

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

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

**SUBMITTED BY:**

<b>Department</b>	<b>Social and Human Development</b>	<b>College/School</b>	<b>College of Rural and Community Development</b>
<b>Prepared by</b>	<b>Veronica Plumb</b>	<b>Phone</b>	<b>455-2038</b>
<b>Email Contact</b>	<b><a href="mailto:vmplumb@alaska.edu">vmplumb@alaska.edu</a></b>	<b>Faculty Contact</b>	<b>Veronica Plumb</b>

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

Dept	<b>ECE</b>	Course #	<b>480</b>	No. of Credits	<b>1</b>
------	------------	----------	------------	----------------	----------

<b>COURSE TITLE</b>	<b>Child Development and Family Studies Portfolio</b>
---------------------	---

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

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
---------------	-------------------------------------	---	-------------	--------------------------

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

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

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

**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

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

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

<b>COURSE FORMAT:</b> (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
<b>OTHER FORMAT (specify all that apply)</b>	<b>Face to Face, Audio/Blackboard</b>											
<b>Mode of delivery (specify lecture, field trips, labs, etc.)</b>	<b>Small amount of lecture and course meetings to assure student is competently working with portfolio template. After which student will be working independently to complete portfolio in entirety.</b>											

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

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
----------------	--------------------------	---------------------	--------------------------

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

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

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
--	--------------------------	--	--------------------------	------------------------	--------------------------

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

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
---------------------------------------	-----	--------------------------	----	-------------------------------------

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

How many times may the course be repeated for credit?	0	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?	0	CREDITS
--	---	---------

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

**PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)**

3 Credits

Offered As Demand Warrants

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

**ECE F480 Child Development and Family Studies Portfolio**

1 Credit

Offered Fall and Spring As Demand Warrants

Entry into development of a capstone project that documents the graduating candidate's professional development as a result of the Child Development and Family Studies program ~~documenting teaching or professional practices congruent within~~ the standards set by the National Association for the Education of Young Children. The portfolio is ~~recommended~~ required for final completion of the Child Development and Family Studies BA degree program in lieu of a written comprehensive exam or thesis. ECE 480 introduces students to the portfolio process, which will be completed with final assessment at the finishing piece of the Child Development and Family Studies Program. Also may be offered via eLearning and Distance Education. Prerequisites:-ENGL 211X or 213X and admittance CDFS BA program. ~~Required completion of all CDFS core major and concentration course work.~~ This course may be taken in conjunction with ECE F471, F472 or F473. (0.5+0+1)

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

**ECE F480 Child Development and Family Studies Portfolio**

1 Credit

Offered Fall and Spring As Demand Warrants

Entry into development of a capstone project that documents the graduating candidate's professional development as a result of the Child Development and Family Studies program within the standards set by the National Association for the Education of Young Children. The portfolio is required for final completion of the Child Development and Family Studies BA degree program in lieu of a written comprehensive exam or thesis. ECE 480 introduces students to the portfolio process, which will be completed with final assessment at the finishing piece of the Child Development and Family Studies Program. Also may be offered via eLearning and Distance Education. Prerequisites:-ENGL 211X or 213X and admittance CDFS BA program (0.5+0+1)

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

LETTER:  PASS/FAIL:

**9. ESTIMATED IMPACT**

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

None

**10. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto: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

The same library collections would be necessary as when the course was developed. The Library collections were more than adequate then and continues to be in the present.

**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)

Only the CDFS BA Program. No other programs will be affected.

**12. POSITIVE AND NEGATIVE IMPACTS**

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

There will be no change for any other courses, programs or departments.

**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 current course proposal supports minor course changes that will allow completion of the ECE 480 1-credit course earlier within the program than the prior stated requirement that would have completion coincide with completion of the capstone clinical practices.

ECE 480 is a newer class that was approved during the spring of 2011 for admissions into the 2012-2013 academic catalog as a CDFS program requirement. The course was developed to introduce a standardized program portfolio template. Because of course pre-requisites, there were not any students ready to take the course until spring of 2014.

ECE 480 was introduced with an e-portfolio template and piloted with a small group of 2 students

during spring 2014 and again with a group of 3 students during summer 2014. Student feedback led to the understanding that this course would be more supportive to students if they were allowed to begin the portfolio process earlier in the program. Earlier access to the portfolio template and expectations for completion will allow students to be introduced to the template, become familiar with use and then follow through with reflective, strategically planned submissions of program artifacts as they progress through program requirements.

The thought has come up regarding the question; “Should the course remain a 400 level number if anyone can take the course?” and “Would the course better serve students if it were a lower number?” The answer to these questions is no. The course should remain with the current number of 480 since the completed portfolio is the last form of assessment for graduating candidates. Leaving the number as 480 – the last number within the program sequence stresses the message that the portfolio is the last assessment of importance within the program sequence.

Though completion of this Pass (P) Fail (F) course does have specified course outcomes that lead into the beginning phases of portfolio development, the course is currently re-designed as an introduction so that students can understand expectations of the portfolio as a whole and get started with development.

Final assessment of the program portfolio will take place towards the end of the final semester; once a student has completed all program requirements and is an upcoming graduation candidate. The final portfolio will be assessed by three people using a specifically developed rubric. The people chosen for this role will be the CDFS program head, 1 other faculty member (chosen by the CDFS program), and a third person of the student’s choice. After completion, rubric documents will be collected by the CDFS program head, who will average the points received. Final program expectations would be a norm final score with a minimum of 80% possible points; equal to a letter minimum grade of B.

Each student will choose their own artifacts demonstrating their competencies within the standards set by the National Association for the Education of Young Children. The portfolio template is located at the following web link should you choose to peruse.  
<https://sites.google.com/a/alaska.edu/uaf-cdfs-e-portfolio/>

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

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		
<b>Offerings above the level of approved programs must be approved in advance by the Provost:</b>		
	Date	
Signature of Provost (if applicable)		

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

	Date	
--	------	--

Signature, Chair

Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

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

	Date	
--	------	--

Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
--	------	--

Signature, Dean, College/School of:

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013