2] [2] [2] [2] [2] [edit		COURSE CLASSIFICATIO	DIV	
ADD A STAC (400/600) Include syli		Dept.		Course #		
taught Stacked cour and by the (at the appress application of the application of th	demic and Advisinate versions—will erent courses. The ly different (i.e	by the g Commit help er e commit. is the	(Undergraduate) Curretee. Creating two descriptions of the differentees will determine the undergraduate and	ifferent synt nt qualitien : 1) whethen d graduate	llabi— s of what are r the two level content
supposed to versions are being offere undertaxed?	sufficientl ed); 2) are u In this cor	undergraduates be ntext, the commit- cally, if either	tees are committe	e looking out for the ee has qualms, they b	e interests ooth do. Mon	cs being of the students ce info online -
supposed to versions are being offere undertaxed?	e sufficientled); 2) are u In this coreourse. Typic top of this r TROSS-	ndergraduates bentext, the committally, if either coage. Dept. & No.	committe Require	looking out for the	e interests both do. Mon	of the students ce info online -
supposed to versions are being offere undertaxed? taking the of see URL at the ADD NEW O	e sufficientled); 2) are u In this cor course. Typic cop of this r CROSS- NG	undergraduates be ntext, the commit cally, if either page. Dept.	Required sign	e looking out for the ee has qualms, they be dires approval of bot lived. Add lines at	e interests both do. Mon th department end of form of other dep	of the students re info online - ats and deans for additional partment(s) and
supposed to versions are being offere undertaxed? taking the consecution of the consecuti	e sufficientled); 2) are u In this cor course. Typic cop of this r CROSS- NG STING	Dept. Dept. Dept.	Required sign	e looking out for the ce has qualms, they have approval of both clived. Add lines at latures.	e interests both do. Mon th department end of form of other dep	of the students re info online - ats and deans for additional partment(s) and

H = Humanities		S = S	ocial Sci	ences			
Will this course be us for the baccalaureate	sed to fulfill core?	a requir	ement	YES		NO	
IF YES*, check which core		it could	be used	to fi	1] fill.		
O = Oral Intensive, *Format 6 also submitted	W = Wa	riting Int	ensive,			ccalaureat	e
A Is course content relate	CHARLES A SALE OF THE STORY OF THE SALE OF	ormat 7 su			******	Cor	
"snowflake" symbol will YES NO COURSE REPEATABILITY: Is this course repeatable credit?	e for	the prin	no	ilog, i	and flagge	ed in Ban	mer.
Justification: Indicate repeated (for example, the different theme each time)	e course follo	e can be ws a					
How many times may the cou	urse be repeate	ed for c	redit?			T	IMES
If the course can be repeat	ated with varia	able cred	dit, what	t is t	he maximu	m l	
number of credit hours that	at may be earne	ed for th	nis cour	se?			CRE
Eluding dept., number, titl Example of a complete desc PS F450 Comparative Aber 3 Credits Offered As Demand Warran Case study Comparative a rights and policies in d Multiple countries and s	e, credits and cription: riginal Indigen ts pproach in ass ifferent natio pecific policy	nous Righ sessing A on-state develop	isted and P borigina systems. ments ex	completed state of st	es (s) analyzing Aborigir	Indigeno	us tion
Cluding dept., number, titl Example of a complete desc PS F450 Comparative Abor 3 Credits Offered As Demand Warran Case study Comparative a rights and policies in d	e, credits and cription: riginal Indigen its pproach in ass ifferent natio pecific policy nation. Prerequ	mous Right acrossing Acrossing Acrostate develop quisites:	isted and P borigina systems. ments ex Upper d	completed state of st	ce catalog cked.) es (s) analyzing a Aborigir	Indigeno	us tion
Cluding dept., number, titl Example of a complete desc PS F450 Comparative Aber 3 Credits Offered As Demand Warran Case study Comparative a rights and policies in d Multiple countries and s or limiting self-determi of instructor. (Cross-li	e, credits and cription: riginal Indigent its pproach in assifterent nation pecific policy nation. Prerequisted with ANS Creative Expression metal components. Emphase expression metal promote childred digenous knowledguage and creat	mous Right ressing A pon-state ression curriculur resis on en thodologic ren's developed the curriculur ren's developed ren's	berigina systems. ments ex Upper d 3+0) m to promergent c es. Unde lopment al materia sssion dev	to a sever amined in pre-	es (s) analyzing Aborigir for fact on standir anguage an um, active ing of eme reading ac ources, ele	Indigeno nal situa cors promag or per de literacy e learning ergent literacy etivities.	us tior otir miss

8. GRADING SYSTEM: Specify only one. LETTER: PASS/FAIL:
9. BSTIMATED 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 x 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
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 is not part of the degree. Literacy is included in the interest 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.)
Signature, Chair, Program/Department of:
Signature, Chair, College/School Curriculum Council for:
Pote Puny Date 5/4/17
Signature, Dean, College/School of:
Offerings above the level of approved programs must be approved in advance by the

CHANGE COURSE	(MAJOR) and DROP COURSE PRO	POSAL	
Attach a syllal	ous, except if dropping a co	ourse.	

