

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

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

SUBMITTED BY:

Department	Construction Trades Technology	College/School	Interior Alaska Campus
Prepared by	Michael Hirt	Phone	474-6764
Email Contact	mjhirt@alaska.edu	Faculty Contact	Michael Hirt

1. COURSE IDENTIFICATION: As the course now exists.

Dept	<input type="text" value="CTT"/>	Course #	<input type="text" value="F151"/>	No. of Credits	<input type="text" value="1"/>
	<input type="text" value="CTT"/>		<input type="text" value="F153"/>		<input type="text" value="1"/>

COURSE TITLE	Intro to Plumbing Tools and Drawings/ Plastic and Copper Pipe and Fittings
NEW COURSE TITLE and ID	CTT F153 Plumbing Piping and Tools

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

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

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

CREDITS (including credit distribution)	<input type="text" value="2"/>	COURSE CLASSIFICATION	<input type="text"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.

<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

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

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify all that apply) Six day Course.

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

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

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

O = Oral Intensive,

W = Writing Intensive,

X = Baccalaureate Core

*Format 6 also submitted

*Format 7 submitted

Core

4.A **Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES

NO

X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

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

How many times may the course be repeated for credit?

TIMES

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

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aberiginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)~~

~~CTT F151~~ ~~Intro to Plumbing Tools and Drawings~~

CTT F153 ~~Plastic and Copper pipe and Fittings~~ Plumbing Piping and Tools

~~1 1/2 credit (5+1)(1+2)~~ Offered As Demand Warrants

This course will provide students practical experience with plumber's basic hand power tools (care, maintenance and safety procedures), as well as methods in measuring, cutting, and joining piping; adapting these techniques to various pipe material (copper and plastic) using the approved National Plumbing Uniform Plumbing Code and Local Building codes techniques. Students will be instructed in the basics of plumbing blueprints and diagrams and drawing, such as isometric, oblique pictorial drawing, orthographic drawing and schematic drawings; locating and installing piping in residential areas. Instructor will follow proper safety practices. Students will be instructed in how to follow basic safety practices regarding residential plumbing. Prerequisites: None

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

CTT F153 Plumbing Piping and Tools

2 credits (1+2) Offered As Demand Warrants

This course will provide practical experience with plumber's basic hand/power tools (care, maintenance, and safety procedures), as well as methods in measuring, cutting, and joining piping; adapting these techniques to various pipe material (copper and plastic) using Uniform Plumbing Code and Local Building techniques. Students will be instructed in the basics of plumbing blueprints, diagrams and drawing, such as isometric, oblique pictorial drawing, orthographic drawing and schematic drawings. Students will be instructed in how to follow basic safety practices regarding residential plumbing. Prerequisites: None

8. GRADING SYSTEM: Specify only one.
LETTER: PASS/FAIL:

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

10. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
No Yes Course materials will be provided by the instructor or purchased by the student.

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)

12. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

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.

The course material has been taught as two, 1 credit classes. It is virtually impossible to teach one course without almost, if not completely teaching the other. 151 is about the tools and 153 is about the pipe and fittings. They go together. To talk about one without the other is inferior. What little that is different is not advanced but additional information. All CTT classes are as "hands on" as possible and in order to teach about the tool, one needs to have the pipe and fittings to demonstrate how the tool works and visa versa. If someone only takes one class, they end up being exposed to both topics but only credit for one. By combining the classes, the student still gets all the training for both and gets both credits. When separated, different discussions ensue about the different topics and the proper information is covered but the alternate discussions are delayed for the next class. By combining them, all related discussions are done simultaneously and the student can fit them both together, mentally, for greater overall clarity and retention. It is in the best interest of the student to combine both classes. The overall time is almost the same as teaching them separate but leaves the student with a much clearer understanding of both topics, as the instructor can alternately discuss both as needed to enhance the desirable logic. In fact, any time saved in demonstration is spent in valuable discussion as the student receives quantum influences of learning, without reservation (waiting for the next class).

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

DocuSigned by:
 [Signature] Date **08/26/2016**
 Signature, Program Head,
 Department of: **Construction Trades Technology**

[Signature] Date **10/6/2016**
 Signature, Chair,
 Program/Department of: **Indigenous, Community & Tribal Programs**

[Signature] Date **10/6/2016**
 Signature, Chair, College/School
 Curriculum Council for: **College of Rural & Community Dev.**

[Signature] Date **10/17/16**
 Signature, Dean, College/School
 of: **CRCD**

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

[Signature] Date []
 Signature of Provost (if applicable)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

[Signature] Date []
 Signature, Chair
 Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

[Signature] Date []
 Signature, Chair,
 Program/Department of: []

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

[Signature] Date []
 Signature, Dean, College/School
 of: []

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.