Revised 2/25/13

187-UCDr.

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FORMAT 2

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

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

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

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	245	No. of Credits	3

COURSE TITLE	**Child Development**

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

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

NUMBER		**TITLE**		**DESCRIPTION**	
PREREQUISITES*				***FREQUENCY OF OFFERING***	

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

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

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

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

3. COURSE FORMAT

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

COURSE FORMAT: (check **all** that apply)		*1*		*2*		*3*
		4		*5*		*6 weeks to full semester*
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc.)						

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

H = Humanities | | S = Social Sciences | |

Will this course be used to fulfill a requirement for the baccalaureate core?	**YES**		**NO**	

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

O = Oral Intensive, ***Format 6** also submitted		W = Writing Intensive, ***Format 7** submitted		Natural Science, ***Format 8** submitted	

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

YES ☐ NO ☐

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? **YES** ☐ **NO** ☐

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

How many times may the course be repeated for credit? ☐ **TIMES**

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

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

Example of a <u>complete</u> description:

PS F450 Comparative ~~Aboriginal~~ <u>Indigenous</u> Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case-study~~ <u>Comparative</u> approach ~~in assessing Aboriginal~~ <u>to analyzing Indigenous</u> rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ <u>Multiple countries and specific policy developments</u> examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

~~**ECE F245 Overview of Child Development (s)**~~

~~**3 Credits**~~

~~**Overview of human relationships with and among children from a multicultural perspective. Includes physical, intellectual, emotional and social development beginning before birth through middle childhood. Requires child observations. Also available via e-Learning and Distance Education. This course is for parents and others interested in an overview of child development. ECE degree seeking students should take ECE F104 and ECE F107 for more depth of knowledge on this subject. Prerequisites: Placement in ENGL F111X or higher or permission of instructor. (3+0)**~~

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

8. *GRADING SYSTEM: Specify only one.*

LETTER: ☐ **PASS/FAIL:** ☐

9. *ESTIMATED IMPACT*

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

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ ] Yes [ ]

11. IMPACTS ON PROGRAMS/DEPTS:

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

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

12. POSITIVE AND NEGATIVE IMPACTS

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

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course has been replaced by ECE 104 Child Development I (3 cr) and ECE 107 Child Development II (3 cr). After using the new courses for multiple years, in several delivery modes, we now believe there is no value in keeping this old course.

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

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

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

Signature, Dean, College/School of: CRCD Date 3/1/13

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

Signature of Provost (if applicable) Date

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

Signature, Chair Date

Faculty Senate Review Committee: ___Curriculum Review ___GAAC