		- a syrrasu	o, cace	or it dropping a	course.	
SUBMITTED BY:						
Department	Social & I		pment	College/School		CRCD/ CTC
Prepared by		itt & Kelly Pe		Phone	455-2883 & 455-28	
Email Contact	pameritt(<i>a</i>)aiaska.enii		Faculty Contact		Patty Meritt	
1. COURSE ID.	ENTIFICATIO	N: As the co	urse nov	v exists.		
Dept E(CE	Course #	141	No. of Credits	1	
COURSE TITLE	E Class	Management				
2. ACTION DES	se If	eck the chan Change, ind at is changi	icate be		Drop X	se.
NUMBER		TITLE		DESCRIPTION	N	
PREREQUISIT	#18.0330.60.00.00.00.000.00.000.00.000.000.		_	FREQUENCY OF OFFI	ERING	
CREDITS (inc	cluding cre	required be dit	fore a s	course CLASSIFICATIO		in the course.
ADD A STACKI (400/600) Include sylla		Dept.		Course #		
Stacked cours and by the Gr undergraduate supposed to b versions are being offered undertaxed?	ch other? He approve application aduate Acade and graduate two differ sufficiently (); 2) are un In this conturse. Typica	mic and Advision of the courses. To different (i. dergraduates kext, the commilly, if either	be 1?: ed by the ing Commi 11 help ee The commi e. is the being over	(Undergraduate) Cur ttee. Creating two d mphasize the differe ttees will determine ere undergraduate an rtaxed?; 3) are grad e looking out for the ee has qualms, they	ifferent synt qualitie : 1) whethe d graduate uate studen	llabi- s of what are r the two level content ts being
ADD NEW CR	생활하면 하다 이 것으로 그리다.	Dept. & No.	invo	uires approval of bot olved. Add lines at natures.	th department end of form	nts and deans n for additional
STOP EXIST		Dept. & No.	Red mu	quires notification o tual agreement. Atta	of other der	partment(s) and email or memo.
OTHER (speci	fy)					
council and the	hours may no to fewer than he appropriat less than s: AT: hat apply) T (specify ply) ivery cture, fiel	n six weeks mute Faculty Senix weeks must	st be app ate curri	ewer than three days proved by the college culum committee. Fur red by the Core Review 3	e or school'	s curriculum

