

**April 10, 2015**

**LIB 307**

**9:30-11:30am**

**I. Roll Call**

Arlene Schmuland       Anthony Paris       Hsing-Wen Hu  
 Cindy Knall             Dennis Drinka       Clayton Trotter  
 Jervette Ward          (e) Parker McWilliams    Sam Thiru  
 Peter Olsson

**Ex-Officio Members**

David Yesner  
 Lora Volden  
 Scheduling and Publications

**II. Approval of Agenda (pg. 1)**

**III. Approval of Meeting Summary (pg. 2-3)**

**IV. Administrative Reports**

A. Associate Dean of the Graduate School David Yesner

B. University Registrar Lora Volden

C. GAB Chair Arlene Schmuland

**Program/Course Action Request - Second Readings**

Chg                                      Graduate Certificate, Family Nurse Practitioner (pg. 5-14)

Chg    NS      A625    Biostatistics for Health Professionals (cross listed with HS A625)(3 cr)(3+0)(pg. 15-18)

Chg    NS      A625L   Biostatistics for Health Professionals Lab (1 cr)(0+3)(pg. 19-21)

**V. Program/Course Action Request – First Readings**

Chg    HS      A625    Biostatistics for Health Professionals (cross listed with NS A625)(3 cr)(3+0)(pg. 22-25)

Dlt    HS      A625L   Biostatistics for Health Professionals Lab (1 cr)(0+3)(pg. 26)

Chg    EDEC    A607    Observation and Documentation: Inquiry in Action (stacked with EDEC A407)  
 (3 cr)(2+2)(pg. 27-32)

Chg    EDEC    A608    Analysis of Children’s Literature: Early Childhood Years (stacked with EDEC A408)  
 (3 cr)(3+0)(pg. 33-39)

**VI. Old Business**

**VII. New Business**

A. UAB Values Statement (pg. 40-46)

**VIII. Informational Items and Adjournment**

**March 27, 2015**  
**ADM 204**  
**9:30-11:30am**

**I. Roll Call**

(x) Arlene Schmuland      (x) Anthony Paris      (x) Hsing-Wen Hu  
(x) Cindy Knall            (x) Dennis Drinka      (e) Clayton Trotter  
(x) Jervette Ward        (e) Parker McWilliams   (x) Sam Thiru  
(x) Peter Olsson

**Ex-Officio Members**

(x) David Yesner  
(x) Lora Volden  
(x) Scheduling and Publications

**II. Approval of Agenda** (pg. 1-2)

*Move Purge List to first readings as well as the nursing courses.*  
**Approved as amended**

**III. Approval of Meeting Summary** (pg. 3-4)

**Approved**

**IV. Administrative Reports**

A. Associate Dean of the Graduate School David Yesner  
*Informed by NWCCU Doctor of Nursing Practice was accepted.*  
*Program Suspension Committee will have a graduate voice.*  
*The graduate student exit survey has been finalized; the next step is to coordinate implementation.*  
*Faculty Senate deciding on WWAMI E-Board meeting with the Provost to discuss current issues including reorganization.*

B. University Registrar Lora Volden  
*A training in e-catalog editing will be held on Tuesday, March 31<sup>st</sup>.*  
*Priority registration opens....*

C. GAB Chair Arlene Schmuland  
*Discussing joint UAB/GAB/ and members of the college committees for the first meeting of the year.*  
*Spoke with the Provost about interdisciplinary degrees*

**V. Program/Course Action Request - Second Readings**

Chg Graduate Certificate, Special Education/EDSE (pg. 5-18)  
**Accepted for second reading**

Chg Master of Science, Project Management (pg. 19-35)  
Chg PM A601 Project Management Fundamentals (3 cr)(3+0)(pg. 36-41)  
Add PM A623 Stakeholder Engagement and Collaboration (3 cr)(3+0)(pg. 42-45)  
Chg PM A624 Advanced Project Risk Management (3 cr)(3+0)(pg 46-50)  
Add PM A632 Advanced Project Controls (3 cr)(3+0)(pg. 51-54)  
Add PM A652 Project Definition and Research Methods (3 cr)(3+0)(pg. 55-58)  
Add PM A653 Project Management Application Tools (3 cr)(3+0)(pg. 59-61)

**All PM curriculum accepted for second reading**

**VI. Program/Course Action Request – First Readings**

Chg Graduate Certificate, Nursing (pg. 62-64)  
Chg Graduate Certificate, Nursing Education (pg. 65-75)  
**Nursing curriculum waived first reading, approved for second**

Chg Graduate Certificate, Family Nurse Practitioner (pg. 76-86)  
**Accepted for first reading**

Chg Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner (pg. 87-96)  
Chg Graduate Certificate, Doctor of Nursing Practice (pg. 97-110)  
Chg Master of Science, Nursing Science (pg. 111-128)  
**Nursing curriculum waived first reading, approved for second**

Add ME A660 Turbomachinery (stacked with ME A460)(3 cr)(2+2)(pg. 129-132)  
**Waived first reading, approved for second**

Chg BIOM A690 Advanced Selected Topics in Biomedicine (stacked with BIOM A490)  
(1-3 cr)(1-3+0)(pg. 133-137)

**Waived first reading, approved for second**

Chg NS A601 Advanced Pathophysiology (3 cr)(3+0)(pg. 138-143)  
Chg NS A618 Role Development in Advanced Nursing (2 cr)(2+0)(pg. 144-147)  
Chg NS A619 Nursing Health Policy (2 cr)(2+0)(pg. 148-151)  
Chg NS A620 Evidence-based Advanced Nursing Practice (4 cr)(4+0)(pg. 152-155)

**ALL NS curriculum waived first reading, approved for second**

Chg NS A625 Biostatistics for Health Professionals (3 cr)(3+0)(pg. 156-159)  
Chg NS A625L Biostatistics for Health Professionals Lab (1 cr)(0+3)(pg. 160-162)

**NS A625 and NS A625L accepted for first reading**

Chg NS A696 Scholarly Project (2 cr)(1+3)(pg. 163-166)

**ALL NS curriculum waived first reading, approved for second**

## **VII. Old Business**

## **VIII. New Business**

- A. UAB Values Statement (pg. 167-173)
- B. First Reading of the Purge List: Academic Courses (pg. 174-182)  
**Approved for second reading**

## **IX. Informational Items and Adjournment**

- A. "New Program" Proposal Process Clarification (pg. 183)

- 1) Consult with the Office of Academic Affairs before starting the process. To set up an appointment, email [ayoaa@uaa.alaska.edu](mailto:ayoaa@uaa.alaska.edu).
- 2) Submit a pre-prospectus, which goes through the department chair and dean/director to the Provost. The dean/director should email the signed pre prospectus to the Provost and copy [ayoaa@uaa.alaska.edu](mailto:ayoaa@uaa.alaska.edu).
- 3) Once the pre-prospectus is approved by the Provost, submit the curriculum and assessment documents through the regular governance processes and work with OAA on the full prospectus. The full prospectus goes up through the Board of Regents and/or the Northwest Commission on Colleges and Universities.