H = Humanities	S =	Social Sci	ences			
Will this course be used to for the baccalaureate core?	fulfill a requ	irement	YES			NO
IF YES*, check which core requi:	rements it coul	ld be used	l to fu	lfill:		
0 = Oral Intensive, *Format 6 also submitted	W = Writing I *Format 7			X =	Baccala	core
A Is course content related to n	orthern, arcti	c or circ	umpola.	r stud	ies? If	yes, a
"snowflake" symbol will be a	aaea in the pri	inted Cata	ilog, a	nd fla	igged i	n Banner.
COURSE REPEATABILITY:						
Is this course repeatable for	YES	370				
credit?		NO				
Justification: Indicate why the repeated (for example, the cours different theme each time).	e course can be se follows a					
How many times may the course be	e repeated for	credit?				TIMES
If the course can be repeated wi	th variable cr	edit, wha	t is t	he max	imum	
number of credit hours that may	be earned for	this cour	se?			CREI
PS F450 Comparative Aberiginal 3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific	h in assessing nt nation-state c policy develo	Aborigina systems.	H to a Seven	nalyzi Abori for f	ginal actors	situation promotin
3 Credits Offered As Demand Warrants Case study Comparative approach	Indigenous Right h in assessing nt nation-state policy development. Prerequisites	Aborigina systems. opments ex	H to a Seven	nalyzi Abori for f	ginal actors	situation promotin
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with the Class Management 1 Credit	Indigenous Right assessing and nation-state composite policy development. Prerequisites ith ANS F450.)	Aborigina systems. ppments ex s: Upper d	il <u>to a</u> Sever camined livisio	nalyzi Abori for f n star	ginal factors ding o	situation promotin r permiss
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with ECE F141 Class Management 1 Credit Classroom management for teacher Explores skills needed to provide an	Indigenous Right Indige	Aborigina e systems. epments ex s: Upper d (3+0) groups of n which ch	to a Sever camined livision	nalyzi Abori for f n star	ginal actors ding of	situation promotin r permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with Class Management 1 Credit Classroom management for teacher Explores skills needed to provide as practice appropriate and acceptable	Indigenous Right assessing the nation-state policy develor. Prerequisites ith ANS F450.)	Aboriginal systems. S	to a Sever. camined ivision children and as	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with ECE F141 Class Management 1 Credit Classroom management for teacher Explores skills needed to provide and practice appropriate and acceptable guidance including: setting limits, to	Indigenous Right assessing and in assessing at a nation-state composite policy develor. Prerequisites ith ANS F450.) rs working with an environment in the behaviors as it use of logical and an assessing as it as a second control of the control o	Aborigina e systems. opments ex s: Upper d (3+0) groups of n which ch ndividuals	to a sever camined livision children and as consequent	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with Class Management 1 Credit Classroom management for teacher Explores skills needed to provide as practice appropriate and acceptable	Indigenous Right assessing and in assessing at a nation-state composite policy develor. Prerequisites ith ANS F450.) rs working with an environment in the behaviors as it use of logical and an assessing as it as a second control of the control o	Aborigina e systems. opments ex s: Upper d (3+0) groups of n which ch ndividuals	to a sever camined livision children and as consequent	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with ECE F141 Class Management 1 Credit Classroom management for teacher Explores skills needed to provide as practice appropriate and acceptable guidance including: setting limits, and children learn social problem solving	Indigenous Right nation-state of policy develor. Prerequisites ith ANS F450.) rs working with an environment in the behaviors as it use of logical and	Aborigina e systems. opments ex s: Upper d (3+0) groups of n which ch ndividuals	to a sever camined livision children and as consequent	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with ECE F141 Class Management 1 Credit Classroom management for teacher Explores skills needed to provide as practice appropriate and acceptable guidance including: setting limits, and children learn social problem solving	Indigenous Right nation-state of policy develor. Prerequisites ith ANS F450.) rs working with an environment in the behaviors as it use of logical and	Aborigina e systems. opments ex s: Upper d (3+0) groups of n which ch ndividuals	to a sever camined livision children and as consequent	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with ECE F141 Class Management 1 Credit Classroom management for teacher Explores skills needed to provide as practice appropriate and acceptable guidance including: setting limits, and children learn social problem solving	Indigenous Right nation-state of policy develor. Prerequisites ith ANS F450.) rs working with an environment in the behaviors as it use of logical and	Aborigina e systems. opments ex s: Upper d (3+0) groups of n which ch ndividuals	to a sever camined livision children and as consequent	nalyzi Abori for f n stan	ginal diagrams of the diagrams	promoting permiss d. learn and
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with 1 Credit Class Management 1 Credit Classroom management for teacher Explores skills needed to provide an practice appropriate and acceptable guidance including: setting limits, accident learn social problem solvin (1+0+0)	h in assessing nt nation-state policy develor. Prerequisites ith ANS F450.) rs working with n environment is behaviors as it use of logical and g, conflict reso	Aboriginal systems. Spments ex (3+0) groups of n which chandividuals datural lution and	children and as	nalyzi Abori for f n star en 3-8 y can be s a gro quence: ation.	ears of the depth	d. learn and propriate
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3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with 1 Credit Class Management 1 Credit Classroom management for teacher Explores skills needed to provide an practice appropriate and acceptable guidance including: setting limits, accident learn social problem solvin (1+0+0)	h in assessing nt nation-state policy develor. Prerequisites ith ANS F450.) rs working with n environment is behaviors as it use of logical and g, conflict reso	Aboriginal systems. Spments ex (3+0) groups of n which chandividuals datural lution and	children and as	nalyzi Abori for f n star en 3-8 y can be s a gro quence: ation.	ears of the depth	d. learn and propriate
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with 1 Credit Class Management 1 Credit Classroom management for teacher Explores skills needed to provide an practice appropriate and acceptable guidance including: setting limits, accident learn social problem solvin (1+0+0)	h in assessing nt nation-state policy develor. Prerequisites ith ANS F450.) rs working with n environment is behaviors as it use of logical and g, conflict reso	Aboriginal systems. Spments ex (3+0) groups of n which chandividuals datural lution and	children and as	nalyzi Abori for f n star en 3-8 y can be s a gro quence: ation.	ears of the depth	d. learn and propriate
3 Credits Offered As Demand Warrants Case study Comparative approach rights and policies in different Multiple countries and specific or limiting self-determination of instructor. (Cross-listed with 1 Credit Class Management 1 Credit Classroom management for teacher Explores skills needed to provide an practice appropriate and acceptable guidance including: setting limits, accident learn social problem solvin (1+0+0)	h in assessing nt nation-state policy develor. Prerequisites ith ANS F450.) rs working with n environment is behaviors as it use of logical and g, conflict reso	Aboriginal systems. Spments ex (3+0) groups of n which chandividuals datural lution and	children and as	nalyzi Abori for f n star en 3-8 y can be s a gro quence: ation.	ears of the depth	d. learn and propriate

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 x 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 auticipated
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 I 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. Meut /Kll 1 Dept Chair Date 4/19/17
Signature, Chair, CTC ECE Program coordinator
Program/Department of:
Date 4/24/1
Signature, Chair, College/School
Curriculum Council for:
Pake Pare Date 5/4/17
Signature, Dean, College/School of:
Offerings above the level of approved programs must be approved in advance by the Provost:

CHANGE	COURSE	(MAJOR)	and	DROF	COURSE	PROPOSAL	
Attach	a syllai	bus, exc	ept	if d	ropping	a course.	

UBMITTED BY:								
Department	Social & H	Iuman Develop	ment	College/School		CRCD/ CTC		
Prepared by	Patty Mer	itt & Kelly Peis	sner	Phone	455-2883 & 455-2842			
Email Contact	pameriti(walaska.edu				Faculty Contact			
COURSE IDE	ENTIFICATIO	N: As the cou	rse now	exists.				
Dept EC	E · · ·	Course #	142	No. of Credi	ts 1			
COURSE TITLE	Socia	l Development of	the Youn	g Child				
ACTION DES	se If	eck the change Change, indicat at is changing	cate bel	made to the exow	Drop Course	x		
NUMBER		TITLE		DESCRIPT	ION			
PREREQUISITE			-	FREQUENCY OF O	FFERING			
*Prerequisit CREDITS (inc	luding cre	required befo	ore a st	COURSE		oll in the course.		
ADD A STACKE (400/600)	D LEVEL	Dept.		CLASSIFICA Course #	TION			
Include sylla	and the best of the second of							
from eac	h other? H	e levels diffe ow will each l opriate level	be					
and by the Gr undergraduate supposed to b versions are being offered undertaxed?	aduate Acade and graduat e two differ sufficiently); 2) are un In this cont urse. Typica	emic and Advising eversions—will tent courses. The different (i.e. dergraduates be ext, the commitally, if either	ng Commit help emple commit e. is the eing over	(Undergraduate) (tee. Creating two phasize the difference will determine undergraduate taxed?; 3) are graduations out for a has qualms, the	o different erent quali ine: 1) whe and gradua raduate stu the intere	syllabi— ties of what are ther the two te level content		
ADD NEW CR	oss-	Dept. & No.	invo	ires approval of ved. Add lines atures.		tments and deans form for additional		
STOP EXIST CROSS-LIST		Dept. & No.	Requ	uires notification	on of other ttach copy	department(s) and of email or memo.		
OTHER (speci	fy)							
compressed int	nours may no to fewer tha ne appropria	n six weeks mus te Faculty Sena	t be apport	wer than three da coved by the coll culum committee. ed by the Core Re	ege or scho	ool's curriculum		

	H = Humanities	S	= Social Sci	ences]	
	Will this course be used		quirement	Trace of the same	A Property of the Park		
	for the baccalaureate core			YES	3. 1 3. 1		NO
	F YES*, check which core rec	quirements it c	ould be used Intensive,	l to f		And the second s	
	*Format 6 also submitted		7 submitted		2	(= Bacca	Core
. A 	Is course content related to "snowflake" symbol will be YES NO	o northern, ard e added in the	tic or circ printed Cata	umpol log,	ar st	udies? I flagged	If yes, a in Banner.
С	OURSE REPEATABILITY:						
	Is this course repeatable fo credit?	yes Yes	NO				
re	ustification: Indicate why epeated (for example, the co	the course can ourse follows a	be				
Но	ow many times may the course	be repeated for	or credit?		1.05 t 1914) (F.)	T	TIMES
If nu	the course can be repeated the course can be repeated the moder of credit hours that m	with variable	credit, wha	t is	the m	maximum [CREI
	PS F450 Comparative Aborigit 3 Credits	aal Indigenous					
<u>1</u>	Offered As Demand Warrants Case study Comparative appropriates and policies in different formulations and specific policies and spe	oach in assessi erent nation-st lfic policy dev lon. Prerequisi	ng Aborigins ate systems. elopments ex tes: Upper d	H <u>to</u> Seve	analy	yzing In original r factor	situation s promotin
EC 1 (C Ex en properties)	Offered As Demand Warrants Case study Comparative appropriates and policies in different formula of the countries and specific propriates and specifi	pach in assession and in assession. State of the Young Charles of the Young Charles on the Charl	ate systems.elopments extes: Upper of .) -(3+0) ild d in the groud adults. Emg friends, hel	Exercise to Sever samine livising p. Enophasis	analy en Abe ed for ion st	yzing In priginal r factor tanding ges com nethods	situations promoting or permiss munication used to
E(C) 1 (C) Ex en propro(1+	Offered As Demand Warrants Case-study Comparative appropriates and policies in difference of policies in difference of limiting self-determination instructor. (Cross-listed CE F142 Social Development Credit explores skills that help each chapathy and mutual respect among the pro-social skills such as soblem solving, conflict resolutions.	pach in assessiverent nation-station policy devalue. Prerequisi with ANS F450 of the Young Chaild feel accepte nong children and sharing, making tion and negotia	ate systems. elopments extes: Upper d .) (3+0) ild d in the groud adults. Emg friends, heltion.	p. En	analy an Abord for ion si coura s on n	yzing In priginal r factor tanding ges com nethods ren learn	situations promoting permiss munication used to social

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 x Yes
11. IMPACTS ON PROGRAMS/DBPTS: 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
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 I 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.)
Signature, Chair, CTC ECE Program coordinator Program/Department of:
Signature, Chair, College/School Curriculum Council for:
Pata Panny Date 5/4/17
Signature, Dean, College/School CRCD
Offerings above the level of approved programs must be approved in advance by the Provost:

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CHANGE	COURSE	(MAJOR)	and	DROP	COURSE	P	ROPOSAL	
Attach	a sylla	bus, exc	ept	if dr	opping	a	course.	