This information is posted on the Governance site, under the sub-button Curriculum Docs at <http://www.uaa.alaska.edu/governance/coordination/index.cfm> <Pre-prospectus>



# Graduate Certificate in Family Nurse Practitioner

The Family Nurse Practitioner (FNP) graduate certificate is available to nurses who are already master's prepared and certified as psychiatric-mental health nurse practitioners, adult nurse practitioners, women's health nurse practitioners, or pediatric nurse practitioners. The program expands their scope of practice to assist them to acquire the theory, knowledge, and skills needed to provide primary care for families. Courses and seminars are scheduled to allow students to attend classes with content specific to expand their specialty practice to include a family scope. The curriculum includes didactic, seminar, and clinical hours in practicum coursework. Students who successfully complete the graduate certificate program will be eligible to take the Family Nurse Practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as a family nurse practitioner. These examinations are given nationwide throughout the year.

## Scheduling of Courses

Courses for the FNP graduate certificate are offered in an alternative scheduling format consisting of intensive classroom sessions presented in short time blocks on the UAA campus and/or periodic class meetings throughout the semester that are available via computer and/or audio-conference. Thus it is possible for students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. In addition all students have the opportunity to take advantage of clinical learning opportunities throughout the state, including both urban and rural settings.

## Admission Requirements

See [Admission Requirements for Graduate Certificates](#).

The following UAA application submission deadlines are recommended to ensure full processing of application and transcripts:

- June 15 for November 1 applicants
- November 1 for March 1 applicants

## School of Nursing Admission Requirements

The following School of Nursing (SON) application submission deadlines are required to ensure full processing of the application:

- October 1 for graduate study
- February 1 for graduate study and/or admission to FNP specialty. The FNP track admits every year.

The SON's application must be submitted directly to the SON. Additional information and the application forms are at <http://www.uaa.alaska.edu/schoolofnursing>.

Graduate certificate applicants must:

1. Submit the SON application form.
2. Turn in resumè (specific directions can be found in the application packet and should be followed carefully).
3. Submit documentation of the following requirements:
  - Graduate degree in nursing (master's or doctoral) from a school of nursing accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission. .
  - Minimum graduate GPA of 3.00 (B) on a 4.00 scale.
  - Active unencumbered license as an advanced practice nurse in the state of Alaska. License must remain active and unencumbered while in the graduate certificate program. There are different reasons for a license to be encumbered and some may preclude admission to the program. Students with encumbered licenses should meet with the graduate program chair to determine program eligibility.
  - Documentation of national certification as an advanced nurse practitioner.
4. Provide three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the School of Nursing from the person writing the reference. References may be contacted by a member of the admissions committee.
5. Provide academic plan of study based on a gap analysis done by faculty advisor.
6. Schedule interview once the above material is submitted and it is determined the student meets minimum program requirements. Accommodations will be made for distance students.
  - Interviews are scheduled for the first Tuesday and Wednesday of March
  - Candidates should contact the SON (786-4537) to schedule a time for the interview.

Applicants are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical nursing tracks. Special consideration may be given to candidates with clinical expertise, proficiency in other languages, knowledge of other cultures, and a proven record of professional contributions. This information should be put in the resumè as part of the SON application. To the extent that there are limited seats available in the program, preference may be given to residents of the state of Alaska as defined by the university's policy on residency for tuition purposes.

### **Additional School of Nursing Requirements**

All students enrolled in the FNP graduate certificate program must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer); documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years; annual PPD skin test or health examination indicating freedom from active tuberculosis; documentation of an annual HIV test (results not required); and
- The results of the School of Nursing-sanctioned national level criminal background check.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio-conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have graduate level writing and American Psychological Association (APA) referencing skills, as well as basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing,
- Sending and receiving e-mail with attachments,
- Accessing and navigating the Internet/World Wide Web, and
- Basic understanding of hardware, software, and operating systems.

## Academic Progress Requirements

Students enrolled in the FNP graduate certificate program must make continuous progress toward completion of the certificate and remain in good standing with the SON. In order to remain in good standing students must:

- Maintain professional and academic standards at all times.
- Maintain continuous registration each fall and spring semester until certificate is granted.
- Earn a minimum grade of 3.00 (B) in all required coursework.

Noncompliance with the good standing policy and academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook

([www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm](http://www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm)) for more information.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Certificates](#).
- Complete the Program Requirements below.

## Program Requirements

The FNP graduate certificate program requirements are based on what type of nurse practitioner certification the individual already has; additional coursework may be required based on the transcript gap analysis that is done by the academic advisor.

FNP certificate for practicing Adult Nurse Practitioners

<a href="#">ND A660</a>	Family Nurse Practitioner I	4
<a href="#">ND A661</a>	Family Nurse Practitioner II	5
<a href="#">ND A663</a>	Family Nurse Practitioner IV	6
Total Credits		15

FNP certificate for practicing Pediatric Nurse Practitioners

<a href="#">NS A631</a>	Family Nurse Practitioner Focus on Women's Health and Obstetrics I	2
<a href="#">NS A635</a>	Family Nurse Practitioner Focus on Women's Health and Obstetrics II	2
<a href="#">ND A662</a>	Family Nurse Practitioner III	5
<a href="#">ND A663</a>	Family Nurse Practitioner IV	6
Total Credits		15

FNP certificate for practicing Psychiatric-Mental Health Nurse Practitioners

<a href="#">NS A601</a>	Advanced Pathophysiology	3
<a href="#">NS A602</a>	Advanced Health Assessment in Primary Care	3
<a href="#">NS A610</a>	Pharmacology for Primary Care	3
<a href="#">NS A611</a>	Psychopharmacology	3
<a href="#">ND A660</a>	Family Nurse Practitioner I	4
<a href="#">ND A661</a>	Family Nurse Practitioner II	5
<a href="#">ND A662</a>	Family Nurse Practitioner III	5
<a href="#">ND A663</a>	Family Nurse Practitioner IV	6
Total Credits		32

Women's Health Nurse Practitioner

<a href="#">NS A632</a>	Family Nurse Practitioner Focus on Pediatrics I	2
<a href="#">NS A636</a>	Family Nurse Practitioner Focus on Pediatrics II	2
<a href="#">ND A662</a>	Family Nurse Practitioner III	5
<a href="#">ND A663</a>	Family Nurse Practitioner IV	6
Total Credits		15

A total of 15-32 credits is required for the certificate.\*

\* Students need to have had an advanced pharmacology, pathophysiology and health assessment course in their original nursing master's program; if their program did not include some or all of these courses, they may need to be taken for the graduate certificate.