	11004011	a syrrabus	, excep	ot it dropping	a course	•	
SUBMITTED BY:							
Department	Social & H	uman Develo	pment	College/School			CRCD/ CTC
Prepared by	Patty Merit	t & Kelly Pe	issner	Phone	455-2883 & 455-284		
Email Contact	pameritt@a	alaska.edu		Faculty Contact			Patty Merit
1. COURSE IDE	ENTIFICATION	: As the co	urse nov	exists.			
Dept EC	E	Course # 143 No. of Credits 1					
COURSE TITLE	Develo	ping Positive S	Self-Conce	pts in Young Childre	n		
Change Cours	e If	<i>ck the chan</i> Change, ind t is changi	icate be	e made to the exelow	Drop Course	X	
NUMBER		TITLE		DESCRIPTI	ON		
PREREQUISITE				FREQUENCY OF OF			
*Prerequisit CREDITS (inc	luding cred		fore a s	course CLASSIFICAT		oll in	the course.
ADD A STACKE (400/600) Include sylla		Dept.		Course #			
stacked course and by the Gr	th other? Ho at the appro- e application aduate Academ	w will each priate levents are reviewed are and Advis:	be 1?: ed by the	(Undergraduate) C	different	syllab	i—
supposed to be versions are being offered undertaxed?	e two differe sufficiently); 2) are und In this conte urse. Typical	ent courses. I different (i lergraduates l ext, the common. ly, if either	The commi .e. is the being over ittees ar	mphasize the diffe ttees will determi ere undergraduate crtaxed?; 3) are gr e looking out for ee has qualms, the	ne: 1) whe and gradua aduate stu the intere	ether thate levendents bests of	e two l content eing the students
ADD NEW CR LISTING		Dept. & No.	inv	uires approval of l olved. Add lines a natures.			
STOP EXIST		Dept. & No.		quires notification utual agreement. At			
OTHER (speci	fy)						
compressed into	nours may not to fewer than ne appropriat less than si AT: hat apply) T (specify ply)	six weeks mu e Faculty Ser	ist be ap nate curr	ewer than three daproved by the colliculum committee. It wed by the Core Rev	ege or sch Furthermor	ttee.	ırriculum
	cture, fiel	đ					

H = Humanities	S =	Social Sci	ences			
Will this course be used to ful for the baccalaureate core?	lfill a requ	irement	YES		N	0
IF YES*, check which core requirem	ents it coul	d be used	l to f	Eulfill:		
	W = Writing In *Format 7	ntensive,			Baccalaure	eate Core
A Is course content related to nort "snowflake" symbol will be adde	thern, arcti	c or circ	umpol	ar studi and fla	es? If ye	es, a
COURSE REPEATABILITY:						
Is this course repeatable for credit?	YES	NO				
Justification: Indicate why the corepeated (for example, the course different theme each time).						
How many times may the course be re	epeated for	credit?				TIMES
If the course can be repeated with	variable cr	edit, wha	t is	the maxi	Lmum	CREI
number of credit hours that may be	earned for	chis cour	ser			e de la companie de l
PS F450 Comparative Aboriginal In 3 Credits Offered As Demand Warrants Case study Comparative approach in rights and policies in different	in assessing nation-state	Aborigina e systems	l to	analyzi en Abori	ginal sit	uation
3 Credits Offered As Demand Warrants Case study Comparative approach i	in assessing nation-state olicy developments	Aborigina e systems opments ex	al <u>to</u> . Seve kamine	analyzi en Abori ed for f	ginal sit actors pr	uation comotin
3 Credits Offered As Demand Warrants Case study Comparative approach in the rights and policies in different Multiple countries and specific por limiting self-determination.	n assessing nation-state policy development of ANS F450.) Concepts in Your concept a point of the concept appropriate the con	Aboriging e systems expends expends (3+0) oung Child and metho	sel to Seventialized Sevential	analyzi en Abori ed for f ion stan helping vities, er	ginal sit actors pr ding or p children on acouraging	cuation comotin permiss develo
3 Credits Offered As Demand Warrants Case study Comparative approach is rights and policies in different Multiple countries and specific por limiting self-determination. For instructor. (Cross-listed with ECE F143 Developing Positive Self-C1 Credit Explores the importance of a strong sepositive self esteem. Emphasis on proacceptance and expression of children as a member of a cultural/ethnic group.	en assessing nation-state olicy development of ANS F450.) Concepts in Yelloncept a oviding successings and the ANS feelings and the AN	Aborigina e systems opments ex s: Upper of (3+0) oung Child and metho and metho and develop	to several series divis:	analyzi en Abori ed for f ion stan helping vities, er	ginal sit actors pr ding or p children couraging in individu	develogual and

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, PACILITIES/SPACE, FACULTY, ETC.
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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 x 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)
include infoliation on the 2235-2009
CDEV has been included on this decision and is in agreement
12 PACTITUE 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 number of the department and campus-wide curriculum committees is to scrutifize
about course applications to make sure that the quality of UMF
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
" as analytic complain why, are you increasing the amount of material covered in the
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them and students will get credit towards the degree.
AFPROVALS: (Additional signature blocks may be added as necessary.)
AFRICALIS.
A. Mart / KIII Dip / Mil Date 4/19/17
Signature, Chair, CTC ECE Frogram coordinator
Program/Department of:
Date 4/24/17
Signature, Chair, College/School
Curriculum Council for:
tak tomas Date 5/4/11
Signature, Dean, College/School
of: Offerings above the level of approved programs must be approved in advance by the
Provost:

. .