- See more at: <http://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofnursing/gradcert-familynursepractitioner/#sthash.eD5sNFXI.dpuf>



## Graduate Certificate in Family Nurse Practitioner

The Family Nurse Practitioner (FNP) ~~Graduate~~ graduate ~~Certificate~~ certificate is available to nurses who are already master's prepared and certified as ~~for~~ psychiatric-mental health nurse practitioners, adult nurse practitioners, women's health nurse practitioners, or pediatric nurse practitioners. ~~The program is designed for nurses who are already certified as psychiatric nurse practitioners. This program~~ expands their scope of practice to assist them to acquire the theory, knowledge, and skills needed to provide primary care for families. Courses and seminars are scheduled to allow students to attend classes with content specific to expand their specialty practice to include a family scope. The curriculum includes didactic, seminar, and ~~approximately 720~~ approximately 720 clinical hours in practicum coursework. Students who successfully complete the graduate certificate program will be eligible to take the Family Nurse Practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as a family nurse practitioner. These examinations are given nationwide throughout the year.

~~The Family Nurse Practitioner Graduate Certificate for primary care specialties was developed for nurses who are already certified in one of the primary care nurse practitioner specialties (adult, child, or women). Students who successfully complete it will be eligible to take the family nurse practitioner examination offered by the ANCC, or the AANP to become certified as a family nurse practitioner. These examinations are given nationwide throughout the year.~~

~~See more at: <http://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofnursing/gradcert-familynursepractitioner/#sthash.eD5sNFXI.dpuf>~~

### Scheduling of Courses

Courses for the FNP graduate certificate are offered in an alternative scheduling format consisting of intensive classroom sessions presented in short time blocks on the UAA campus and/or periodic class meetings throughout the semester that are available via computer and/or audio-conference. Thus it is possible for students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. In addition all students have the opportunity to take advantage of clinical learning opportunities throughout the state, including both urban and rural settings.

### Admission Requirements

See [Admission Requirements for Graduate Certificates](#).

The following UAA application submission deadlines are recommended to ensure full processing of application and transcripts:

- [June 15 for November 1 applicants](#)
- November 1 for March 1 applicants

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- ~~June 15 for November 1 applicants~~

## School of Nursing Admission Requirements

The following School of Nursing (SON) application submission deadlines are required to ensure full processing of the application:

- October 1 for graduate study
- February 1 for graduate study and/or admission to FNP specialty. The FNP track admits every year.

The SON's application must be submitted directly to the SON. Additional information and the application forms are at <http://www.uaa.alaska.edu/schoolofnursing>.

Graduate certificate applicants must:

1. Submit the SON application form.
2. Turn in resumè (specific directions can be found in the application packet and should be followed carefully). Students applying to the graduate certificate program must also submit documentation of having met the following requirements:
3. Submit documentation of the following requirements:

- ~~Earned Graduate~~ graduate degree in nursing (master's or doctoral) from a school of nursing accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission. National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
- ~~Graduate~~ Minimum graduate GPA of at least a 3.00 (B) on a 4.00 scale. Additional requirements for students applying for the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner graduate certificate programs include:
- ~~Current a~~ Active unencumbered license as an advanced practice nurse in the licensure as an advanced practice nurse in the state of Alaska. License must remain active and unencumbered while in the graduate certificate program. must be maintained. (There are different reasons for a license to be encumbered and some may preclude admission to the program. Students with encumbered licenses should meet with the graduate program chair to determine program eligibility.)
- Documentation of national certification as an advanced nurse practitioner.

4. Provide three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the School of Nursing from the person writing the reference. References may be contacted by a member of the admissions committee.
5. Provide academic plan of study based on a gap analysis done by faculty advisor.

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6. Schedule interview once the above material is submitted and it is determined the student meets minimum program requirements. Accommodations will be made for distance students.

- Interviews are scheduled for the first Tuesday and Wednesday of March
- Candidates should contact the SON (786-4537) to schedule a time for the interview.

Applicants ~~are considered for program admission on~~ who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does ~~P~~rior acceptance into graduate study status does not guarantee admission into the clinical nursing tracks. Special consideration may be given to candidates with clinical expertise, proficiency in other languages, knowledge of other cultures, and a proven record of professional contributions. This information should be put in the resumé as part of the SON application. ~~Special consideration may be given to candidates with portfolios that document exceptional clinical experience and a proven record of professional contributions.~~ To the extent that there are limited seats available in the program, preference may be given to residents of the state of Alaska as defined by the university's policy on residency for tuition purposes.

### Additional School of Nursing Requirements

All students enrolled in the UAA-FNP nursing graduate certificate programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer); documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years; annual PPD skin test or health examination indicating freedom from active tuberculosis; documentation of an annual HIV test (results not required); and
- The results of the School of Nursing-sanctioned national level criminal background check.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio-conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have graduate level writing and American Psychological Association (APA) referencing skills, as well as basic computer and typing skills prior to entry into the nursing program, for example: ~~All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:~~

- Word processing, (preferably MS Word);
- Sending and receiving e-mail with attachments.;

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- Accessing and navigating the Internet/World Wide Web, and
- Basic understanding of hardware, software, and operating systems.

The School of Nursing will consider applications for the graduate certificate during fall and spring semesters. Following are the deadlines for submission to ensure full consideration by the admissions committee:

- November 1: Graduate certificate PMH NP or EDUC specialty
- March 1: Graduate certificate FNP or EDUC specialty

## Academic Progress Requirements

Students enrolled in the FNP graduate certificate program must make continuous progress toward completion of the certificate and remain in good standing with the SON. In order to remain in good standing students must:

- Maintain professional and academic standards at all times.
- Maintain continuous registration each fall and spring semester until certificate is granted.
- Earn a minimum grade of 3.00 (B) in all required coursework.

Noncompliance with the good standing policy and academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook

([www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm](http://www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm)) for more information.

Students enrolled in the graduate certificate program must:

- Maintain at least a 3.00 (B) GPA in all required coursework.
- Earn a grade of 3.00 (B) or higher in all specialty courses.
- Receive no more than one 2.00 (C) grade in core or elective courses (if required).

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook for more information.

### Additional School of Nursing Requirements

All students enrolled in UAA nursing graduate certificate programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer); documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years; annual PPD skin test or health examination indicating

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~~freedom from active tuberculosis; documentation of an annual HIV test (results not required); and~~

~~• The results of the School of Nursing-sanctioned national level criminal background check.~~

~~Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:~~

- ~~• Word processing (preferably MS Word);~~
- ~~• Sending and receiving e-mail with attachments;~~
- ~~• Accessing and navigating the Internet/World Wide Web; and~~
- ~~• Basic understanding of hardware, software, and operating systems.~~

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## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Certificates](#).
- Complete the Program Requirements below.

### Program Requirements

~~Complete one of the following tracks: Adult Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner or Women's Health Nurse Practitioner. The FNP graduate certificate program requirements are based on what type of nurse practitioner certification the individual already has; additional coursework may be required based on the transcript gap analysis that is done by the academic advisor.~~

~~FNP certificate for practicing Adult Nurse Practitioners Track~~

<del>NS A660</del> ND A660	Family Nurse Practitioner I	<del>64</del>
<del>NS A661</del> ND A661	Family Nurse Practitioner II	<del>35</del>
<del>NS A663</del> ND A663	Family Nurse Practitioner IV	6
Total Credits		15

~~FNP certificate for practicing Pediatric Nurse Practitioners Track~~

<del>NS A631</del> NS A631	Family Nurse Practitioner Focus on Women's Health and Obstetrics I	2
<del>NS A635</del>	Family Nurse Practitioner Focus on Women's Health and Obstetrics II	2
<del>NS A662</del> ND A662	Family Nurse Practitioner III	5
<del>NS A663</del> ND A663	Family Nurse Practitioner IV	6
Total Credits		15

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<u>FNP certificate for practicing Psychiatric-Mental Health Nurse Practitioners</u> <del>Track</del>		
<u>NS A601</u>	Advanced Pathophysiology	3
<u>NS A602</u>	Advanced Health Assessment in Primary Care	3
<u>NS A610</u>	Pharmacology for Primary Care	3
<u>NS A611</u>	Psychopharmacology	3
<del>NS A660</del> ND A660	Family Nurse Practitioner I	4
<del>NS A661</del> ND A661	Family Nurse Practitioner II	5
<del>NS A662</del> ND A662	Family Nurse Practitioner III	5
<del>NS A663</del> ND A663	Family Nurse Practitioner IV	6
Total Credits		32
Women's Health Nurse Practitioner		
<u>NS A632</u>	Family Nurse Practitioner Focus on Pediatrics I	2
<u>NS A636</u>	Family Nurse Practitioner Focus on Pediatrics II	2
<del>NS A662</del> ND A662	Family Nurse Practitioner III	5
<del>NS A663</del> ND A663	Family Nurse Practitioner IV	6
Total Credits		15

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A total of 15-32 credits is required for the certificate.\*

\* Students need to have had an advanced pharmacology, pathophysiology and health assessment course in their original nursing master's program; if their program did not include some or all of these courses, they may need to be taken for the graduate certificate.

- See more at: <http://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofnursing/gradcert-familynursepractitioner/#sthash.eD5sNFXI.dpuf>



**Course Content Guide**  
**School of Nursing**  
**College of Health**

- I. Date of Initiation:** Spring 2015
- II. Curriculum Action Request**
- A. College/School:** College of Health/School of Nursing
- B. Course Prefix:** NS
- C. Course Number:** A625
- D. Credits:** 3
- E. Contact Hours:** 3+0
- F. Course Title:** Biostatistics for Health Professionals
- G. Grading Basis:** A-F
- H. Implementation Date:** Fall 2015
- I. Cross-listed/Stacked:** HS A625
- J. Course Description:** Reviews principles of statistical reasoning and quantitative skills for analyzing health data. Illustrates descriptive and inferential statistics. Addresses multivariate parametric and non-parametric testing of health data. Compares methodological techniques and the choice of appropriate statistical methods to answer health research questions. Emphasizes interpretation of statistical results.
- K. Course Prerequisite(s):** N/A
- L. Corequisite(s):** N/A
- M. Automatic Restriction(s):** Level
- N. Registration Restriction(s):** Graduate standing or instructor permission and grade of C or better in undergraduate statistics
- O. Course Fee:**  Yes       No

**III. Instructional Goals, Student Learning Outcomes, and Assessment Measures**

**A. Instructional Goals**

The instructor will:

1. Foster critical thinking skills needed for students to determine the most appropriate statistical test necessary for effective evaluation of health data.
2. Impart an understanding of how to organize and summarize data.
3. Impart an understanding of how to reach decisions and draw conclusions about a large body of data by examining only a small part of the data.
4. Integrate principles of biostatistics with the collection, analysis, and interpretation of health data.



## B. Student Learning Outcomes/Assessment Measures

Student Learning Outcomes		Assessment Measures
Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
1.	Describe the role biostatistics serves in health disciplines.	Homework assignments Exam
2.	Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.	Homework assignments Exam
3.	Apply descriptive techniques commonly used to summarize health data.	Homework assignments Exam
4.	Use basic concepts of probability, random variation and commonly used statistical probability distributions.	Homework assignments Exam
5.	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.	Homework assignments Exam
6.	Apply common statistical methods for inference.	Homework assignments Exam
7.	Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	Homework assignments Exam
8.	Interpret results of statistical analyses found in health studies.	Homework assignments Exam

## IV. Course Level Justification

This is a graduate-level course that builds on undergraduate research and statistics and provides the foundation for advanced evidence-based practice.

## V. Course Outline

- A. Descriptive statistics
- B. Probability theory
- C. Distributions
  - 1. Normal distribution
  - 2.  $t$  distribution
  - 3.  $F$  distribution
  - 4. Chi Square distribution
  - 5. Others
- D. Hypothesis testing
  - 1. Parametric inferential statistics
    - a. Tests of differences

- b. Tests of association
  - (1) Strength of association
  - (2) Direction of association
- 2. Non-parametric inferential statistics
  - a. Tests of differences
  - b. Tests of association

## VI. Suggested Text

- Gertsman, B. B. (2014). *Basic biostatistics: Statistics for public health practice* (2<sup>nd</sup> ed.). Burlington, MA: Jones & Bartlett.
- Kellar, S. P., & Kelvin, E. (2012). *Munro's statistical methods for health care research* (6<sup>th</sup> ed., rev.). Philadelphia, PA: Lippincott.
- Triola, M. M., & Triola, M. F. (2006). *Biostatistics for the biological and health sciences*. Boston, MA: Pearson.
- Wassertheil-Smoller, S. (2004). *Biostatistics and epidemiology: A primer for health and biomedical professionals* (3<sup>rd</sup> ed.). New York, NY: Springer-Verlag.

## VII. Bibliography and Suggested Readings

- Daniel, W. W. (2008). *Biostatistics: A foundation for analysis in the health sciences* (8<sup>th</sup> ed.). Hoboken, NJ: Wiley.
- Motulsky, H. (2014). *Intuitive biostatistics* (3<sup>rd</sup> ed.). New York, NY: Oxford University Press.



**Course Content Guide**  
**School of Nursing**  
**College of Health**

**I. Date of Initiation:** Spring 2015

**II. Curriculum Action Request**

**A. College/School:** College of Health/School of Nursing

**B. Course Prefix:** NS

**C. Course Number:** A625L

**D. Title:** Biostatistics for Health Professionals Lab

**E. Credits:** 1 (0+3)

**F. Grading Basis:** P/NP

**G. Implementation Date:** Sp 2016

**H. Course Description:** Introduction to statistical analysis using statistical software  
 Focuses on creating a database, evaluating data for entry errors, identifying statistical test assumptions, and computing descriptive and inferential statistics.

**I. Course Prerequisite(s):** N/A

**J. Co-requisite(s):** HS/NS A625

**K. Automatic Restriction(s):** Level

**L. Registration Restriction(s):** Grade of C or better in undergraduate research and statistics courses

**M. Course Fees:**  Yes  No

**III. Instructional Goals, Student Learning Outcomes, and Assessment Measures**

**A. Instructional Goals**

The instructor will:

1. Review methods to create a database, exploring data and checking test assumptions.
2. Illustrate commands for obtaining descriptive and inferential statistics.
3. Explain how to develop and edit statistical tables

**B. Student Learning Outcomes/Assessment Measures**

Student Learning Outcomes		Assessment Measures
Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
1.	Demonstrate the ability to create a database using statistical software.	Error free data base development assignment.
2.	Utilize statistical software to explore the data for data entry errors and test assumptions.	Data exploration command assignment.
3.	Utilize statistical software to obtain descriptive and inferential statistics.	Data analysis exercises.
4.	Modify charts and output tables to conform to the American Psychological Association style	Chart and output table modification exercises.

	guide.	
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#### IV. Course Level Justification

This is a graduate-level course that builds on undergraduate statistics and provides the foundation for statistical analysis using software.

#### V. Course Outline

- A. Introduction to statistical software
- B. Data entry
  - 1. Defining variables
  - 2. Entering data
  - 3. Transforming variables
  - 4. File manipulation
  - 5. Importing data from other program
  - 6. Looking for data entry errors
- C. Descriptive statistical commands
  - 1. Descriptive and frequencies
  - 2. Explore
  - 3. Crosstabs
  - 4. Graphs
- D. Inferential statistical commands
  - 1. Non-parametric statistics: Chi Square, Mann Whitney U, Wilcoxon, Kruskal Wallis, Friedman
  - 2. Parametric statistics
    - a. Comparing means: t-tests and ANOVAs
    - b. Correlation and simple regression
    - c. Advanced multivariate statistics: multiple regression, ANCOVA, factor analysis, reliability

#### VI. Suggested Text

IBM Corporation. (2013). *IBM SPSS Statistics 22 Brief Guide*. Retrieved from <http://www.ibm.com>.  
 Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. New York, NY: McGraw-Hill Open University Press.

#### VII. Bibliography and Suggested Readings

Daniel, W. W. (2013). *Biostatistics: A foundation for analysis in the health sciences* (10<sup>th</sup> ed.). Hoboken, NJ: Wiley.  
 Motulsky, H. (2013). *Intuitive biostatistics* (3<sup>rd</sup> ed.). New York: Oxford University Press.



**Course Content Guide**  
**Master of Public Health in Health Practice**  
**College of Health**

- I. Date of Initiation:** Spring 2015
- II. Curriculum Action Request**
- A. College/School:** College of Health/School of Nursing
- B. Course Prefix:** HS
- C. Course Number:** A625
- D. Credits:** 3
- E. Contact Hours:** 3+0
- F. Course Title:** Biostatistics for Health Professionals
- G. Grading Basis:** A-F
- H. Implementation Date:** Sp 2016
- I. Cross-listed/Stacked:** NS A625
- J. Course Description:** Reviews principles of statistical reasoning and quantitative skills for analyzing health data. Illustrates descriptive and inferential statistics. Addresses multivariate parametric and non-parametric testing of health data. Compares methodological techniques and the choice of appropriate statistical methods to answer health research questions. Emphasizes interpretation of statistical results.
- K. Course Prerequisite(s):** N/A
- L. Corequisite(s):** N/A
- M. Automatic Restriction(s):** Level
- N. Registration Restriction(s):** Graduate standing or instructor permission and grade of C or better in undergraduate statistics
- O. Course Fee:**  Yes       No

**III. Instructional Goals, Student Learning Outcomes, and Assessment Measures**

**A. Instructional Goals**

The instructor will:

1. Foster critical thinking skills needed for students to determine the most appropriate statistical test necessary for effective evaluation of health data.
2. Impart an understanding of how to organize and summarize data.
3. Impart an understanding of how to reach decisions and draw conclusions about a large body of data by examining only a small part of the data.
4. Integrate principles of biostatistics with the collection, analysis, and interpretation of health data.

## B. Student Learning Outcomes/Assessment Measures

Student Learning Outcomes		Assessment Measures
Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
1.	Describe the role biostatistics serves in health disciplines.	Homework assignments Exam
2.	Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.	Homework assignments Exam
3.	Apply descriptive techniques commonly used to summarize health data.	Homework assignments Exam
4.	Use basic concepts of probability, random variation and commonly used statistical probability distributions.	Homework assignments Exam
5.	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.	Homework assignments Exam
6.	Apply common statistical methods for inference.	Homework assignments Exam
7.	Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	Homework assignments Exam
8.	Interpret results of statistical analyses found in health studies.	Homework assignments Exam

## IV. Course Level Justification

This is a graduate-level course that builds on undergraduate research and statistics and provides the foundation for advanced evidence-based practice.

## V. Course Outline

- A. Descriptive statistics
- B. Probability theory
- C. Distributions
  - 1. Normal distribution
  - 2.  $t$  distribution
  - 3.  $F$  distribution
  - 4. Chi Square distribution
  - 5. Others
- D. Hypothesis testing
  - 1. Parametric inferential statistics
    - a. Tests of differences



- b. Tests of association
  - (1) Strength of association
  - (2) Direction of association
- 2. Non-parametric inferential statistics
  - a. Tests of differences
  - b. Tests of association

## VI. Suggested Text

- Gertsman, B. B. (2014). *Basic biostatistics: Statistics for public health practice* (2<sup>nd</sup> ed.). Burlington, MA: Jones & Bartlett.
- Kellar, S. P., & Kelvin, E. (2012). *Munro's statistical methods for health care research* (6<sup>th</sup> ed., rev.). Philadelphia, PA: Lippincott.
- Triola, M. M., & Triola, M. F. (2006). *Biostatistics for the biological and health sciences*. Boston, MA: Pearson.
- Wassertheil-Smoller, S. (2004). *Biostatistics and epidemiology: A primer for health and biomedical professionals* (3<sup>rd</sup> ed.). New York, NY: Springer-Verlag.

## VII. Bibliography and Suggested Readings

- Daniel, W. W. (2008). *Biostatistics: A foundation for analysis in the health sciences* (8<sup>th</sup> ed.). Hoboken, NJ: Wiley.
- Motulsky, H. (2014). *Intuitive biostatistics* (3<sup>rd</sup> ed.). New York, NY: Oxford University Press.



## Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ADHS Div of Human Svs Health Sci			1c. Department HS
2. Course Prefix HS	3. Course Number A625L	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab) (    +    )	
6. Complete Course Title Biostatistics for Health Professionals Lab <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input checked="" type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other      (please specify)			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015                      To:                      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Philippe Amstislavsk</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email      Date: _____ <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison      Date: _____		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) .					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> )			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action The course will no longer be cross-listed with NS A625L. Since it is not required or taught in HS, it should be deleted.					
Initiator (faculty only) _____ Date _____ <u>Philippe Amstislavski</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____		
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____		



**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated:** November 7, 2014

**II. Information for the Course Action Request**

College/School: EA College of Education

Department: Education Childhood Education

Subject: EDEC

Course Number: A607

Title: Observation and documentation: Inquiry in action

Credits: 2+2

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Examines the process of observation and documentation as a means to understand and make visible children's learning. Focuses on the observation and documentation process as a cycle of inquiry as well as formal and informal assessment systems. Students apply knowledge of observation and documentation to produce a professional artifact that contributes to the field. Special note: This course requires a 30-hour practicum.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions: Graduate standing

Course Fee:  Yes  No

### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

1.	Discuss the observation process as a cycle of inquiry (teacher action research)
2.	Review goals, benefits, and uses of observation
3.	Compare and contrast different observation tools
4.	Review and expand current technology to support observation
5.	Examine observation as a tool to assess children's learning and/or teaching practice in action research
6.	Explain the process of designing and writing an action research project
7.	Explain the analysis and synthesis interpretation of observation data
8.	Analyze observation and documentation as an element of action research

#### B. Student Learning Outcomes/Assessment Procedures

<i>Student Learning Outcomes</i>	<i>Assessment Procedures</i>	<i>Standards</i>	<i>Core Values</i>
<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core value: Intellectual Vitality IV, Inclusiveness &amp; Equity IE, Collaborative Spirit CS, and Leadership L</i>

1.	Demonstrate knowledge of the observation process as a cycle of inquiry	Field observations Teacher action research project	*NAEYC 1	IV
2.	Present an outline of the goals, benefits, and uses of observation using relevant examples	In-class presentation or digital artifact	NAEYC 3 **AK 2, 4, 5	IV
3.	Synthesize	Analyze	NAEYC 3	IV, IE

	knowledge about observation and documentation as a tool to assess child development	observation notes for teacher action research project	AK 5	
4.	Critique and show evidence of how current technology practices as related to observation and documentation are used in the field	Teacher action research project Reflective essay	NAEYC3 AK 5	IV
5.	Use observation as a tool to assess children's learning and/or teaching practice	Teacher action research project- data collection Observation and documentation assignment	NAEYC 3, 4 AK 5 ***CR: E	IE
6.	Conduct and write an action research project	Teacher action research project Action research paper critique	NAEYC 5 CR B	IV
7.	Synthesize observation data analysis and interpretation	Teacher action research paper	NAEYC 3 AK 5 CR E	L
8.	Produce a professional product (journal submission, professional development presentation, teach a class,	Professional product	NAEYC 5 CR B	L

	etc.)			
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\* National Association for the Education of Young Children (NAEYC)

\*\*Alaska Beginning Teacher Standards (AK)

\*\* \*Alaska Standards for Culturally Responsive Schools (CR)

#### **IV. Course Level Justification**

This course provides an in-depth observational research project. Students will utilize their knowledge of child development and pedagogical practices to conduct an action research project in a kindergarten through third grade classroom.

#### **V. Course Outline**

1. Observation process as a cycle of inquiry
  - 1.1 Components of the observation process
  - 1.2 Study of children's actions
  - 1.3 Formulate teacher research questions
  - 1.4 Observation as a cycle: observing, organizing, analyzing, and interpreting
  
2. Review Goals, benefits, and uses of observation
  - 2.1 The relationship of observation, assessment and curriculum
  - 2.2 The purpose and benefits of observation
  - 2.3 The uses of observation
  
3. Observation instruments
  - 3.1 The advantages and disadvantages of using narrative: running records, anecdotal records
  - 3.2 The advantages and disadvantages of using structured samples: time sampling, event sampling
  - 3.3 The advantages and disadvantages of using rating scales
  - 3.4 The advantages and disadvantages of using checklists
  
4. Using current technology to support observation
  - 4.1 Technology tools to support observation and documentation (video tape, audio, photographs, digital media, etc.)
  - 4.2 Digital artifacts using technology
  - 4.3 Using ethical and professional behavior with digital tools
  
5. Action research
  - 5.1 Teacher as researcher
  - 5.2 The purpose of action research
  - 5.3 Action research design
  - 5.4 Using observation instruments to collect data
  - 5.5 Strategies for data analysis and interpretation
  - 5.6 Guidelines for finalizing the action research report

6. Creation of Professional Products
  - 6.1 Professional presentations
  - 6.2 Development of manuscripts
  - 6.3 Application of pedagogical practices

## **VI. Suggested Text(s)**

Gronlund, G & James, M. (2014). *Focused observations: How to observe young children for assessment and curriculum planning*. St. Paul, Minnesota. Redleaf Press.

Mills, G. (2013). *Action research: A guide for the teacher researcher*. Columbus, OH: Merrill/Prentice Hall.

## **VII. Bibliography**

Beaty, J.J. (2006). *Observing development of the young child* (6<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Bentzen, W. (2009) *Seeing Young Children: A guide to observing and recording Behavior*. Clifton Park, NY: Thompson Delmar Learning.

\*Helm, J. H., Beneke, S., & Steinheimer, K. (1998). *Windows on learning: Documenting young children's work*. New York: Teachers College.

Hendricks, C. (2012). *Improving schools through action research: A reflective practice approach* (3<sup>rd</sup> ed.) Columbus, Ohio. Pearson

Ing, M. (2010) Using informal classroom observations to improve instruction. *Journal of Educational Administration*. 48(3), 337-358

Martin, P., Daley, D., Hutchings, J. Jones, K., Eames, C., & Whitaker, C. (2010). The teacher-pupil observation tool (T-POT): Development and testing of a new classroom observation measure. *School Psychology International*. 31(3), 229-249

Sullivan, P. Mousley, J. & Gervasoni, A. (2000). Caution: Classroom under observation. *Asia-Pacific Journal of Teacher Education*. 28(3), 247-261





**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated: 11/4/14**

**II. Information for the Course Action Request**

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A608

Title: Analysis of Children's Literature: Early Childhood Years

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Intensive study of various genres of children's literature. Students will analyze and critique major historical and contemporary works of children's literature for use in classrooms while also selecting, interpreting, and using quality literature with young children.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s): N/A

Registration Restrictions: N/A

Course Fee:  Yes  No

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

**A Instructional Goals**

The instructor will:

1.	Promote child development through literature
2.	Discuss the various literary genres, including multicultural literature, international literature, and books set in Alaska

3.	Identify milestones in the history of children’s literature
4.	Discuss standards for reading, examining, critically comparing and evaluating books, including their illustrations
5.	Explore ways to engage children with literature for personal and academic purposes
6.	Discuss how to use children’s literature to connect to phonemic awareness, phonological awareness, vocabulary, fluency, and comprehension, as embedded in an integrated, comprehensive, and balanced literacy curriculum
7.	Prepare students to use children’s literature effectively across the curriculum
8.	Examine how children’s literature can be used to promote social justice

**B Student Learning Outcomes/Assessment Procedures**

<i>Student Learning Outcomes</i>	<i>Assessment Procedures</i>	<i>Standards</i>	<i>Core Values</i>
<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core value: (Intellectual Vitality, IV; Collaborative Spirit, CS; Inclusiveness &amp; Equity, IE; and Leadership, L)</i>

1.	Construct a group of lessons that demonstrate knowledge of child development through literature applications	Lesson Plans	NAEYC* 1 AK** 2	IV
2.	Develop a system to help students examine and understand which literary genres are present in children’s books	Action Plan	NAEYC 5 AK 4	IV
3.	Analyze the milestones in the history of children’s literature	Written Response, Oral Presentation	NAEYC 6 AK 4	IV
4.	Evaluate and appraise books and their illustrations using	Digital Artifact	NAEYC 6 AK 4	IV

	established standards			
5.	Evaluate plans and/or strategies that engage children with literature for personal and academic purposes	Video Analysis, Lesson Plan Evaluation	NAEYC 4, 5 AK 2, 4, 5 CR*** E	IV, CS
6.	Develop lessons using children’s literature to connect to phonemic awareness, phonological awareness, vocabulary, fluency, and comprehension, as embedded in an integrated, comprehensive, and balanced literacy curriculum	Sample Lesson Plans	NAEYC 4, 5 AK 2, 4	IV
7.	Integrate children’s literature across the curriculum	Integrated Unit	NAEYC 5 AK 4 CR B	IV, IE
8.	Design opportunities for teachers to use children’s literature to promote social justice	Action Plan	NAEYC 2, 6 AK 7, 8 CR E	IE, L

\* National Association for the Education of Young Children (NAEYC)

\*\* Alaska Beginning Teacher Standards (AK)

\*\*\* Alaska Standards for Culturally Responsive Schools (CR)

#### IV. Course Level Justification

This course provides an in-depth analysis of children’s literature. Students will develop skills to implement a rich literature curriculum in early childhood classrooms that helps promote strong literacy skills and developmentally effective practices.

#### V. Course Outline

##### 1. Child development

1.1	Identify developmental milestones in reading
1.2	Examine books for infants and toddlers, making connections to the developmental milestones
1.3	Examine books for preschool-aged children, making connections to the developmental milestones
1.4	Examine books for school age children, making connections to the developmental milestones

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2. Literary genres & multicultural books

2.1	Describe characteristics of, important works, and authors of note of various genres
2.2	Non-fiction, content area, informational text
2.3	Fiction, realistic & historical
2.4	Fairy tales & fantasy
2.5	Poetry
2.6	Science trade books
2.7	Multicultural books
2.8	International books
2.9	Books set in Alaska

3. Historical milestones

3.1	The oral tradition
3.2	Early printed books
3.3	Fairy tales
3.4	Censorship
3.5	E-Books & digital libraries

4. Standards for critically evaluating books

4.1	Appropriateness of text
4.2	Analysis of plot, character, theme
4.3	Compare different texts and different versions of the same story
4.4	Evaluate books using criteria for national and international awards
4.5	Examine the visual elements in illustrations

5. Engagement of children with literature for personal and academic purposes

5.1	Select and organize children's literature for the classroom
5.2	Assist children in selecting their own literature for personal purposes
5.3	Assist children in selecting their own literature for academic purposes
5.4	The child as a critic

6. The use of children's literature to connect to essential skills in reading

6.1	Connect literature with phonemic awareness, phonological awareness, vocabulary development, fluency, and comprehension
6.2	Choose and use appropriate literature in shared, interactive (dialogic), guided, and close reading

7. Use literature across the curriculum

7.1	Integrate literature in writing
7.2	Integrate literature in math
7.3	Integrate literature in science
7.4	Integrate literature in social studies
7.5	Integrate literature in the humanities

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8 Social justice

8.1	Compare how countries address, present, and explain both contemporary and historical, social, political, and economic issues through children's literature
8.2	Connect literature with popular historical movements and trends
8.3	Consider how to use children's literature to promote social justice

**VI. Suggested Text(s)**

Galda, L., Cullinan, B., Sipe, L. (2010). *Literature and the child* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.

Lehman, B., Freeman, E., & Scharer, P. (2010). *Reading globally, K-8: Connecting students to the world of literature*. Thousand Oaks, CA: Corwin Press.

Lynch-Brown, C., Tomlinson, C. & Short, K. (2013). *Essentials of children's literature* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**VII. Bibliography**

Bedford, A. & Albright, L.K. (Eds). (2011). *A master class in children's literature, trends and issues in an evolving field*. Urbana, IL: National Council of Teachers of English.

Dorn, L.J. & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, k-4* (2<sup>nd</sup> Ed). Portland, ME: Stenhouse Publishers.

Fox, D. & Short, K. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teachers of English. \*

Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. Orlando, FL: Mariner Books.

Freeman, E. & Lehman, B. (2001). *Global perspectives in children's literature*. Boston, MA: Allyn & Bacon. \*

Griffiths, R. & Clyne, M. (1988). *Books you can count on: Linking mathematics and literature*. Portsmouth, NH: Heinemann. \*

- Henderson, D.L. & May, J.P. (2005). *Exploring culturally diverse literature for children and adolescents: Learning to listen in new ways*. Boston, MA: Allyn & Bacon.
- Krey, D.M. (1998). *Children's literature in social studies*. Washington, D.C.: National Council for the Social Studies. \*
- Novelli, J. (1998). *Using caldecotts across the curriculum*. New York, NY: Scholastic. \*
- Owocki, G. (2001). *Make way for literacy! Teaching the way young children learn*. Washington, DC: National Association for the Education of Young Children. \*
- Stan, S. (2002). *The world through children's books*. Lanham, MD: Scarecrow Press. \*
- Thompson, S.C. (2005). *Children as illustrators*. Washington, DC: National Association for the Education of Young Children.
- Walley, C.W. & Walley, K. (1995). *Integrating literature in content areas*. Westminister, CA: Teacher Created Materials, Inc. \*

\*Classics

## UAB and GAB Values

### Values Statement:

The Undergraduate and Graduate Academic Boards are dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity. It is a priority of the Boards to represent the academic values of our peers across the University. We endeavor to serve UAA's diverse and intellectually curious faculty in the creation of opportunities for student success. In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

Our values are grounded in both academic integrity and process integrity.

Academic integrity encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.

Process integrity includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.



## UAB Values Statement

It is the intent of this document to state the shared values and priorities of the Undergraduate Academic Board. We believe that this is an opportunity to discuss our core beliefs and to share them with our faculty colleagues. In doing so, we hope to reflect the significance and importance of our faculty colleagues, whose work creates the university.

We also believe that this delineation of our values and priorities, as well as our procedures and processes will ensure that we work in a way that reflects those values, honors our faculty colleagues, builds trust, and contributes to the excellence of the university.

At the same time, we believe that in order to be responsive to a changing university, UAB needs to be flexible and adaptive to needs and circumstances as they arise.

While we envision the values of the Board to be relatively stable, we believe that an on-going conscious consideration of our values, priorities, and processes ensures that we continue to work in a way that reflects those values and priorities. Therefore, it is our intent that this document be a flexible and adaptable guideline for the priorities, procedure, and processes of the Undergraduate Academic Board.

### Reflection Questions

- What values do you believe are essential for the university?
- How will your work as a member of UAB reflect those values?
- When you have a difficult decision to make, will you be able to support these values?
- How will you ensure that you are modeling these values at Board meetings?
- We always want the faculty to be able to say \_\_\_\_\_ about the way we do our work.

## UAB Values

### UAB Values Statement:

**The Undergraduate Academic Board is dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity.**

UAB values are grounded in both *academic integrity* and *process integrity*.

*Academic integrity* encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.

*Process integrity* includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.

### UAB Priorities, Procedures and Processes Statements

- The purpose of the priorities, procedures and processes statements is to clarify and support the values statement, *to show the values at work*.
- It is a priority of the Board to represent the academic values of our peers across the University, including the community campuses.
- We endeavor to serve UAA's diverse and intellectually curious faculty in the creation of opportunities for student success.
- In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

## UAB Priorities

### Institutional

- Accreditation: UAB works with the Office of Academic Affairs on accreditation.
- UAB's curricular review processes directly support Teaching and Learning (UAA's Core Theme #1) as well as Student Success (UAA's Core Theme # 3).
- Academic policy changes and/or adoptions: UAB works with the Office of Academic Affairs and the University Registrar on academic policies and procedures.

- Curriculum coordination: UAB works with the Governance Office, the Office of Academic Affairs, the Graduate Academic Board, the Academic Assessment Committee, the College Curriculum Committees, and Department Curriculum Committees and Chairs.

### **Board specific Priorities**

- Curricular excellence

Intellectual vitality requires that course offerings remain current with advances and discoveries in the scientific, humanistic, and artistic disciplines associated with undergraduate degrees offered at UAA.

- Curriculum currency and vitality
- Rigorous, open and critical review of curriculum

- Collaboration

Faculty members are the core of the institution and their work on curriculum development is among the most significant work of the university. It is a goal of UAB to inform and facilitate the development of excellent curriculum.

- Create a seamless process to help faculty initiators navigate the UAA curriculum process
  - Seek ways to minimize “paperwork” response to UAB by approving CAR/CCGs with minor changes so that the documents move forward rather than making them return to the Board.

- Transparency

Be clear and consistent in both stating and following the Board’s procedures and processes.

- Academic policy

UAB is the core of academic policy development and is at the forefront of changes in academic policy and programs. As the university grows and changes, UAB is privileged to guide faculty in developing and integrating programs into the curriculum.

It is the goal of UAB to contribute to and support excellence in the university. At the same time that UAB oversees the development of programs, it is also oversees the deletion of programs as the university evolves.

**UAB Procedures** The established or expected way of conducting business of the Board.

### Non Curricular Review Meetings

- **Introductory Meeting**

The first meeting of the Academic Year

The Board begins the Academic Year with a priorities, procedures, and processes meeting.

Board welcomes new members.

New and returning members review and update previous year's priorities, procedures, and processes in light of the Board's values.

Chair reviews and explains priority group member selection process.

Board discusses the role of the priority groups in curriculum groups.

This review and update should help orient new members and should also help returning members to keep focus on the Board's priorities throughout the year.

- **College and Campus Curriculum Chairs Meeting**

Generally scheduled in September – this is a meeting with the college and campus curriculum chairs to discuss UAB priorities and to talk about college and campus concerns and priorities

- **Fall Joint UAB/GAB meeting**

- **Spring Joint UAB/GAB meeting**

- **Final Meeting of the Academic Year**

Board reflects on values, priorities, procedures and processes over the year.

### Curriculum Review Meetings

Chair assigns curriculum to “priority” groups for review of substantive issues.

First and second readings.

Presence of faculty initiator (or proxy) is required to conduct course review.

If faculty initiator or proxy cannot answer the board’s questions, the review will be postponed.

## **UAB Curriculum Review Processes**

The series of actions that the Board undertakes in conducting its business—this is what happens, or the step-by-step operation of the Board.

1. Faculty initiator (or proxy) is present;
2. Faculty initiator is invited to make a brief presentation on the curriculum brought for review;
3. University Registrar and Scheduling make comments;
4. Priority team members ask questions, make comments, and/or offer suggestions for clarification/coherence/alignment of curricular documents focusing on substantive issues;
5. Non-priority team members ask follow up questions and make comments and suggestions;
6. Faculty initiator has the opportunity to answers questions, respond to comments and suggestions, and to take notes;
7. Board makes a motion to either:
  - waive first, approve for second;
  - to accept for first reading only;
8. Board approves/not approves a motion;
9. Curriculum, programs, policy changes/adoptions proceed to Faculty Senate for final approval by faculty senators
10. When UAB approves programs for deletion, the Chair of UAB formally recognizes the contributions that these programs and their faculty have made

to the University when presenting the action for final approval by the Faculty Senate.

## Common motions at UAB

### First Reading Motions

- “Move to approve at first reading”
  - the curriculum is approved by the Board and is ready to move forward to Faculty Senate
- “Move to accept for first reading”
  - the curriculum has been reviewed and the faculty initiator is requested to bring the curriculum back to the Board for a second reading

### Second Reading Motions

- “Move to approve”
  - the curriculum is approved by the Board and is ready to move forward to the Faculty Senate

### General motions

- “Move to postpone”
  - members of the Board believe that it would be beneficial to postpone the review, for example, if a proxy for the faculty initiator is unable to answer relevant questions