CHANGE	C	COURSE	(MAJ	OR)	and	DR	OP	COURSE	E	ROPOSAL	
Attach	a	syllal	bus,	exc	ept	if	dr	opping	a	course.	

	Attac	n a syllabus	, cacc _l	ot il dropping a	Course	•		
SUBMITTED BY								
Department	Social &	Human Develo	pment	College/School			CRCD/ CTC	
Prepared by	Patty Me	ritt & Kelly Pei	ssner	Phone		455-28	5-2883 & 455-284	
Email Contact	pameritt(@alaska.edu		Faculty Contact			Patty Merit	
1. COURSE II	DENTIFICATI	ON: As the co	urse nov	v exists.				
Dept E	CE	Course #	171	No. of Credits	1		Andready of the state of the state of	
COURSE TITI	E Prog	ram Managemen	<u> </u>					
Change Cour	rse I	heck the chan f Change, ind hat is changi	icate be		Drop ourse	x		
NUMBER		TITLE		DESCRIPTIO	n 🗌			
PREREQUISI				FREQUENCY OF OFF				
The second secon	ncluding cr	C Printer Street, A Street and Constitution of A September 19 (September 1977). And the Street Street	fore a s	course CLASSIFICATI		oll in	the course.	
ADD A STACE (400/600) Include syll		Dept.		Course #				
stacked cound and by the coundergraduate supposed to versions are being offere undertaxed?	at the appress applications applications applications are applicated as a sufficient and applications applica	demic and Advis- ate versions—wi erent courses. Y by different (i undergraduates l atext, the commi- cally, if either	ed by the ing Commill help et ing commile. is the ceing over ittees ar	e (Undergraduate) Curattee. Creating two comphasize the differentees will determine the undergraduate and created?; 3) are graduate to cooking out for the looking out for the looking out, they	different ent quali e: 1) whe nd gradua duate stu ne intere	syllaties of the table to the test of the	abi— of what are the two rel content being the students	
ADD NEW C	ROSS-	Dept. & No.	inv	uires approval of bo olved. Add lines at natures.				
STOP EXI CROSS-LI		Dept. & No.		quires notification utual agreement. Att				
OTHER (spec	cify)							
compressed is council and compressed to COURSE FOR (check all OTHER FOR all that a Mode of de	hours may rento fewer the approprio less than RMAT: that apply) MAT (specifapply)	nan six weeks must six weeks must	ust be ap nate curr	ewer than three days proved by the collecticulum committee. Funded by the Core Reviewed by the Core	ge or sch irthermor	ool's	curriculum	

H = Humanities	S =	Social Sci	ences			
Will this course be used to ful for the baccalaureate core?	fill a requ	irement	YES			NO
IF YES*, check which core requirem	ents it coul	ld be used	to f	ulfill	1	
O = Oral Intensive, *Format 6 also submitted	W = Writing I: *Format 7			Х =	= Baccala	ureate Core
A Is course content related to nort "snowflake" symbol will be adde YES NO	thern, arcti ed in the pr	c or circ	umpola log,	ar stud	lies? Ii agged i	yes, a n Banner.
COURSE REPEATABILITY:						
Is this course repeatable for credit?	YES	NO				
Justification: Indicate why the corepeated (for example, the course different theme each time).						
How many times may the course be re	epeated for	credit?				TIMES
If the course can be repeated with	variable cr	edit, wha	t is 1	the max	ximum	CREI
number of credit hours that may be	earned for	this cour	se?			
Offered As Demand Warrants Case study Comparative approach in rights and policies in different Multiple countries and specific parts.	nation-state	e systems	l to	analyz n Abor	ing Ind	situation
Case study Comparative approach i	nation-state oolicy develor Prerequisite	Aborigina e systems opments ex s: Upper o	l <u>to</u> Seve	analyz n Abor d for	ing Ind	situation promotin
Case-study Comparative approach in rights and policies in different Multiple countries and specific por limiting self-determination.	nation-state colicy develor Prerequisite ANS F450.)	Aboriging e systems opments es s: Upper ((3+0) on among s rces, impr	staff i	analyz n Abor d for on sta	ring Indesignal factors anding colors	situation promotin or permiss m. n, sharing
Case study Comparative approach is rights and policies in different Multiple countries and specific por limiting self-determination. For instructor. (Cross-listed with CECE F171 Program Management 1 Credit The importance of coordination and CEmphasis on effective group planning information about children, maintaining rules and regulations.	nation-state development of the colicy development of the communication, using resouring records, and records	Aboriging e systems opments es s: Upper ((3+0) on among s rces, impr and estable	staff in oving ishing	analyzed for on sta	ing Indiginal factors anding conding condina conding conding conding condina condina condina condina condina c	m. n, sharing policies,

9. ESTIMATED IMPACT

	WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULIT, ETC.
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*	may reduce administrative costs of data age
	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 X 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
	Please specify positive and negative impacts on 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 I 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.)
	Signature, Chair, PM PTC BCE Program coordinator
	Program/Department of:
	Date 42417
	Signature, Chair, College/School
	Curriculum Council for:
	Signature, Dean, College/School CRAN
	of: Offerings above the level of approved programs must be approved in advance by the Provost:

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CHANGE	COURSE	(MAJOR)	and DROI	COURSE	PROPOSAL	
Attach	a sylla.	bus, exce	ept if d	ropping	a course.	

			<u>.</u>	ii dropping a		
SUBMITTED BY			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Department	Social & Human Development			College/School		CRCD/ CTC
Prepared by	Patty Mo	eritt & Kelly Peiss	ner	Phone	45	5-2883 & 455-2842
Email Contact	pamerit	@alaska.edu	183	Faculty Contact		Patty Meritt
1. COURSE II	ENTIFICAT.	ION: As the cour	se now e	exists.		
Dept E	CE	Course # 1	72	No. of Credit	s 1	
COURSE TITI	E Pro	ofessionalism				
2. ACTION DE	- Immunitation and	Check the change If Change, indic	and the second s	ΟW	Drop X	
<u> </u>		what is changing			Course 2	
NUMBER		TITLE		DESCRIPTI		
PREREQUISI:		h a		FREQUENCY OF OF		in the sames
*Prerequis		be required befo	re a sti	duent is allowe	a to enroll	In the course.
distribution		reuru		COURSE CLASSIFICAT	TON	
ADD A STACE (400/600) Include syll		Dept.		Course #	1. 1. day 1. 10 a	
from extaught Stacked county and by the Coundergraduate supposed to versions are being offers undertaxed?	ach other? at the ap rse applicate Graduate Ace te and gradu be two diff a sufficient ad); 2) are In this co	rse levels diffe How will each b propriate level? tions are reviewed ademic and Advising ate versions—will ferent courses. The cly different (i.e. undergraduates be: ontext, the commit- ically, if either of page.	by the og Committed the permitted the permit	ee. Creating two chasize the difference will determine undergraduate actaved?; 3) are grallooking out for	different s rent qualiti ne: 1) wheth and graduate aduate stude the interest	yllabi— es of what are er the two level content nts being s of the students
ADD NEW C	CROSS-	Dept. & No.	invol	res approval of b ved. Add lines a tures.		ents and deans rm for additional
STOP EXI CROSS-LI		Dept. & No.		uires notification ual agreement. At		
OTHER (spec	cify)					
compressed in council and compressed to COURSE FOR (check all	e hours may not of fewer to the appropriate less than RMAT: that apply MAT (speci		t be appr te curric	coved by the collection committee. I	ege or schoo Furthermore,	l's curriculum any core course

COURSE CLASSIFICATIONS: (u Chapter 12 of the curriculum sheet.)						
H = Humanities		S = 8	Social Scie	ences		
Will this course be use for the baccalaureate c		ll a requi	rement	YES		мо
IF YES*, check which core :	requirement	s it coul	d be used	to ful	fill:	
O = Oral Intensive, *Format 6 also submitted		Writing In			X = Baccal	laureate Core
.A Is course content related				mpolar	atudies? T	
"snowflake" symbol will YES NO COURSE REPEATABILITY:						
Is this course repeatable credit?	for	YES	МО			
Justification: Indicate where repeated (for example, the different theme each time)	course fol					
How many times may the cour	rse be repe	ated for o	credit?			TIMES
If the course can be repeat number of credit hours that					e maximum	CREDI
Offered As Demand Warrant Case study Comparative ap rights and policies in di Multiple countries and sp or limiting self-determin of instructor. (Cross-lis	proach in a fferent nat pecific poli nation. Pres	tion-state icy develo requisites	systems. pments ex : Upper d	Seven amined	Aboriginal for factor	situations rs promoting
1 Credit Awareness of one's own personal atmosphere; one's relationsh (1 + 0 + 0)						teaching
COMPLETE CATALOG DESCRIPTI	ON AS IT SI	HOULD APPE	AR AFTER	ALL CHA	INGES ARE M	IADE:
GRADING SYSTEM: Specify LETTER: PASS/F.	only one.					

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 x Yes
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them and students will get credit towards the degree.
 APPROVALS: (Additional signature blocks may be added as necessary.)
P.A. Meutt / Illl 7 Dept Ou. Date 4/19/17
Signature, Chair, CTC ECE Program coordinator
Program/Department of:
 Signature, Chair, College/School CACA
Curriculum Council for:
Park Parmy Date 5/4/17
Signature, Dean, College/School CRCD
Offerings above the level of approved programs must be approved in advance by the

(8)

Provost:

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

CHANGE	C	OURSE (MAJOR)	and	DROP	COURSE	P	ROPOSAL	
Attach	a	syllabu	ıs, exc	ept	if dr	opping	a	course.	

				ot if dropping a				
UBMITTED BY:				7				
Department	repared Patty Meritt & Kelly Peissner			College/School	CRCD/ CTC			
Prepared by				Phone	455-2883 & 455-2842			
Email Contact	pameritt@	alaska.edu		Faculty Contact	Patty Merit			
. COURSE ID.	ENTIFICATIO	N: As the cou	irse nom	exists.				
Dept EC		Course #	173	No. of Credits	1			
COURSE TITLE	E Refle	ctive Teaching						
. ACTION DE	se If	eck the chang Change, indi at is changir	cate be		Drop X			
NUMBER	F	TITLE		DESCRIPTION				
PREREQUISIT	and the second s			FREQUENCY OF OFFE	RING			
*Prerequisi	tes will be	required bef	ore a s	tudent is allowed	to enroll in the course.			
CREDITS (inc	cluding cre	ing credit		COURSE CLASSIFICATIO				
ADD A STACKS (400/600) Include sylla		Dept.		Course #				
from eac	ch other? H	e levels diff ow will each opriate level	be					
Stacked cours and by the Gr undergraduate supposed to b versions are being offered undertaxed?	se application advante Acade and graduate two differ sufficiently (1); 2) are un In this contourse. Typica	ons are reviewed mic and Advisible versions—will ent courses. To different (i.e. dergraduates be ext, the commilly, if either	d by the ng Commil help en he commie. is the eing over thees are committed.	ttee. Creating two dimphasize the different ttees will determine ere undergraduate and rtaxed?; 3) are graduele looking out for the ee has qualms, they here	nt qualities of what are: 1) whether the two d graduate level content uate students being e interests of the students both do. More info online -			
ADD NEW CR LISTING		Dept. & No.	invo	pires approval of bot plved. Add lines at matures.	th departments and deans end of form for additional			
	STOP EXISTING CROSS-LISTING		Red	quires notification of other department(s) and utual agreement. Attach copy of email or memo.				
OTHER (speci	fy)							
compressed in council and the	hours may no to fewer that he appropriations than starts	n six weeks mus te Faculty Sena	st be app ate curri	roved by the college	per credit. Any course or school's curriculum thermore, any core course w Committee. 6 weeks to full semester			

H = Humanities	S = So	cial Sci	ences			
Will this course be used to fu for the baccalaureate core?	lfill a require	ement	YES			NO
IF YES*, check which core requires			to	ulfill	:	
O = Oral Intensive, *Format 6 also submitted	W = Writing Inte	STATE OF THE PROPERTY OF THE PARTY OF THE PA		X =	Baccala	ureate Core
A Is course content related to nor "snowflake" symbol will be add YES NO						
COURSE REPEATABILITY:	**************************************		and the second of the second			
Is this course repeatable for credit?	YES	мо				
Justification: Indicate why the orepeated (for example, the course different theme each time).						
How many times may the course be	repeated for cr	edit?				TIMES
If the course can be repeated with				the max	cimum	CREDI
number of credit hours that may be	e earned for th	is cour	se?			
PS F450 Comparative Aboriginal I 3 Credits Offered As Demand Warrants Case study Comparative approach policies in different nation-sta	in assessing Alte systems. See	borigina ven Abo r	ıl <u>to</u>	analyz al situ	ations N	Multiple co
3 Credits Offered As Demand Warrants Case study Comparative approach	in assessing Alte systems. See examined for	borigina ven Abor factors	al <u>to</u> rigin	analyz al situ oting o	ations M r limiti	Multiple co
PS F450 Comparative Aboriginal I 3 Credits Offered As Demand Warrants Case study Comparative approach policies in different nation-sta and specific policy developments determination. Prerequisites: Up	in assessing Alte systems. See examined for apacities to thood principles age eight.	borigina ven Abor factors tanding be self,	al to rigin promor por or por	analyz al situ oting o ermissi ctive te	ations Property on of in	Multiple coing self- nstructor. Promote sk

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		WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
•		
		May reduce administrative costs of catalog preparation and confusion in advising.
		LIBRARY COLLECTIONS
N.	10.	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
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	th	e have not been including the 1 credit courses in the degree for several years, so we almost never offer em. They confuse students, advisors and campuses that see them in the catalog and think they can offer
	th	em and students will get credit towards the degree.
E		
	L	
1241	AP.	PROVALS: (Additional signature blocks may be added as necessary.)
to with	Γ	P.A. Merett / Mylly Dipt Clust Date 4/19/17
		Signature, Chair, CTC ECE Program coordinator
		Program/Department of:
	Γ	Date 4/24/17
		Signature, Chair, College/School
	·	Curriculum Council for:
		Pater Trung Date 5/4/17
		Signature, Dean, College/School CRCD
		Offerings above the level of approved programs must be approved in advance by the Provost:

Provost: