I. Roll
() Alberta Harder (FS) () Vacant (CBPP) () Kevin Keating (LIB)
() Utpal Dutta (FS) () Vacant (COH) () Rick Adams (KPC)
() Francisco Miranda (Chair) () Vacant (COH) () Sheri Denison (Mat-su)
() Barbara Harville (CAS) () Irasema Ortega (COE) () Jared Griffin (Kod)
( ) Vacant (CAS) () Carrie King (CTC) () Christina Stuive (ADV)
( ) Vacant (CAS) () Jeff Hoffman (SOE)

Ex-Officio Members
() Susan Kalina
() Lora Volden
() Scheduling and Publications

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

III. Approval of Meeting Summary (pg. 3-6)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Francisco Miranda

B. GERC

VII. Program/Course Action Request- Second Readings
Add EE A317 Electrical Machines and Energy Conversion (3 cr)(3+0)(pg. 7-9)

VIII. Program/Course Action Request- First Readings
Chg General Education Requirements for Baccalaureate Degrees (pg. 10-31)
Chg Associate of Applied Science, Construction Management (pg. 32-36)
Chg Bachelor of Science, Construction Management (pg. 37-47)
Chg SOC A347 Sociology of Religion (3 cr)(3+0)(pg. 48-52)
Chg PSY A261 Research Methods in Psychology (3 cr)(3+0)(pg. 53-59)
Chg PSY A261L Research Methods in Psychology Lab (1 cr)(0+2)(pg. 60-65)
Dlt PSY A427 Field Experience in Psychology (3 cr)(1+6)(pg. 66-67)
Chg Bachelor of Arts, Psychology (pg. 68-71)
Chg Bachelor of Science, Psychology (pg. 72-75)
Add AKNS A181 Community Project Planning (1 cr)(1+0)(pg. 76-79)
Add AKNS A182 Grant Writing for Alaska Native Communities (1 cr)(1+0)(pg. 80-83)
Add  AKNS A184  Indigenous Leadership and Civic Engagement (1 cr)(1+0)(pg. 84-87)
Add  AKNS A185  Event Planning and Meeting Facilitation (1 cr)(1+0)(pg. 88-91)
Add  AKNS A190  Selected Topics: Alaska Native Cultural Skills (1-3 cr)(1-3+0)(pg. 92-95)
Chg  EDEC A105  Introduction to the Field of Early Childhood (3 cr)(3+0)(pg. 96-101)
Chg  EDEC A201  Early Childhood Practitioner Roles and Responsibilities (2 cr)(2+0)
                  (pg. 102-107)
Chg  EDEC A206  Integrated Curriculum for Young Children (3 cr)(2+2)(pg. 109-113)
Chg  EDEC A210  Guiding Young Children (3 cr)(3+0)(pg. 114-119)
Chg  EDEC A241  Infant and Toddler Development (3 cr)(3+0)(pg. 120-126)
Chg  EDEC A292  Early Childhood Practicum Seminar (1 cr)(1+0)(pg. 127-132)
Chg  EDEC A295  Early Childhood Practicum (3 cr)(0+10)(pg. 133-138)
Chg  EDEC A303  Young Children in Inclusive Settings (3 cr)(3+0)(pg. 139-146)
Add  EDEC A310  A Developmental Approach to Assessment in Early Childhood Education
                  (3 cr)(3+0)(pg. 147-153)
Chg  EDEC A403  Mathematics and Science in Early Childhood (3 cr)(3+0)(pg. 154-160)
Chg  EDEC A404  Literacy for Young Children (3 cr)(3+0)(pg. 161-167)
Chg  EDEC A407  Action Research Using Observation and Documentation
                  (stacked with EDEC A607)(3 cr)(2+2)(pg. 168-180)
Chg  EDEC A408  Children’s Literature: Early Childhood Years (stacked with EDEC A608)
                  (3 cr)(3+0)(pg. 181-194)
Add  EDEC A492A Early Childhood Advanced Practicum Seminar (1 cr)(1+0)(pg. 195-199)
Chg  EDEC A492B  Early Childhood Internship Seminar (1 cr)(1+0)(pg. 200-204)
Chg  EDEC A495A  Early Childhood Advanced Practicum (3 cr)(0+3)(pg. 205-209)
Chg  EDEC A495B  Early Childhood Internship (9 cr)(0+27-35)(pg. 210-214)
Dlt  Undergraduate Certificate, Early Childhood Education (EDEC)
                  (pg. 215-221)
Chg  Associate of Applied Science, Early Childhood Education (EDEC)
                  (pg. 222-228)
Chg  Bachelor of Arts, Early Childhood Education (EDEC)(pg. 229-241)

VII.  Old Business

IX.  New Business

IX.  Informational Items and Adjournment:
   A.  Geomatics Curriculum Changes (pg. 242)
   B.  Modification to Biological Sciences and Natural Sciences Graduation Requirements
       – Standardized ETS Exam (pg. 243-244)
Undergraduate Academic Board

Summary

March 27, 2015
2:00-5:00
ADM 204

I. Roll
(x) Alberta Harder (FS)   (x) Vacant (CBPP)   (x) Kevin Keating (LIB)
(x) Utpal Dutta (FS)   ( ) Vacant (COH)   ( ) Vacant (KPC)
(x) Francisco Miranda (Chair)   ( ) Vacant (COH)   (x) Sheri Denison (Mat-su)
(x) Barbara Harville (CAS)   (x) Irasema Ortega (COE)   (x) Jared Griffin (Kod)
( ) Vacant (CAS)   ( ) Carrie King (CTC)   (x) Irasema Ortega (COE)
( ) Vacant (CAS)   ( ) Jeff Hoffman (SOE)   (x) Irasema Ortega (COE)

Ex-Officio Members
(x) Susan Kalina
(x) Lora Volden
(x) Vacant (CAS)

II. Approval of the Agenda (pg. 1-2)
Approved

III. Approval of Meeting Summary (pg. 3-4)
Amendment: Rick Adams had an excused absence from the meeting.
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
   NWCCU approved the Doctorate in Nursing Practice

B. University Registrar Lora Volden
   Priority registration opens next Friday

V. Chair’s Report
A. UAB Chair- Francisco Miranda

B. GERC

VII. Program/Course Action Request- Second Readings
Chg University Honors Program (pg. 5-21)
Accepted for second reading

VIII. Program/Course Action Request- First Readings
Chg MATH A105 Intermediate Algebra (3 cr) (3+0) (pg. 22-28)
Waive first, approved for second

Chg MATH A261 Introduction to Discrete Mathematics (3 cr) (3+0) (pg. 29-31)
Waive first, approved for second

Add MATH A309 Introduction to Number Theory (3 cr) (3+0) (pg. 32-34)
Waive first, approved for second

3
Add MATH A424  Advanced Engineering Mathematics: Linear Algebra & Numerical Analysis (3 cr)(3+0)(pg. 35-37)
Waive first, approved for second

Waive first, approved for second

Chg MATH A426  Numerical Analysis (3 cr)(3+0)(pg. 41-43)
Waive first, approved for second

Add MATH A431  Introduction to Differential Geometry (3 cr)(3+0)(pg. 44-46)
Waive first, approved for second

Chg Minor, Mathematics (pg. 47-50)
Waive first, approved for second

Chg Bachelor of Arts, Mathematics (pg. 51-57)
Waive first, approved for second

Chg Bachelor of Science, Mathematics (pg. 58-62)
Waive first, approved for second

Add PETR A101  Industrial Hand Tools (1 cr)(0+3)(pg. 63-68)
Waive first, approved for second

Add ME A460  Turbomachinery (stacked with ME A660)(3 cr)(2+2)(pg. 69-72)
Waive first, approved for second

Chg BIOM A490  Selected Lecture Topics in Biomedicine (stacked with BIOM A690) (1-3 cr)(1-3+0)(pg. 73-82)
Waive first, approved for second

Chg MUS A221  History of Western Art Music I (3 cr)(3+0)(pg. 83-88)
Accepted for first reading

Chg MUS A222  History of Western Art Music II (3 cr)(3+0)(pg. 89-93)
Accepted for first reading

Add AKNS A461  Decolonizing Methodologies (cross-listed with ANTH A460) (3 cr)(3+0)(pg. 94-97)
Waive first, approved for second

Chg Minor, Alaska Native Studies (pg. 98-100)
Waive first, approved for second

Add ANTH A461  Decolonizing Methodologies (cross-listed with AKNS A461) (3cr)(3+0)(pg. 101-105)
Waive first, approved for second

Chg Bachelor of Arts, Anthropology (pg. 106-109)
Waive first, approved for second
Chg Bachelor of Science, Anthropology (pg. 110-113)
Waive first, approved for second

Waive first, approved for second

Chg AET A102 Methods of Building Construction (3 cr)(3+0)(pg. 123-129)
Waive first, approved for second

Chg AET A111 Civil Construction Drawings (3 cr)(2+3)(pg. 130-134)
Waive first, approved for second

Chg AET A121 Architectural Construction Drawings (3 cr)(2+3)(pg. 135-139)
Waive first, approved for second

Chg AET A123 Codes and Standards (3 cr)(3+0)(pg. 140-146)
Waive first, approved for second

Chg AET A131 Structural Construction Designs (3 cr)(2+3)(pg. 147-151)
Waive first, approved for second

Chg AET A142 Mechanical and Electrical Technology (4 cr)(3+2)(pg. 152-158)
Waive first, approved for second

Chg AET A143 Mechanical and Electrical Construction Drawings (3 cr)(2+3)(pg. 159-163)
Waive first, approved for second

Waive first, approved for second

Chg AET A213 Civil Technology (4 cr)(2+4)(pg. 170-175)
Waive first, approved for second

Chg AET A231 Structural Technology (4 cr)(2+4)(pg. 176-181)
Waive first, approved for second

Dlt AET A282 Advanced CADD Techniques (4 cr)(2+4)(pg. 182)
Waive first, approved for second

Dlt AET A283 CADD Software Customization (3 cr)(2+3)(pg. 183)
Waive first, approved for second

Dlt Occupational Endorsement Certificate, CADD for Building Construction (pg. 184)
Withdrawn from the agenda until further notice

Chg Undergraduate Certificate, Structural Technology Certificate (pg. 185-189)
Waive first, approved for second

Chg Undergraduate Certificate, Mechanical/Electrical Technology Certificate (pg. 190-193)
Waive first, approved for second

Chg Undergraduate Certificate, Civil Technology Certificate (pg. 194-198)
Waive first, approved for second
Chg Undergraduate Certificate, Architectural Technology Certificate (pg. 199-203)  
Waive first, approved for second

Chg Associate of Applied Science, Architectural and Engineering Technology  
(pg. 204-208)  
Waive first, approved for second

Waive first, approved for second

Dlt CM A102 Methods of Building Construction (3 cr)(3+0)(pg. 212)  
Waive first, approved for second

Dlt CM A123 Codes and Standards (3 cr)(3+0)(pg. 213)  
Waive first, approved for second

Dlt CM A142 Mechanical and Electrical Technology (4 cr)(3+2)(pg. 214)  
Waive first, approved for second

Dlt CM A231 Structural Technology (4 cr)(2+4)(pg. 215)  
Waive first, approved for second

Chg CM A331 Statistics and Strengths of Materials (3 cr)(3+0)(pg. 216-220)  
Waive first, approved for second

Chg CM A495 Advanced Construction Management Internship (3 cr)(1+15)(pg. 221-226)  
Waive first, approved for second

VII. Old Business
Second Read of the 2014-2015 Purge List: Academic Courses (pg. 227-234)  
Accepted for second reading

IX. New Business

X. Informational Items and Adjournment:
1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Electrical Engineering

2. Course Prefix
EE

3. Course Number
A317

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab)
(3+0)

6. Complete Course Title
Electrical Machines and Energy Conversion

Electrical Machines

Abbreviated Title for Transcript (30 character)

7. Type of Course
☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action:
☒ Add ☐ Change ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix ☐ Course Number ☐ Contact Hours ☐ Repeat Status
☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Co-requisites
☐ Test Score Prerequisites ☐ Course Prerequisites ☐ Registration Restrictions
☐ Other Restrictions ☐ Level ☐ College ☐ Major ☐ Other (please specify)

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date

semester/year
From: Fall/2015 To: 99/9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Radian Belu
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email

Date: 2/11/2015

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

Date: 2/11/2015

14. General Education Requirement

Mark appropriate box:
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

Introduces the analysis and principles of electromechanical systems. Discusses major classes of electric machines, interactions in electromechanics, and tools and techniques used for operation and control.

16a. Course Prerequisite(s) (list prefix and number)

EE A203 with a minimum grade of C.

16b. Test Score(s)

N/A

16c. Co-requisite(s) (concurrent enrollment required)

N/A

16d. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)

N/A

17. ☒ Mark if course has fees standard CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action

This course will bolster the electrical engineering curriculum in power systems.

Initiator (faculty only)
Radian Belu
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chairperson Date

Provost or Designee Date
I. Implementation Date: August 2015

II. Course Information
A. College: College of Engineering
B. Course Title: Electrical Machines and Energy Conversion
C. Course Number: EE A317
D. Credit Hours: 3.0
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Introduces the analysis and principles of electromechanical systems. Discusses major classes of electric machines, interactions in electromechanics, and tools and techniques used for operation and control.
H. Prerequisites: EE A203 with a minimum grade of C
I. Course Fee: CoENG standard Fee

III. Course Level Justification
This course requires a knowledge of mathematics commensurate with upper level coursework in electrical engineering.

IV. Topical Course Outline
(a) Introduction to electrical machines
   i. History of electrical machines and energy conversion
   ii. Structure of an electrical power systems
   iii. Sinusoidal steady state, complex algebra, phasors
   iv. AC power, per unit values
(b) Fundamentals of magnetic circuits, three-phase
   i. Magnetic fields and magnetic circuits
   ii. Balanced three-phase circuits, power in balanced three-phase circuits
   iii. Advantages of balanced three-phase versus single-phase systems
(c) Transformers
   i. Single-phase transformers, basic material properties, construction and parameters
   ii. Transformer operation and characteristics
   iii. Equivalent circuit analysis, transformer tests
   iv. Multi-winding transformers, autotransformers
(d) Poly-phase induction Motors
   i. Principles of induction machines, rotor types, construction
   ii. Induction motor characteristics and operation
   iii. Equivalent circuit, tests
   iv. Speed-torque characteristics
(e) Single phase motors
   i. Revolving fields, equivalent circuits, developed torque
   ii. Starting methods
   iii. Motor types and applications
(f) Principles of AC machines
   i. Rotating magnetic field, torque generation, the machine d-q axis frame of reference
   ii. Principles of the synchronous machine, construction, characteristics
   iii. Equivalent circuit and tests

(g) Synchronous motors
   i. Operation, construction and characteristics
   ii. Equivalent circuits and tests
   iii. Applications of synchronous motors

(h) DC electric machines
   i. Principles of a DC machine, construction
   ii. DC motors, DC generators, equivalent circuits
   iii. Control of DC motors

V. Instructional Goals and Student Learning Outcomes

(a) The Instructor will:
   i. Introduce operation, principles, equivalent circuits, characteristics, and performances measures of electric machines
   ii. Explain tools and techniques used in control and operation of electric machines
   iii. Explain and compare the performance of DC and AC machines

(b) Upon successful completion of this course students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment methods, may include, but not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, simulate and model electric machines using equivalent circuits</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
<tr>
<td>Perform power flow analysis of electric machines, estimate losses and efficiency</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
<tr>
<td>Analyze control methods and starting/stopping of rotating electric machines</td>
<td>Assignments, Exams, Quizzes, Projects, Computer Simulations, Class Discussions</td>
</tr>
<tr>
<td>Utilize common industry tools from the electric machine industry for analysis, modeling and operation</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
</tbody>
</table>

VI. Suggested Text


VII. Bibliography

(b) P.C. Sen, Principles of Electric Machines and Power Electronics, Wiley, 2014
(c) S.J. Chapman, Electric Machinery and Power System Fundamentals, McGraw-Hill, 2002
(d) T. Gonen, Electrical Machines with MATLAB, CRC Press, 2012
General Education Requirements (GERs) for Baccalaureate Degrees

- Overview
- Tier 1
- Tier 2
- Tier 3

Introduction:
General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student’s level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world (Tier 3).

UAA’s General Education Values
Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes
After completing the GERs, UAA students shall be able to:

- Communicate effectively in a variety of contexts and formats;
- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
- Relate knowledge to the historical context in which it developed and the human problems it addresses;
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
• Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
• Identify ways in which science has advanced the understanding of important natural processes;
• Locate and use relevant information to make appropriate personal and professional decisions;
• Adopt critical perspectives for understanding the forces of globalization and diversity; and
• Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Tier 1: Basic College-Level Skills

Introduction:
The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication skills:

- Courses in oral and written communication develop intellectual and practical skills, building critical reading, thinking, and communication competencies (listening, speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- Quantitative courses develop abilities to reason mathematically and analyze quantitative and qualitative data to reach sound conclusions for success in undergraduate study and professional life.
- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).

<table>
<thead>
<tr>
<th>Tier 1: Basic College-Level Skills</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2: Disciplinary Areas</td>
<td>22</td>
</tr>
<tr>
<td>Tier 3: Integrative Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>37</td>
</tr>
</tbody>
</table>

Oral Communication Skills 3
Quantitative Skills 3
Written Communication Skills 6

Oral Communication Skills
- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings.
  - Students develop both their message creation and message interpretation skills in order to be more successful communicators.
  - Students develop an awareness of the role of communication in a variety of human relationships—personal and professional.
  - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
  - Students analyze audiences and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:
Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM A111</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A235</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A237</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative Skills
- Quantitative skills courses increase mathematical abilities.
  - Students become more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which dominate 21st-century decision-making.
  - Students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:
Select 3 credits of the following:

- **MATH A107** College Algebra 4
- **MATH A108** Trigonometry 3
- **MATH A109** Precalculus 6
- **MATH A172** Applied Finite Mathematics 3
- **MATH A200** Calculus I 4
- **MATH A201** Calculus II 4
- **MATH A272** Applied Calculus 3
- **STAT A252** Elementary Statistics 3
- **STAT A253** Applied Statistics for the Sciences 4
- **STAT A307** Probability and Statistics 4

**Written Communication Skills**

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
  - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
  - Students write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - Students develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

Courses completed at UAA must be selected from the following Written Communication courses:

Select 6 credits of the following:
ENGL A111  Introduction to Composition  3
ENGL A211  Academic Writing About Literature  3
ENGL A212  Technical Writing  3
ENGL A213  Writing in the Social and Natural Sciences  3
ENGL A214  Persuasive Writing  3
ENGL A311  Advanced Composition  3
ENGL A312  Advanced Technical Writing  3
ENGL A414  Research Writing  3

Tier 2: Disciplinary Areas
Introduction:
Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world.

- Courses in the Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts.
- Courses in the Humanities investigate the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shape our worlds.
- Courses in Natural Sciences identify theoretical and descriptive approaches in which science advances the understanding of the natural and physical world. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore the complexity of human behavior via empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>
Fine Arts

- The fine arts (i.e. visual and performing) arts focus on the historical, aesthetic, critical and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills.
  - Students who complete the fine arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
  - Students should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

Courses completed at UAA must be selected from the following Fine Arts courses:

(TABLE OF COURSES)

Humanities

(6 credits from outside the major)

- The humanities courses examine the characteristics of realities, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression, studying the problems of judicious conduct in personal, social and political life. They also consider the qualities of the divine, the sacred and the mysterious. In these tasks the humanities courses reflect upon the world’s heritage of the arts, history, languages, literature, religion and philosophy.
  - Students who complete a content-oriented course in the humanities should be able to identify texts or objects, place them in the historical context of the discipline, articulate the central problems they address and provide reasoned assessments of their significance.
  - Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of written arguments, evaluate their cogency, and recognize common fallacies. They should also be able to employ formal techniques to determine the validity of deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.
Students who complete a humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences
(must include a laboratory course)

- The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.
  - Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
  - Students demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.
  - Laboratory courses illustrate how scientists develop, test and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.
    - Students will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline.
    - Students will critically observe materials, events or processes, and accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)
Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences
(6 credits from outside the major and from two different disciplines)

- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.
  - Students describe the discipline studied and discuss the key principles or themes that unify it.
  - Students describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research
  - Students demonstrate the ability to think critically about how society works and how social realities are created by diverse social processes and cultural practices.
  - Students describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
  - Students explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*

Introduction:
Integrative Capstone courses culminate the GER experience by synthesizing material gleaned across GER domains with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), cultivating a foundation for life-long learning.

- Students completing the integrative capstone requirement demonstrate the ability to integrate knowledge and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
- Students adopt critical perspectives for understanding the forces of globalization and diversity.

- The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

GER FAQs and ADVISING NOTES
All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.
- Courses listed as satisfying a GER are also identified in the course descriptions.
• A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

• Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below. (Create a link to GER substitutions list.)

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTS
Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

UAA Table of GER Substitutions
This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.
General Education Requirements (GERs) for Baccalaureate Degrees

- Overview
- Tier 1
- Tier 2
- Tier 3

Introduction:
General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student’s level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills 42
Tier 2: Disciplinary Areas 22
Tier 3: Integrative Capstone 3
Total Credits 37

UAA’s General Education Values
Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes
After completing the GERs, UAA students shall be able to:
- Communicate effectively in a variety of contexts and formats;
- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
- Relate knowledge to the historical context in which it developed and the human problems it addresses;
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
- Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
- Identify ways in which science has advanced the understanding of important natural processes;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

| Tier 1: Basic College-Level Skills | 12 |
| Tier 2: Disciplinary Areas | 22 |
| Tier 3: Integrative Capstone | 3 |
| Total Credits | 37 |

All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.

Petitions for GERs and/or General University Requirements:

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost.

After the petition has received final approval or denial, the student is notified of the decision.

Changes in course level, grading or number of credits awarded are not petitionable. UAA courses...
not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

GER Classification List
Courses listed as satisfying a GER are also identified in the course descriptions. Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

UAA Table of GER Substitutions
This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.

Tier 1: Basic College-Level Skills

Introduction:
The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).

- Courses in oral and written communication develop intellectual and practical skills, building critical reading, thinking and communication competencies (listening, speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- Quantitative courses foster develop abilities to reason mathematically and analytically, quantitative and qualitative data to reach sound conclusions and mathematical abilities necessary for success in undergraduate study and professional life.
- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).
Oral Communication Skills

- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings. In these courses,
  - Students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so,
  - Students develop an awareness of the role of communication in a variety of human relationships—personal and professional.
  - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
  - Students analyze audiences; and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:
Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM A111</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A235</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A237</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative Skills

- Quantitative skills courses increase the mathematical abilities of students in order to make them become more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st-century decision-making.
In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:

Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A107</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH A108</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH A109</td>
<td>Precalculus</td>
<td>6</td>
</tr>
<tr>
<td>MATH A172</td>
<td>Applied Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH A200</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH A201</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH A272</td>
<td>Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STAT A252</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT A253</td>
<td>Applied Statistics for the Sciences</td>
<td>4</td>
</tr>
<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Written Communication Skills

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
  - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
  - They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - They develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling
stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

Courses completed at UAA must be selected from the following Written Communication courses:
Select 6 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td>Introduction to Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A211</td>
<td>Academic Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A214</td>
<td>Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A311</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A312</td>
<td>Advanced Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A414</td>
<td>Research Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Tier 2: Disciplinary Areas

Introduction:
Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world. These are Fine Arts, Humanities, Natural science and Social science:

- Courses in the Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts.
- Courses in the Humanities investigate the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shape the contemporary world.
- Courses in the Natural Sciences identify theoretical and descriptive approaches in which science advances the understanding of the natural and physical worlds. Lab
Courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.

- Courses in the Social Sciences explore the complexity of human behavior via insights about individuals, groups, and cultures derived from empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>

Fine Arts

- The fine arts (i.e., visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills.

  - Students who complete the fine arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.

  - They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

Courses completed at UAA must be selected from the following Fine Arts courses:

(TABLE OF COURSES)

Humanities

(6 credits from outside the major)

- The humanities courses examine the characteristics of reality, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of righteous conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In
these tasks the humanities courses reflect upon the world’s heritage of the arts, history, languages, literature, religion and philosophy.

- Students who complete a content-oriented course in the humanities should be able to identify texts or objects, place them in the historical context of the discipline, articulate the central problems they address and provide reasoned assessments of their significance.

- Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, evaluate their soundness or cogency, and recognize common fallacies. They should also be able to use formal techniques to determine the validity of deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.

- Students who complete a skill-oriented humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences
(must include a laboratory course)

- The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

- Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.

- They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.
Laboratory courses illustrate how scientists develop, test and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

- Students completing the laboratory class will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline.
- Students will critically observe materials, events or processes, and will accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)

*Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences
(6 credits from outside the major and from two different disciplines)

- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.

Therefore, each of the social science courses under the rubric of General Education Requirements (GERs), share common learning outcomes. Upon successful completion of a social science GER course, the student will be able to:
Students describe the discipline she or he has studied and discuss the key principles or themes that unify it.

Students describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.

Students demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.

Students describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.

Students explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*

Introduction:

- Integrative Capstone courses For baccalaureate students, culminate the GER experience culminates with an integrative capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

Integrative capstone (Tier 3) courses may be taken only after the student has completed all basic college-level skills (Tier 1) requirements.

The integrative capstone list includes courses from across the university that require students to synthesize material gleaned across GER domains. Integrative capstone courses include knowledge integration of GER with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), cultivating a foundation for life-long learning, as part of their course design. Integrative capstone courses should focus on practice, study and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.
Students completing the integrative capstone requirement must demonstrate the ability to integrate knowledge and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Student adopt critical perspectives for understanding the forces of globalization and diversity.

**The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)**

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

* The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)

GER FAQs and ADVISING NOTES

All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.

Courses listed as satisfying a GER are also identified in the course descriptions.

A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below. (Create a link to GER substitutions list.)

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTS

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

GER Classification List

Courses listed as satisfying a GER are also identified in the course descriptions.

Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

UAA Table of GER Substitutions

This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.
### Program/Prefix Action Request
#### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>CM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management/CM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>CHOOSE ONE</td>
</tr>
</tbody>
</table>

This program is a Gainful Employment Program:  
☐ Yes or ☐ No

<table>
<thead>
<tr>
<th>4. Type of Action: PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Add</td>
<td>☐ Add</td>
</tr>
<tr>
<td>☒ Change</td>
<td>☐ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
<td>☐ Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015 To: 9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: AET, CM</td>
</tr>
<tr>
<td>Initiator Name (typed): Wendell (Don) Tipton</td>
</tr>
<tr>
<td>Initiator Signed Initials: ___________</td>
</tr>
<tr>
<td>Date: ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 3/4/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2/10/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cover Memo</td>
</tr>
<tr>
<td>☒ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise catalog copy to reflect curriculum actions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendell (Don) Tipton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

---

32
Associate of Applied Science in Construction Management

- **Overview**
- **Learning Outcomes**

**Admission Requirements**

Satisfy the Application and Admission Requirements for Associate Degree Programs.

**Advising**

Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

**Graduation Requirements**

- Satisfy the General University Requirements for Associate of Applied Science Degrees.
- Complete the General Course Requirements for Associate of Applied Science Degrees (15 credits).
- Complete the Program Requirements below.
- Achieve a grade of C or better in all courses required for the degree.

**Program Requirements**

Support Courses

- **ACCT A201** Principles of Financial Accounting 3
- **BA/JUST A241** Business Law I 3
- **ENGL A212** Technical Writing * 3
- **GEO A181** Construction Surveying 1
- **MATH A107** College Algebra * 4
- **MATH A108** Trigonometry * 3
- or **MATH A109** Precalculus

Select one science course with laboratory: 4

- **GEOL A111** Physical Geology
  & **A111L** Physical Geology Laboratory *
- **PHYS A123** Basic Physics I
  & **A123L** Basic Physics I Laboratory *

Program Courses

- **AET A101** Fundamentals of CADD for Building Construction 4
- **AET A102** Methods of Building Construction 3
- **AET A123** Codes and Standards 3
- **AET A142** Mechanical and Electrical Technology 4
- **AET A231** Structural Technology 4
- **CM A163** Building Construction Cost Estimating 3
- **CM A201** Construction Project Management I 3
- **CM A202** Project Planning and Scheduling 3
- **CM A205** Construction Safety 3
- **CM A213** Construction Civil Technology 4
CM A263            Civil Construction Cost Estimating  3
CM A295            Construction Management Internship  3
or CM A495         Advanced Construction Management Internship

* May also be used to satisfy General Course Requirements.

A total of 66-67 credits is required for the degree.

- See more
at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/
aas-constructionmanagement/#sthash.vK2rLv23.dpuf

Associate of Applied Science in Construction Management

- Overview
- Learning Outcomes

Program Student Learning Outcomes

Graduates will be able to:

- Explain the fundamental processes used to create project designs and construction documents.
- Define the roles, relationships and responsibilities of the participants in the design and construction process.
- Demonstrate basic knowledge of contract administration procedures and the communication methods used in their implementation.
- Define the methods, materials and techniques used in the design and construction of buildings and civil works.
- Interpret construction documents to predict project costs, plan construction operations, develop project schedules and assign resources.
- Interpret and apply building codes in construction processes.
- Demonstrate a working knowledge of safety, health and environmental issues related to construction activities.

- See more
at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/
aas-constructionmanagement/#learningoutcomestext
Associate of Applied Science in Construction Management

- Overview
- Learning Outcomes

Admission Requirements
Satisfy the Application and Admission Requirements for Associate Degree Programs.

Advising
Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

Graduation Requirements
- Satisfy the General University Requirements for Associate of Applied Science Degrees.
- Complete the General Course Requirements for Associate of Applied Science Degrees (15 credits).
- Complete the Program Requirements below.
- Achieve a grade of C or better in all courses required for the degree.

Program Requirements

Support Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT A201</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing *</td>
<td>3</td>
</tr>
<tr>
<td>GEO A181</td>
<td>Construction Surveying</td>
<td>1</td>
</tr>
<tr>
<td>MATH A107</td>
<td>College Algebra *</td>
<td>4</td>
</tr>
<tr>
<td>MATH A108</td>
<td>Trigonometry *</td>
<td>3</td>
</tr>
<tr>
<td>or MATH A109</td>
<td>Precalculus</td>
<td></td>
</tr>
</tbody>
</table>

Select one science course with laboratory:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL A111</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; A111L</td>
<td>and Physical Geology Laboratory *</td>
<td></td>
</tr>
<tr>
<td>PHYS A123</td>
<td>Basic Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; A123L</td>
<td>and Basic Physics I Laboratory *</td>
<td></td>
</tr>
</tbody>
</table>

Program Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AET/CM A101</td>
<td>Fundamentals of CADD for Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>AET/CM A102</td>
<td>Methods of Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>AET/CM A123</td>
<td>Codes and Standards</td>
<td>3</td>
</tr>
<tr>
<td>AET/CM A142</td>
<td>Mechanical and Electrical Technology</td>
<td>4</td>
</tr>
<tr>
<td>AET/CM A231</td>
<td>Structural Technology</td>
<td>4</td>
</tr>
<tr>
<td>CM A163</td>
<td>Building Construction Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CM A201</td>
<td>Construction Project Management I</td>
<td>3</td>
</tr>
<tr>
<td>CM A202</td>
<td>Project Planning and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>CM A205</td>
<td>Construction Safety</td>
<td>3</td>
</tr>
<tr>
<td>CM A213</td>
<td>Construction Civil Technology</td>
<td>4</td>
</tr>
</tbody>
</table>
CM A263  Civil Construction Cost Estimating  3
CM A295  Construction Management Internship  3
or CM A495  Advanced Construction Management Internship

* May also be used to satisfy General Course Requirements.

A total of 66-67 credits is required for the degree.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/aas-constructionmanagement/#sthash.vK2rLv23.dpuf

### Associate of Applied Science in Construction Management

- **Overview**
- **Learning Outcomes**

#### Program Student Learning Outcomes

Graduates will be able to:

- Explain the fundamental processes used to create project designs and construction documents.
- Define the roles, relationships and responsibilities of the participants in the design and construction process.
- Demonstrate basic knowledge of contract administration procedures and the communication methods used in their implementation.
- Define the methods, materials and techniques used in the design and construction of buildings and civil works.
- Interpret construction documents to predict project costs, plan construction operations, develop project schedules and assign resources.
- Interpret and apply building codes in construction processes.
- Demonstrate a working knowledge of safety, health and environmental issues related to construction activities.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/aas-constructionmanagement/#learningoutcomestext
1a. School or College
   CT CTC

1b. Department
   CM

2. Complete Program Title/Prefix
   Construction Management/CM

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: or Graduate: Bachelor of Science or
   Graduate:
   Choose One
   This program is a Gainful Employment Program: Yes or No

4. Type of Action:
   PROGRAM
   ☐ Add
   ☒ Change
   ☐ Delete

   PREFIX
   ☐ Add
   ☐ Change
   ☐ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2015 To: 9999

6a. Coordination with Affected Units
   Department, School, or College: AET, CM
   Initiator Name (typed): Wendell (Don) Tipton
   Date:__________
   Initiator Signed Initials: _________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 3/4/15

6c. Coordination with Library Liaison
   Date: 2/10/15

7. Title and Program Description - Please attach the following:
   ☐ Cover Memo
   ☒ Catalog Copy in Word using the track changes function

8. Justification for Action
   Revise catalog copy to reflect curriculum actions.

   Initiator (faculty only)
   Wendell (Don) Tipton
   Initiator (TYPE NAME)

   ☐ Approved
   Date
   Disapproved
   Dean/Director of School/College
   Date

   ☐ Approved
   Date
   Disapproved
   Undergraduate/Graduate Academic Board Chair
   Date

   ☐ Approved
   Date
   Disapproved
   Provost or Designee
   Date

   ☐ Approved
   Date
   Disapproved
   Department Chair
   Date

   ☐ Approved
   Date
   Disapproved
   Provost or Designee
   Date

   ☐ Approved
   Date
   Disapproved
   College/School Curriculum Committee Chair
   Date

   ☐ Approved
   Date
   Disapproved
   Provost or Designee
   Date
Construction Management

- Overview
- Programs of Study
- Faculty

University Center (UC), Room 130, (907) 786-6465
http://www.uaa.alaska.edu/cdt

The Construction Management (CM) program provides comprehensive preparation and education to meet the growing need for highly trained and educated construction management professionals. Construction managers plan, direct, and are responsible for managerial oversight of construction projects. They are responsible for coordinating and managing people, materials, and equipment; budgets, schedules, and contracts; and for the safety of employees and the general public. Construction managers work closely with architects, engineers, owners, and the other contractors on a construction project. Construction managers determine construction means and methods and the most cost-effective plans and schedules. They control construction costs, administer the contract and monitor work progress while ensuring compliance with the project design. Construction managers work in all sectors of the construction industry, for both public and private owners, on projects that range from residential projects to skyscrapers and from rural roads to major highways and bridges. The construction manager’s duties are varied, challenging, and rewarding.

The Construction Management program at UAA was developed with input from Alaska contractors and professional industry organizations to provide students with a broad knowledge of construction processes and techniques. CM graduates understand basic business principles and possess broad knowledge of the technical and operational aspects of the construction industry. Graduates are able to function both in the construction office and on the job site.

The wide diversity in the construction management profession creates a similar diversity of employment opportunities for graduates. Associate degree graduates are prepared for entry-level positions in varying construction management roles for contractors in both home office and project office/field situations. Bachelor’s degree graduates are prepared for a wide variety of professional-level employment opportunities in construction companies, construction management consulting firms, and in the offices of government and project owner agencies. The Associate of Applied Science in Construction Management degree requires four to five semesters to complete. The Bachelor of Science in Construction Management degree requires eight to nine semesters to complete.
Accreditation
The Associate of Applied Science, Construction Management degree and the Bachelor of Science, Construction Management degree are accredited by the American Council for Construction Education (ACCE).

Advising
Students are strongly encouraged to consult the faculty in the Construction Management program for assistance in designing their course of study to ensure all preparation requirements and prerequisites have been met and that university and major degree requirements are understood and followed. Construction Management students should meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Please call (907) 786-6465 to arrange an appointment with an academic advisor.

Preparation
Students seeking a degree in Construction Management should prepare for entrance into the program by completing the following high school courses:

- Algebra II (skill level as demonstrated by ACT, SAT, or UAA-approved placement Mathematicstest to qualify for enrollment in MATH A105).
- Composition (skill level as demonstrated by ACT, SAT, or UAA placement test to qualify for enrollment in ENGL A111).

The university offers courses to help students without this preparation to meet the math and English skill levels required in the Construction Management program. Insufficient preparation will increase the number of semesters required to complete the degree.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/#sthash.6eNi4ZEb.dpuf
Bachelor of Science in Construction Management

- **Overview**
- **Learning Outcomes**

**Admission Requirements**

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

**Advising**

Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

**Graduation Requirements**

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- In order to receive the Bachelor of Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.
- Complete the Major Requirements below.

**Major Requirements**

**Support Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT A201</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT A202</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA A300</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CE A403</td>
<td>Arctic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ES A411</td>
<td>Northern Design</td>
<td></td>
</tr>
<tr>
<td>ECON A201</td>
<td>Principles of Macroeconomics *</td>
<td>3</td>
</tr>
<tr>
<td>ECON A202</td>
<td>Principles of Microeconomics *</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEO A181</td>
<td>Construction Surveying</td>
<td>1</td>
</tr>
<tr>
<td>PHIL A301</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL A305</td>
<td>Professional Ethics</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following science courses with a laboratory class:

- CHEM A105 General Chemistry I
  - & A105L and General Chemistry I Laboratory *
- GEOL A111 Physical Geology
  - & A111L and Physical Geology Laboratory *
- PHYS A123 Basic Physics I
  - & A123L and Basic Physics I Laboratory *

Complete one additional science course with laboratory at or above the 100 level in CHEM, ENVI, GEOL or PHYS *

Select one of the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A200</td>
<td>Calculus I *</td>
<td></td>
</tr>
<tr>
<td>MATH A272</td>
<td>Applied Calculus *</td>
<td></td>
</tr>
<tr>
<td>STAT A253</td>
<td>Applied Statistics for the Sciences *</td>
<td></td>
</tr>
<tr>
<td>AET A101</td>
<td>Fundamentals of CADD for Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>AET A102</td>
<td>Methods of Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>AET A123</td>
<td>Codes and Standards</td>
<td>3</td>
</tr>
<tr>
<td>AET A142</td>
<td>Mechanical and Electrical Technology</td>
<td>4</td>
</tr>
<tr>
<td>AET A231</td>
<td>Structural Technology</td>
<td>4</td>
</tr>
<tr>
<td>CM A163</td>
<td>Building Construction Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CM A201</td>
<td>Construction Project Management I</td>
<td>3</td>
</tr>
<tr>
<td>CM A202</td>
<td>Project Planning and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>CM A205</td>
<td>Construction Safety</td>
<td>3</td>
</tr>
<tr>
<td>CM A213</td>
<td>Construction Civil Technology</td>
<td>4</td>
</tr>
<tr>
<td>CM A263</td>
<td>Civil Construction Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CM A301</td>
<td>Construction Project Management II</td>
<td>3</td>
</tr>
<tr>
<td>CM A313</td>
<td>Soils in Construction</td>
<td>3</td>
</tr>
<tr>
<td>CM A331</td>
<td>Statics and Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CM A401</td>
<td>Construction Law</td>
<td>3</td>
</tr>
<tr>
<td>CM A422</td>
<td>Sustainability in the Built Environment *</td>
<td>3</td>
</tr>
<tr>
<td>CM A440</td>
<td>Financial Management for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CM A450</td>
<td>Construction Management Professional Practice *</td>
<td>3</td>
</tr>
<tr>
<td>CM A460</td>
<td>Construction Equipment Management and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CM A495</td>
<td>Advanced Construction Management Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

* These courses may also be used to satisfy General Education Requirements.

All BSCM majors are also required to sit for the eight-hour, comprehensive American Institute of Constructors, Associate Constructor (Level 1) Exam as part of CM A450. CM A450 should be taken during the last or second-to-last semester before graduation.

A total of 122-123 credits is required for the degree, of which 42 credits must be upper division.

- See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/otc/constructionmanagement/bs-constructionmanagement/#sthash.L1g6aBbi.dpuf](http://catalog.uaa.alaska.edu/undergraduateprograms/otc/constructionmanagement/bs-constructionmanagement/#sthash.L1g6aBbi.dpuf)
Bachelor of Science in Construction Management

- **Overview**
- **Learning Outcomes**

**Program Student Learning Outcomes**

Graduates will be able to:

- Manage the principal resources of a construction industry organization including its workers, equipment, time and budgets.
- Represent the role of the constructor in the multi-discipline team responsible for managing construction projects.
- Assess project risk and evaluate alternate project delivery systems for project procurement and construction.
- Communicate effectively with project design professionals during the planning phases of design-build projects and throughout the construction phase of all projects.
- Utilize knowledge of materials, methods and equipment operations to plan, control and analyze the results of construction processes.
- Manage construction operations in unique and changing conditions to produce measured results that meet stated quality criteria and overall project goals.

- See more at:
  [http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/bs-constructionmanagement/#learningoutcomestext](http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/bs-constructionmanagement/#learningoutcomestext)
Construction Management

- Overview
- Programs of Study
- Faculty

University Center (UC), Room 130, (907) 786-6465

http://www.uaa.alaska.edu/ctt

The Construction Management (CM) program provides comprehensive preparation and education to meet the growing need for highly trained and educated construction management professionals. Construction managers plan, direct, and are responsible for managerial oversight of construction projects. They are responsible for coordinating and managing people, materials, and equipment; budgets, schedules, and contracts; and for the safety of employees and the general public. Construction managers work closely with architects, engineers, owners, and the other contractors on a construction project. Construction managers determine construction means and methods and the most cost-effective plans and schedules. They control construction costs, administer the contract and monitor work progress while ensuring compliance with the project design. Construction managers work in all sectors of the construction industry, for both public and private owners, on projects that range from residential projects to skyscrapers and from rural roads to major highways and bridges. The construction manager’s duties are varied, challenging, and rewarding.

The Construction Management program at UAA was developed with input from Alaska contractors and professional industry organizations to provide students with a broad knowledge of construction processes and techniques. CM graduates understand basic business principles and possess broad knowledge of the technical and operational aspects of the construction industry. Graduates are able to function both in the construction office and on the job site.

The wide diversity in the construction management profession creates a similar diversity of employment opportunities for graduates. Associate degree graduates are prepared for entry-level positions in varying construction management roles for contractors in both home office and project office/field situations. Bachelor’s degree graduates are prepared for a wide variety of professional-level employment opportunities in construction companies, construction management consulting firms, and in the offices of government and project owner agencies. The Associate of Applied Science in Construction Management degree requires four to five semesters to complete. The Bachelor of Science in Construction Management degree requires eight to nine semesters to complete.
Accreditation
The Associate of Applied Science, Construction Management degree and the Bachelor of Science, Construction Management degree are accredited by the American Council for Construction Education (ACCE).

Advising
Students are strongly encouraged to consult the faculty in the Construction Management program for assistance in designing their course of study to ensure all preparation requirements and prerequisites have been met and that university and major degree requirements are understood and followed. Construction Management students should meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Please call (907) 786-6465 to arrange an appointment with an academic advisor.

Preparation
Students seeking a degree in Construction Management should prepare for entrance into the program by completing the following high school courses:

- Algebra II (skill level as demonstrated by ACT, SAT, or UAA-approved placement Mathematicstest to qualify for enrollment in MATH A105).
- Composition (skill level as demonstrated by ACT, SAT, or UAA placement test to English qualify for enrollment in ENGL A111).

The university offers courses to help students without this preparation to meet the math and English skill levels required in the Construction Management program. Insufficient preparation will increase the number of semesters required to complete the degree.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/#sthash.6eNI4ZEb.dpuf
Bachelor of Science in Construction Management

- Overview
- Learning Outcomes

Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Advising
Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

Graduation Requirements
- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- In order to receive the Bachelor of Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.
- Complete the Major Requirements below.

Major Requirements
Support Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT A201</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT A202</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA A300</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CE A403</td>
<td>Arctic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ES A411</td>
<td>Northern Design</td>
<td></td>
</tr>
<tr>
<td>ECON A201</td>
<td>Principles of Macroeconomics *</td>
<td>3</td>
</tr>
<tr>
<td>ECON A202</td>
<td>Principles of Microeconomics *</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing *</td>
<td>3</td>
</tr>
<tr>
<td>GEO A181</td>
<td>Construction Surveying</td>
<td>1</td>
</tr>
<tr>
<td>PHIL A301</td>
<td>Ethics *</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL A305</td>
<td>Professional Ethics</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following science courses with a laboratory class: 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM A105</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; A105L</td>
<td>and General Chemistry I Laboratory *</td>
<td></td>
</tr>
<tr>
<td>GEOL A111</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>&amp; A111L</td>
<td>and Physical Geology Laboratory *</td>
<td></td>
</tr>
<tr>
<td>PHYS A123</td>
<td>Basic Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; A123L</td>
<td>and Basic Physics I Laboratory *</td>
<td></td>
</tr>
</tbody>
</table>

Complete one additional science course with laboratory at or above the 100 level in CHEM, ENVI, GEOL or PHYS * 4

Select one of the following: 4
**MATH A200**  Calculus I`
**MATH A272**  Applied Calculus`
**STAT A253**  Applied Statistics for the Sciences`

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AET/AET A101</td>
<td>Fundamentals of CADD for Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>AET A102/A102</td>
<td>Methods of Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>AET A123/A123</td>
<td>Codes and Standards</td>
<td>3</td>
</tr>
<tr>
<td>AET A142/A142</td>
<td>Mechanical and Electrical Technology</td>
<td>4</td>
</tr>
<tr>
<td>AET A231/A231</td>
<td>Structural Technology</td>
<td>4</td>
</tr>
<tr>
<td>CM A163</td>
<td>Building Construction Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CM A201</td>
<td>Construction Project Management I</td>
<td>3</td>
</tr>
<tr>
<td>CM A202</td>
<td>Project Planning and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>CM A205</td>
<td>Construction Safety</td>
<td>3</td>
</tr>
<tr>
<td>CM A213</td>
<td>Construction Civil Technology</td>
<td>4</td>
</tr>
<tr>
<td>CM A263</td>
<td>Civil Construction Cost Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CM A301</td>
<td>Construction Project Management II</td>
<td>3</td>
</tr>
<tr>
<td>CM A313</td>
<td>Soils in Construction</td>
<td>3</td>
</tr>
<tr>
<td>CM A331</td>
<td>Statics and Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CM A401</td>
<td>Construction Law</td>
<td>3</td>
</tr>
<tr>
<td>CM A422</td>
<td>Sustainability in the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>CM A440</td>
<td>Financial Management for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CM A450</td>
<td>Construction Management Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>CM A460</td>
<td>Construction Equipment Management and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CM A495</td>
<td>Advanced Construction Management Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

*These courses may also be used to satisfy General Education Requirements.

All BSCM majors are also required to sit for the eight-hour, comprehensive American Institute of Constructors, Associate Constructor (Level 1) Exam as part of **CM A450**. **CM A450** should be taken during the last or second-to-last semester before graduation.

A total of 122-123 credits is required for the degree, of which 42 credits must be upper division.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/otc/constructionmanagement/bs-constructionmanagement/#sthash.L1g6aBbi.dpuf
Bachelor of Science in Construction Management

- Overview
- Learning Outcomes

Program Student Learning Outcomes

Graduates will be able to:

- Manage the principal resources of a construction industry organization including its workers, equipment, time and budgets.
- Represent the role of the constructor in the multi-discipline team responsible for managing construction projects.
- Assess project risk and evaluate alternate project delivery systems for project procurement and construction.
- Communicate effectively with project design professionals during the planning phases of design-build projects and throughout the construction phase of all projects.
- Utilize knowledge of materials, methods and equipment operations to plan, control and analyze the results of construction processes.
- Manage construction operations in unique and changing conditions to produce measured results that meet stated quality criteria and overall project goals.

See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/ctc/constructionmanagement/bs-constructionmanagement/#learningoutcomestext
Memo:
To: Francisco Miranda – UAB Chair
From: Karl Pfeiffer
Re: Routine Update for SOC A347 Sociology of Religion
Date: March 20, 2015

The above course is overdue for a routine review and update. This will include changes to the course description and Course Content Guide as noted in the attached Curriculum Action Request and Course Content Guide documents.
1a. School or College  
AS CAS  
1b. Division  
ASSC Division of Social Science  
1c. Department  
Sociology

2. Course Prefix  
SOC  
3. Course Number  
A347  
4. Previous Course Prefix & Number  
NA  
5a. Credits/CEUs  
3  
5b. Contact Hours  
(3+0)

6. Complete Course Title  
Sociology of Religion

Abbreviated Title for Transcript (30 character)

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  
☐ Add  ☑ Change  ☐ Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other Update CCG (please specify)
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Registration Restrictions
- General Education Requirement

9. Repeat Status No  
# of Repeats  
Max Credits

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
From: Fall/2015  
To: 9999/9999

12. ☐ Cross Listed with  
 STACKED with  
Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.aaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociology BA, BS, Minor</td>
<td>3/20/2015</td>
<td>Nelta Edwards</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): K. Pfeiffer  
Initiator Signed Initials: __________________  
Date: __________

13b. Coordination Email  
Date: 3/20/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 3/20/2015

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description  
(suggested length 20 to 50 words)

A critical sociological analysis of religion that considers the historical, cultural, social, psychological, and personal aspects of religious experience and organizations in relationship to contemporary social institutions.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
SOC A101 with minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)

16c. Automatic Restriction(s)  
☒ College  ☐ Major  ☐ Class  ☐ Level

17. ☐ Mark if course has fees  
18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This is routine updating of course and course content guide.

Initiator (faculty only)  
Karl Pfeiffer  
Initiator (TYPE NAME)

☐ Approved  
Disapproved

Initiator (faculty only)  
Date

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chair  
Date

Provost or Designee  
Date
COURSE CONTENT GUIDE
COLLEGE OF ARTS AND SCIENCES
Sociology Department

I. Date of Initiation: Fall, 2015

II. Course Information
Course Subject/ Number: SOC A347
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Sociology of Religion.
Grading Basis: A – F
Course Description: A critical sociological analysis of religion that considers the historical, cultural, social, psychological, and personal aspects of religious experience and organizations in relationship to contemporary social institutions.

Prerequisites: SOC A101 with a minimum grade of C.
Co-requisites: None
Other Restrictions: NA

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals:
   1. Integration of theories of religion, religious behavior, and religious ideology within the broader sociological discipline, including a particular emphasis upon social institutions.
   2. Critical application of sociology of religion within the broader context of sociological theory, methodology, and social organizations.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical analysis skills applying theories of religion.</td>
<td>1. Papers, writing assignments, graded group discussions, tests and exams, community-based service learning projects.</td>
</tr>
<tr>
<td>2. Demonstrate critical analysis skills applying sociological theory and methodology to religious organizations, behavior, and ideology.</td>
<td>2. Papers, writing assignments, graded group discussions, tests and exams, community-based service learning projects.</td>
</tr>
<tr>
<td>3. Demonstrate integrated knowledge of sociological perspective to religion within the broader context of social institutions.</td>
<td>3. Papers, writing assignments, job related portfolio development, community-based service learning projects.</td>
</tr>
</tbody>
</table>

IV. Guidelines for Evaluation
Letter Grades (A-F) will be calculated base upon performance in writing assignments, graded class discussions, student portfolios, community service-learning activities, research projects, and other activities as outlined in the course syllabus.
V. **Course Level Justification**
This course requires prior knowledge of religion and behavioral sciences through coursework or practical experience, and prior completion of SOC A101 Introduction to Sociology with a minimum grade of ‘C’.

VI. **Topical Course Outline**
A. History and Background
   a. defining religion
   b. classical sociological theorists’ contributions
   c. why study religion?
B. Durkheim
C. Marx
D. Weber
E. Religion and Modernization
F. Religion, Extremism, Globalization, and Social Problems
G. Religion from Micro-sociological perspectives: personal, family, school, and community.

VII. **Suggested Texts**

VIII. **Bibliography**
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
   AS CAS

1b. Division
   ASSC Division of Social Science

1c. Department
   Psychology

2. Course Prefix
   PSY

3. Course Number
   A261

4. Previous Course Prefix & Number
   NA

5a. Credits/CEUs
   3

5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Research Methods in Psychology

7. Type of Course
   ☑ Academic
   ☐ Preparatory/Development
   ☐ Non-credit
   ☐ CEU
   ☐ Professional Development

8. Type of Action: ☐ Add  ☑ Change  ☐ Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other CCG (please specify)
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
    ☑ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
    From: Fall/2015  To: Fall/9999

12. ☐ Cross Listed with
    ☐ Stacked with
    Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

13b. Coordination Email
    Date: 2-25-15
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 2025-15

14. General Education Requirement
    Mark appropriate box:
    ☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills
    ☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
    Introduces students to the scientific approach to studying behavior and mental processes; covers experimental and non-experimental methods, ethical principles and practices, data collection and analysis, and APA style writing. Special note: Students must earn a grade of C or higher in PSY A261 before being admitted to PSYA355 and/or psychology capstone courses.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    Minimum grade of Cs in PSY A111, PSY A260, PSY A260L and ENGL A111

16b. Co-requisite(s) (concurent enrollment required)
    N/A

16c. Automatic Restriction(s)
    ☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    The purpose of these revisions is to separate the lecture and lab components and create two separate courses. This 1) provides more flexibility to students in deciding when to take these courses, 2) makes it easier to evaluate and apply transfer credits in cases where students have completed an equivalent lecture but not lab component, and 3) prepares for the development of an online version of PSY A261 (lecture portion) with the lab remaining a face-to-face class.
Initiator (faculty only)        Date

Dean/Director of School/College                        Date

Department Chair               Date

Undergraduate/Graduate Academic                    Date

College/School Curriculum Committee Chair              Date

Provost or Designee                   Date
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date:  
February 1, 2015

II. Course Information  
A. College: College of Arts and Sciences (AS)  
B. Course Title: Research Methods in Psychology  
C. Course Subject/Number: PSY A261  
D. Credit Hours: 3.0 Credits  
E. Contact Time: Lecture hours: 3  
Lab hours: 0  
F. Grading Information: A-F  
G. Implementation Date: Fall 2015  
H. Course Description:  
Introduces students to the scientific approach to studying behavior and mental processes; covers experimental and non-experimental methods, ethical principles and practices, data collection and analysis, and APA style writing.  
Special note: Psychology majors (BA and BS) must earn a grade of C or higher in PSY A261 before being admitted to PSY A355 and/or PSY A412, PSY A420, PSY A427, PSY A428, and PSY A499

I. Status of course relative to degree programs:  
Requirement for the BA and BS in Psychology  
Selective for BS in Natural Sciences, BS in Health Sciences, and Minor in Psychology

J. Lab Fees: No  
K. Coordination: UAA Faculty Listserv; Claudia Lampman, Director  
L. Course Prerequisites: Grades of C or higher in the following:  
PSY A111, PSY A260, PSY A260L, and ENGL A111

M. Registration Restrictions: None

III. Course Level Justification  
Before taking PSY A261, students must have basic English composition skills, understand the basic principles of research in psychology at least at the depth covered in 100-level courses in psychology. In addition, they need to have a basic understanding of descriptive and inferential statistics in order to understand and master the content covered in PSY A261.
IV. Outline

1. Principles of scientific investigation
2. The research process and the nature of variables
   A. Independent variables
      1) Manipulated independent variables
      2) Subject or grouping variables
   B. Dependent variables
   C. Confounding variables
3. Research Ethics
   A. Human participants
   B. Animal subjects
   C. Plagiarism and research misconduct
4. APA Style writing
   A. Epistemology
   B. Conventions and editorial style
5. Measurement
   A. Reliability
   B. Validity
   C. Scales of measurement
6. Non-experimental research techniques and designs
   A. Observational
   B. Correlational
   C. Developmental
7. Experimentation
   A. Random assignment
   B. Threats to internal validity
   C. Experimental and quasi-experimental designs
      1) Single-group designs
      2) Two-group designs
      3) Factorial design
8. Sampling techniques
9. Methods of measuring behavior and mental processes
10. Data analysis and interpretation
    A. Statistical validity and reasoning
    B. Presentation of descriptive and inferential statistics

V. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the philosophical and epistemological background of the scientific approach to understanding human behaviors and mental processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After completing the course, the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate the key attributes, products, limitations, and advantages of studying human behavior and mental processes using the scientific approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class quizzes, and comprehensive exams</td>
</tr>
<tr>
<td>The instructor will: (continued)</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Illustrate how experimental and non-experimental methods can be used to shed light on human behaviors and mental processes and describe the limitations of psychological research.</td>
</tr>
<tr>
<td>Detail the ethical principles relevant to conducting psychological research.</td>
</tr>
<tr>
<td>Explain the connection between hypothesis, research design, data collection, data analysis, and research conclusions.</td>
</tr>
</tbody>
</table>

### VI. Suggested Texts


VII. Bibliography


**indicates foundational text
# Course Action Request

**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A261L</td>
<td>NA</td>
<td>1</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods Psych. Lab</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># of Repeats</td>
</tr>
<tr>
<td>Academic</td>
<td>Add</td>
<td>Max Credits</td>
</tr>
<tr>
<td>Preparatory/Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>CEU</td>
<td>Delete</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>P/NP</td>
<td>To: Fall/99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
</tr>
</thead>
</table>

Cross-Listed Coordination Signature

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): **Yasuhiro Ozuru**  
Initiator Signed Initials: _________  
Date: _______________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2-25-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uac-faculty@lists.uaa.alaska.edu">uac-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 2-25-15</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

Mark appropriate box:  
Oral Communication  
Written Communication  
Quantitative Skills  
Humanities  
Fine Arts  
Social Sciences  
Natural Sciences  
Integrative Capstone

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
</table>

Provides experience in designing research projects and data collection as well as analysis, interpretation, and reporting of results simulating the research activities of psychologists. Special note: Either prior completion or concurrent enrollment in PSY A261. Psychology majors (BA and BS) must earn a grade of C or higher in PSY A261 before being admitted to PSY A355 and/or psychology capstone courses.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum grade of Cs in PSY A111, PSY A260, PSY A260L and ENGL A111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

The purpose of these revisions is to separate the lecture and lab components and create two separate courses. This 1) provides more flexibility to students in deciding when to take these courses, 2) makes it easier to evaluate and apply transfer credits in cases where students have completed an equivalent lecture but not lab component, and 3) prepares for the development of an online version of PSY A261 (lecture portion) with the lab remaining a face-to-face class.
<table>
<thead>
<tr>
<th>Position</th>
<th>Approval Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: February 1, 2015

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Research Methods in Psychology Lab
C. Course Subject/Number: PSY A261L
D. Credit Hours: 1.0 Credits
E. Contact Time: Lecture hours: 0
Lab hours: 3.0
F. Grading Basis: A-F
G. Implementation Date: Fall 2015
H. Course Description: Provides experience in designing research projects and data collection as well as analysis, interpretation, and reporting of results simulating the research activities of psychologists.
Special note: Either prior completion or concurrent enrollment in PSY A261 Psychology majors (BA and BS) must earn a grade of C or higher in PSY A261 before being admitted to PSY A355 and/or PSY A412, PSY A420, PSY A427, PSY A428, and PSY A499
I. Status of course relative to Requirement for the BA and BS in Psychology degree programs: Selective for BS in Natural Sciences, BS in Health Sciences, and Minor in Psychology
J. Lab Fees: Yes
K. Coordination: UAA Faculty Listserv, Claudia Lampman, Director
L. Course Prerequisites: Grades of C or higher in the following:
PSY A111, PSY A260, PSY A260L, and ENGL A111
M. Registration Restrictions: Either prior completion or concurrent enrollment in PSY A261

III. Course Level Justification
Before taking PSY A261L, students must have basic English composition skills and understand the basic principles of research in psychology at least at the depth covered in 100-level courses in psychology. In addition, they need to have a basic understanding of descriptive and inferential statistics in order to understand and master the content covered in PSY A261L.

IV. Outline
1. APA guidelines for conducting research
   A. Research ethics (consent, debriefing, confidentiality, plagiarism, and fabrication of data)
B. APA Style writing (structure, content, and formatting)

2. Conducting non-experimental/observational research
   A. Preparing research study materials (e.g., instructions, script, questionnaires, and rubrics)
   B. Collecting empirical data
   C. Analyzing and interpreting data (descriptive statistics, correlations, and/or non-parametric analyses)
   D. Writing research reports

3. Conducting an experimental study
   A. Preparing the experiment (design, stimulus construction, and use of software: e.g., SuperLab)
   B. Collecting experimental data
   C. Analyzing and interpreting data (t-tests, ANOVAs)
   D. Writing research reports

4. Conducting an empirical research project
   A. Completing a literature review
   B. Generating a research question/hypothesis
   C. Selecting or designing a study
   D. Preparing research study materials
   E. Collecting empirical data
   F. Analyzing and interpreting data
   G. Preparing an oral presentation of research findings
   H. Preparing a written report of research findings in APA Style

The decision on the exact number and the kind/type of research projects to be undertaken in this course is at the instructor’s discretion; however, students should be exposed to multiple research projects with different structures and at least one project must involve either quasi-experimental or experimental methodology.

V. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>The instructor will:</th>
<th>After completing the course, the student will be able to:</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide appropriate information, instruction, scaffolding, and support for students to design and/or select appropriate empirical studies, materials, and ethically and carefully collect data.</td>
<td>Design or select appropriate empirical study with relevant attributes such as survey-based, observational study, and/or experimental or quasi–experimental study. Create or find appropriate materials necessary for conducting empirical research such as consent forms, instructions, questionnaires, and coding rubrics. Collect data with appropriate care with regard to accuracy, ethics, and other considerations</td>
<td>In-lab assignments, writing assignment</td>
</tr>
</tbody>
</table>
relevant to the welfare of research participants and the quality of the data collected.

<table>
<thead>
<tr>
<th>Provide appropriate information, instruction, scaffolding, and support for students to analyze and interpret the data collected.</th>
<th>Create appropriate databases. Select appropriate statistical analyses (e.g., correlation, chi-square, t-tests, etc.) and conduct analyses using tool/software (e.g., SPSS). Correctly interpret the results of the data analysis.</th>
<th>In-lab assignments including data analysis, writing assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide appropriate information, instruction, scaffolding, and support for students’ efforts to describe/explain their research studies orally and in an APA Style written report.</td>
<td>Describe/explain using APA Style 1) the relevance of the research hypothesis to past research and practical benefits, 2) the research methods, 3) the results using appropriate statistical terminology, and 4) the contributions of the research findings in relation to the hypotheses.</td>
<td>In-lab assignments, oral presentation of research findings, written presentation of research study in APA Style.</td>
</tr>
</tbody>
</table>

VI. **Recommended Textbooks**


VII. **Bibliography**


**indicates foundational text
### Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>PSY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A427</td>
<td></td>
<td>3.0</td>
<td>(Lecture + Lab) (1+6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

| 7. Type of Course | | |
|------------------|---------------|
| ☑ Academic | ☐ Preparatory/Development | ☐ Non-credit | ☐ CEU | ☐ Professional Development |

| 8. Type of Action | | |
|------------------|---------------|
| ☑ Add | ☐ Change | ☐ Delete |

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☐ Class
- ☐ Level
- ☐ College
- ☐ Major
- ☐ Other (please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

| 10. Grading Basis | | |
|-------------------|---------------|
| ☑ A-F | ☐ P/NP | ☐ NG |

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

| 12. Cross Listed | | |
|------------------|---------------|
| ☐ with | ☐ Stacked | Cross-Listed Coordination Signature |

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiated Name (typed): Veronica Howard</td>
<td>Initiatior Signed Initials: _________</td>
</tr>
<tr>
<td>Initiator Date: November 21, 2014</td>
<td>Date:</td>
</tr>
</tbody>
</table>

13b. Coordination Email

13c. Coordination with Library Liaison

14. General Education Requirement

Mark appropriate box:

- ☐ Oral Communication
- ☐ Written Communication
- ☐ Quantitative Skills
- ☐ Humanities
- ☐ Fine Arts
- ☐ Social Sciences
- ☐ Natural Sciences
- ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

Arranged placement in supervised settings that provide psychological experience. Focus on policy, communication skills, intervention skills, assessment, service planning, and evaluation. Students are expected to complete 90 hours of supervised experience. Special note: meets the departmental capstone requirement for Psychology major.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

([PSY A111, PSY A150, PSY A260, PSYA260L, and PSY A261] and [ENGL A211, ENGL A212, ENGL A213, or ENGL A214]) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)

N/A

16c. Other Restriction(s)

16d. Registration Restriction(s) (non-codable)

Instructor permission

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Based on enrollments, the department believes that combining our two practicum courses (PSY A427 and PSY A495A) into one course will allow the department to continue to offer a practicum-based course each semester without sacrificing quality of education. PSY A427 will be deleted, and PSY A495A will continue to be offered in a modified format.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1a. School or College
   AS CAS

1b. Department
   PSY

2. Complete Program Title/Prefix
   Bachelor or Arts in Psychology

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: or Graduate:
   Bachelor of Arts
   CHOOSE ONE

   This program is a Gainful Employment Program:
   □ Yes or □ No

4. Type of Action:
   PROGRAM
   □ Add
   □ Change
   □ Delete

   PREFIX
   □ Add
   □ Change
   □ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2015 To: Fall/9999

6a. Coordination with Affected Units
   Department, School, or College: PSY
   Initiator Name (typed): Yasuhiro Ozuru
   Initiator Signed Initials: _________
   Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 2-25-15

6c. Coordination with Library Liaison
   Date: 2-25-15

7. Title and Program Description - Please attach the following:
   ☒ Cover Memo
   ☒ Catalog Copy in Word using the track changes function. *
   *Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
   The separation of PSY A261 Research Methods in Psychology (4.0 credit) into a lecture course (PSY A261 3.0 credit) and a lab (PSY A261L 1.0 credit) requires a revision to this program (BA in Psychology) as PSY A261 is a required course for majors.

Initiator (faculty only) Date
Yasuhiro Ozuru Initiator (TYPE NAME)

□ Approved
□ Disapproved

Dean/Director of School/College Date

□ Approved
□ Disapproved

Undergraduate/Graduate Academic Date

□ Approved
□ Disapproved

Board Chair Date

□ Approved
□ Disapproved

Provost or Designee Date

□ Approved
□ Disapproved

Department Chair Date

□ Approved
□ Disapproved

College/School Curriculum Committee Chair Date

□ Approved
□ Disapproved
Bachelor of Arts in Psychology

- Overview
- Learning Outcomes

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.50.

Academic Progress Requirements

All prerequisites for required Psychology courses must be completed with a grade of C or better. Students who audit or are unable to earn a grade of C or better in a lower division (100 or 200 level) PSY course may repeat the course two additional times on a space-available basis. Students who audit or wish to repeat an upper division (300 or 400 level) PSY course may repeat the course one additional time on a space-available basis. Students repeating a course are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the College of Arts and Sciences Requirements.
- Complete the Major Requirements below.

Major Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY A260</td>
<td>Statistics for Psychology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; A260L</td>
<td>and Statistics for Psychology Lab</td>
<td></td>
</tr>
<tr>
<td>PSY A261</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A261L</td>
<td>Research Methods Psych. Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY A345</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A355</td>
<td>Learning and Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY A370</td>
<td>Behavioral Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>
Each capstone option is designed to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student’s future career plans. Students planning to work in human service jobs following graduation should consider taking PSY A427 or PSY A495A. Students planning on graduate work in Psychology should consider taking PSY A412, PSY A420 or PSY A499. Students may elect to take all of these courses as upper division electives.

*All of the psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into the capstone courses. See course descriptions of each capstone course for more details.*

All Psychology majors are also required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. This exam is taken in the Advising and Testing Center and a fee will be charged to students.

A total of 120 credits is required for this degree, of which 42 credits must be upper division.

**Concentration in Behavior Analysis**

This concentration provides foundational knowledge and professional skills to apply the science of behavior analysis across a range of settings and client populations, including staff in the workplace, children and adults with intellectual and cognitive disabilities, and individuals with autism spectrum disorder. Completing the coursework below, in addition to required supervised practicum experience with a Board Certified Behavior Analyst, helps prepare students to apply for the Behavior Analysis Certification Board examination for becoming a Board Certified Assistant Behavior Analyst.

Concentration requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A200</td>
<td>Introduction to Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY A400</td>
<td>Strategies of Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>PSY A495A</td>
<td>Applied Behavior Analysis Practicum and Professional Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete a minimum of 6 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
Honors in Psychology

The Department of Psychology recognizes exceptional undergraduate students by awarding them departmental honors in Psychology. To graduate with departmental honors, the student must be a declared Psychology major and meet the following requirements:

1. Satisfy all requirements for a BA or BS degree in Psychology.
3. Take PSY A412.
4. Take PSY A420.
5. Complete PSY A499. The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

- An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
- A broad knowledge of psychology’s historical foundation.
- The ability to conduct a critical review and analysis of existing psychological literature.
- The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
- A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
- The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
- The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/ba-psychology/#sthash.r8NhR21w.dpuf
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>PSY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate: Bachelor of Science or Graduate:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td></td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td></td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015 To: Fall/9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: PSY</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Yasuhiro Ozuru
Initiator Signed Initials: _________
Date: __________________

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2-25-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2-25-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Cover Memo</td>
</tr>
<tr>
<td>☑ Catalog Copy in Word using the track changes function. *</td>
</tr>
<tr>
<td>*Copy the text directly from the program website of the online catalog and paste into a Word document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The separation of PSY A261 Research Methods in Psychology (4.0 credit) into a lecture course (PSY A261 3.0 credit) and a lab (PSY A261L 1.0 credit) requires a revision to this program (BS in Psychology) as PSY A261 is a required course for majors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yasuhiro Ozuru</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
Bachelor of Science in Psychology

- Overview
- Learning Outcomes

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs. In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.5.

Academic Progress Requirements

All prerequisites for required Psychology courses must be completed with a grade of C or better. Students who audit or are unable to earn a grade of C or better in a lower division (100 or 200 level) PSY course may repeat the course two additional times on a space-available basis. Students who audit or wish to repeat an upper-division (300 or 400 level) PSY course may repeat the course one additional time on a space-available basis. Students repeating a course are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the College of Arts and Sciences Requirements.
- Complete the Major Requirements below.

Major Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY A260</td>
<td>Statistics for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A260L</td>
<td>Statistics for Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY A261</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A261L</td>
<td>Research Methods in Psych. Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY A345</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A355</td>
<td>Learning and Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY A370</td>
<td>Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY A375</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology Capstone Requirement

A capstone course is required of all Psychology majors (BA or BS). Each capstone option is designed to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student’s future career plans. Students planning to work in human service jobs following graduation should consider taking PSY A427 or PSY A495A. Students planning on graduate work in Psychology should consider taking PSY A412, PSY A420 or PSY A499. Students may elect to take all of these courses as upper-division electives.

PSY A412 Foundations of Modern Psychology
PSY A420 Conducting Research in Psychology
PSY A427 Field Experience in Psychology
PSY A428 Evolutionary Psychology
PSY A495A Applied Behavior Analysis Practicum and Professional Issues
PSY A499 Senior Thesis

Psychology Electives

Take an additional 12 credits of Psychology courses, 9 of which must be upper division.

* All of the above psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into psychology's capstone courses.

All Psychology majors are required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. The exam is taken in the Advising and Testing Center and a fee will be charged to students.

A total of 120 credits is required for this degree, of which 42 credits must be upper division.

Concentration in Behavior Analysis

This concentration provides foundational knowledge and professional skills to apply the science of behavior analysis across a range of settings and client populations, including staff in the workplace, children and adults with intellectual and cognitive disabilities, and individuals with autism spectrum disorder. Completing the coursework below, in addition to required supervised practicum experience with a Board Certified Behavior Analyst, helps prepare students to apply for the Behavior Analysis Certification Board examination for becoming a Board Certified Assistant Behavior Analyst.

Concentration requirements:

PSY A200 Introduction to Behavior Analysis 3
PSY A400 Strategies of Behavior Change 3
PSY A495A Applied Behavior Analysis Practicum and Professional Issues 3

Complete a minimum of 6 credits of the following:

PSY A447 Behavioral Treatment of Autism Spectrum Disorder 6
Honors in Psychology

The Department of Psychology recognizes exceptional undergraduate students by awarding them departmental honors in Psychology. To graduate with departmental honors, the student must be a declared Psychology major and meet the following requirements:

1. Satisfy all requirements for a BA or BS degree in Psychology.
3. Take **PSY A412**.
4. Take **PSY A420**.
5. Complete **PSY A499**. The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

- An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
- A broad knowledge of psychology’s historical foundation.
- The ability to conduct a critical review and analysis of existing psychological literature.
- The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
- A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
- The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
- The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.

- See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/bs-psychology/#sthash.U6OOMiV2.dpuf](http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/bs-psychology/#sthash.U6OOMiV2.dpuf)
1a. School or College  
KO Kodiak College  
1b. Division  
AHUM Division of Humanities  
1c. Department  
AKNS

2. Course Prefix  
AKNS  
3. Course Number  
A181  
4. Previous Course Prefix & Number  
5a. Credits/CEUs  
1  
5b. Contact Hours  
(Lecture + Lab)  
(1+0)

6. Complete Course Title  
Community Project Planning  
Abbreviated Title for Transcript (30 character)  
Community Project Planning

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  
☒ Add  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix  ☐ Credits  ☐ Title  ☐ Grading Basis  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Automatic Restrictions  ☐ Other
☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ (please specify)

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
semester/year

From:  Summer/2015  To:  /

12.  
☐ Cross Listed with  
☒ Stacked with  
Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.aaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS Minor</td>
<td>10/2/14</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counceller  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: 12/18/2014  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 12/18/2014

14. General Education Requirement  
Mark appropriate box:
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)  
Culturally-based introductory course on the process of community planning for projects requiring grant-based or other funding. Course includes capacity or asset-based approaches appropriate to rural communities.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
none

16b. Co-requisite(s) (concurrent enrollment required)  
none

16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)  
none

17.  
☐ Mark if course has fees

18.  
☐ Mark if course is a selected topic course

19. Justification for Action  
Provides opportunity to study project planning, an identified community need.

Initiator (faculty only)  
April G.L. Counceller  
Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved

Dean/Director of School/College  
Date

☐ Approved  ☐ Disapproved

Undergraduate/Graduate Academic  
Date

Board Chair  
Date

Approved  ☐ Disapproved

Provost or Designee  
Date
I. **Initiation Date**  
Summer 2015

II. **Course Information**

A. College: College of Arts and Sciences
B. Course Title: Community Project Planning
C. Course Subject/Number: AKNS A181
D. Credit Hours: 1.0 Credits
E. Contact Time: 1+0 Contact Time per credit
F. Grading Information: A-F  
G. Course Description: Culturally-based introductory course on the process of community planning for projects requiring grant-based or other funding. Course includes capacity or asset-based approaches appropriate to rural communities.
H. Course Fees: None.
I. Coordination: Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
J. Registration Restrictions: None.

III. **Course Activities**

This class incorporates small-group discussion, lectures, guest presentations, and group activities.

IV. **Course Evaluation**

Grading basis is A-F. Grades will be based on these criteria:
A. Attendance and participation in class.
B. Reading, research, and writing assignments.
C. Individual or group projects.

V. **Course Level Justification**

This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Engage students through presentation and activity formats, bringing the subject matter to a level within their comprehension.

2. Empower students to participate in class discussion and participate in real-life activities designed to foster understanding of comprehensive and inclusive project planning practices.

3. Challenge students to objectively identify controversial issues surrounding rural and Alaskan communities.

4. Provide interaction with guest lecturers with a high level of expertise in their fields, including non-profit, governmental, and corporate professionals involved in project planning.

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework, exams, class discussions, class project(s).</td>
</tr>
<tr>
<td>In-class exercises and discussions.</td>
</tr>
<tr>
<td>Homework, class discussions, projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Describe and compare methods and steps of community project planning for various issues.</td>
<td>Homework, exams, class discussions, class project(s).</td>
</tr>
<tr>
<td>2. Apply planning processes to a real-life community issue.</td>
<td>In-class exercises and discussions.</td>
</tr>
<tr>
<td>3. Conduct a resource assessment to identify existing community resources for addressing a community issue.</td>
<td>Homework, class discussions, projects</td>
</tr>
</tbody>
</table>

VII. Course Outline

1. Introduction to concepts of culturally-based community project planning.
2. Orientation to unique concerns and issues in rural Alaskan community projects.
3. Outline of the steps in community planning.
   a. Definition of the problem
   b. Confirming through data, studies or Strategic Planning
   c. Development of service inventory (existing community services which address the same or similar issues)
   d. Definition of potential community partners
   e. Development of project “Logic Model”
4. Overview of the “Life cycle” of funded community projects, from planning to implementation and evaluation
VIII. Suggested Texts


IX. Bibliography


1a. School or College  
AS CAS  
1b. Division  
AHUM Division of Humanities  
1c. Department  
AKNS  

2. Course Prefix  
AKNS  
3. Course Number  
A182  
4. Previous Course Prefix & Number  

5a. Credits/CEUs  
1  
5b. Contact Hours (Lecture + Lab)  
(1+0)  

6. Complete Course Title  
Grant Writing for Alaska Native Communities  
Grant Writing AK Native Comm  
Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action:  ☒ Add or ☐ Change or ☐ Delete  

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Automatic Restrictions  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other (please specify)  

9. Repeat Status No  ☐ # of Repeats  ☐ Max Credits  

10. Grading Basis  ☒ A-F  ☐ P/NP  ☐ NG  

11. Implementation Date  
semester/year  
From: Summer/2015  
To: /  

12. ☐ Cross Listed with  
☐ Stacked with  
Cross-Listed Coordination Signature  

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS Minor</td>
<td>10/2/14</td>
<td>Maria Williams</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counceller  
Initiator Signed Initials: _________  
Date: ____________  

Initiator (faculty only)  
April G.L. Counceller  
Initiator (TYPE NAME)  

13b. Coordination Email  
Date: 12/18/14  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 12/18/14  

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
Introductory course in grant writing, focused on community-based grant proposals, including successful approaches appropriate to rural and Alaska Native communities. Course includes grant tips, reviewer/scoring, grant trends and proposal components.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
none  

16b. Co-requisite(s) (concurrent enrollment required)  
none  

16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16d. Registration Restriction(s) (non-codable)  
none  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Provides academic study of grant writing, an identified community need.  

Initiator (faculty only)  
April G.L. Counceller  
Initiator (TYPE NAME)  

[Approval/Disapproval signatures for various administrators]
COURSE CONTENT GUIDE
University of Alaska Anchorage – Kodiak College
Alaska Native Studies: AKNS A182: Grant Writing for Alaska Native Communities

I. **Initiation Date**
   Summer 2015

II. **Course Information**
   A. College: College of Arts and Sciences
   B. Course Title: Grant Writing for Alaska Native Communities
   C. Course Subject/Number: AKNS A182
   D. Credit Hours: 1.0 Credits
   E. Contact Time: 1+0 Contact Time per credit
   F. Grading Information: A-F
   G. Course Description: Introductory course in grant writing, focused on community-based grant proposals, including successful approaches appropriate to rural and Alaska Native communities. Course includes grant tips, reviewer/scoring, grant trends and proposal components.
   H. Course Fees: None.
   I. Coordination: Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
   J. Registration Restrictions: None.

III. **Course Activities**
   This class incorporates discussion, lectures, and group activities.

IV. **Course Evaluation**
   Grading basis is A-F. Grades will be based on some or all of these criteria:
   A. Attendance and participation in class.
   B. Reading, research, and writing assignments.
   C. Individual or group projects
   D. Quizzes

V. **Course Level Justification**
   This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.

VI. **Instructional Goals and Student Learning Outcomes**
A. Instructional Goals.
The instructor will:

1. Engage students through presentation and activity formats, bringing the subject matter to a level within their comprehension.
2. Empower students to participate in class discussion and participate in class activities designed to foster understanding of grant development fundamentals.
3. Provide interaction with guest lecturers (as appropriate) with a high level of expertise in their fields, including non-profit project directors, evaluators and accountants (budget development).

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate between types of funding sources and which are most appropriate for the community or corporation</td>
<td>Homework, essays, quizzes, in-class exercises, and class discussion.</td>
</tr>
<tr>
<td>Describe components of grant success and failure</td>
<td>In-class exercises and discussions</td>
</tr>
<tr>
<td>Identify steps in project pre-planning</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Integrate knowledge of culture in the different sections of a grant proposal</td>
<td>Writing samples, individual projects</td>
</tr>
<tr>
<td>Apply course content to required written sections of a grant proposal.</td>
<td>Writing samples, class projects</td>
</tr>
</tbody>
</table>

VII. Course Outline
1. Introduction to types of grants: governmental and foundations
2. How to locate requests for proposals (applications)
3. Where to find grants for different community needs;
4. The role of “culture” in grant proposals and success
5. Project pre-planning
6. Qualities of successful grants/grant tips
7. Grant Trends
8. Sections of a grant
9. Applied grant writing, by section

VIII. Suggested Texts
IX. **Bibliography**


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>AHUM Division of Humanities</td>
</tr>
<tr>
<td>1c. Department</td>
<td>AKNS</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>AKNS</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>184</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>1</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (1+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Indigenous Leadership & Civic Engagement
Indig. Ldrshp Civic Engagemnt
Abbreviated Title for Transcript (30 character)

7. Type of Course
☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action: ☐ Add or ☐ Change or ☐ Delete
If a change, mark appropriate boxes:
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ Other (please specify)

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
☐ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  semester/year
From: Fall/2015  To: /

12. ☐ Cross Listed with  ☐ Stacked with  Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.ualaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS Minor</td>
<td>10/2/2014</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counceller  Initiator Signed Initials: __________  Date: __________

13b. Coordination Email  Date: 12/18/14
submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)

13c. Coordination with Library Liaison  Date: 12/18/14

14. General Education Requirement
Mark appropriate box:
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Introduction to traditional and modern Indigenous styles of leadership, and orientation to methods of civic engagement to foster positive community change.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
none

16b. Co-requisite(s) (concurrent enrollment required)
none

16c. Automatic Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Provides opportunity to study Indigenous leadership and civic engagement, an identified community need.

Initiator (faculty only)  Date  ☐ Approved  ☐ Disapproved
April G.L. Counceller  Date  Dean/Director of School/College  Date

Initiator (TYPE NAME)
☐ Approved  ☐ Disapproved
Department Chair  Date  Undergraduate/Graduate Academic  Date

☐ Approved  ☐ Disapproved
Board Chair  Date

☐ Approved  ☐ Disapproved
Provost or Designee  Date
COURSE CONTENT GUIDE
University of Alaska Anchorage – Kodiak College
Alaska Native Studies: AKNS A184: Indigenous Leadership & Civic Engagement

I. **Initiation Date**
   Fall 2015

II. **Course Information**
   A. College: College of Arts and Sciences
   B. Course Title: Indigenous Leadership & Civic Engagement
   C. Course Subject/Number: AKNS A184
   D. Credit Hours: 1.0 Credits
   E. Contact Time: 1+0 Contact Time per credit
   F. Grading Information: A-F
   G. Course Description: Introduction to traditional and modern Indigenous models and styles of leadership, and orientation to methods of civic engagement to foster positive community change.
   H. Course Fees: None.
   I. Coordination: Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
   J. Registration Restrictions: None.

III. **Course Activities**
   This class incorporates small-group discussion, lectures, guest presentations, and off-campus tours of cultural sites of interest.

IV. **Course Evaluation**
   Grading basis is A-F. Grades will be based on these criteria:
   A. Attendance and participation in class.
   B. Reading, research, and writing assignments.
   C. Individual or group projects
   D. Objective exams

V. **Course Level Justification**
   This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.</td>
</tr>
<tr>
<td>2.</td>
<td>Empower students to participate in class discussion, facilitated debates, and various in-class activities and exercises that are designed to foster understanding of complex cultural and social concepts of leadership and civic action.</td>
</tr>
<tr>
<td>3.</td>
<td>Challenge students to debate issues surrounding Indigenous leadership objectively.</td>
</tr>
<tr>
<td>4.</td>
<td>Provide interaction with guest lecturers who provide a high level of expertise in their fields to foster student learning and mentorship.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify and discuss current and traditional and historical models and styles of Indigenous and Alaska Native leadership.</td>
</tr>
<tr>
<td></td>
<td>Homework, essays, class discussions, class presentation(s).</td>
</tr>
<tr>
<td>2.</td>
<td>Describe and identify cultural paradigms of Indigenous knowledge to ground leadership models</td>
</tr>
<tr>
<td></td>
<td>Homework, class discussion, class presentation</td>
</tr>
<tr>
<td>3.</td>
<td>Articulate values and qualities of modern Indigenous leadership, including aspects of Western leadership models that may complicate, contradict, or inform Native leadership.</td>
</tr>
<tr>
<td></td>
<td>Homework, essays, quizzes, in-class exercises, and journals</td>
</tr>
<tr>
<td>4.</td>
<td>Synthesize course content on leadership and civic engagement to postulate action plans for addressing community issues and concerns.</td>
</tr>
<tr>
<td></td>
<td>In-class activities, individual or group projects, homework assignments</td>
</tr>
<tr>
<td>5.</td>
<td>Identify and locate existing educational and reference resources (books, websites, multimedia) about class content.</td>
</tr>
<tr>
<td></td>
<td>Homework, class discussions, projects</td>
</tr>
</tbody>
</table>

VII. Course Outline

1. Historical overview of traditional Indigenous, Native American, and Alaska Native leadership and civic engagement;
2. Case studies of Indigenous and Alaska Native leadership in varied contexts;
3. Identify cultural paradigms of Indigenous knowledge for integration into leadership models;
4. Contrast Indigenous leadership models with Western leadership models to integrate congruent methods for incorporation into Indigenous methods;
5. Compilation of the values, qualities and varieties of successful Indigenous leadership;
6. Readings, discussions, and examples of civic engagement in Western and Native communities;
7. Individual, group, or full-class project applying knowledge of Native leadership and civic engagement to real community issues.

VIII. Suggested Texts


IX. Bibliography


1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
AKNS  

2. Course Prefix  
AKNS  

3. Course Number  
185  

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
1  

5b. Contact Hours (Lecture + Lab)  
(1+0)  

6. Complete Course Title  
Event Planning & Meeting Facilitation  
Evnt. Plann. & Mtng. Facilitat  

Abbreviated Title for Transcript (30 character)  

7. Type of Course  
 academics  

8. Type of Action:  
☑ Add or □ Change or □ Delete  

9. Repeat Status No  
# of Repeats  
Max Credits  

10. Grading Basis  
☑ A-F  
☐ P/NP  
☐ NG  

11. Implementation Date  
semester/year  
From: Fall/2015  
To: /  

12. Cross Listed with  
Stacked with  
Cross-Listed Coordination Signature  

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS Minor</td>
<td>10/2/14</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counceller  
Initiator Signed Initials: ___________  
Date: ___________  

13b. Coordination Email  
Date: 12/18/2014  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 12/18/2014  

14. General Education Requirement  
Mark appropriate box:  
☑ Oral Communication  
☑ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
Entry-level overview of event coordination and meeting facilitation, focused on small and large events common for tribes, rural communities, Native corporations, and organizations.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
none  

16b. Co-requisite(s) (concurrent enrollment required)  
none  

16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16d. Registration Restriction(s) (non-codable)  
none  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Provides skill-building in event coordination and meeting facilitation.  

Initiator (faculty only)  
April G.L. Counceller  
Initiator (TYPE NAME)  

☑ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date  

☑ Approved  
☐ Disapproved  

Undergraduate/Graduate Academic  
Date  

☑ Approved  
☐ Disapproved  

Board Chair  
Date  

☑ Approved  
☐ Disapproved  

Provost or Designee  
Date  

88
I. **Initiation Date**
   Fall 2015

II. **Course Information**
   
   A. **College:** College of Arts and Sciences  
   B. **Course Title:** Event Coordination & Meeting Facilitation  
   C. **Course Subject/Number:** AKNS A185  
   D. **Credit Hours:** 1.0 Credits  
   E. **Contact Time:** 1+0 Contact Time per credit  
   F. **Grading Information:** A-F  
   G. **Course Description:** Entry-level overview of event coordination and meeting facilitation, focused on small and large events common for tribes, rural communities, Native corporations, and organizations.  
   H. **Course Fees:** None.  
   I. **Coordination:** Faculty List Serve, Deans and Directors, Anchorage and extended campuses.  
   J. **Registration Restrictions:** None.

III. **Course Activities**
   
   This class incorporates small-group, discussion, lectures, guest presentations, and group activities.

IV. **Course Evaluation**
   Grading basis is A-F. Grades will be based on these criteria:  
   
   A. Attendance and participation in class.  
   B. Reading, research, and writing assignments.  
   C. Individual or group projects

V. **Course Level Justification**
   This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.

VI. **Instructional Goals and Student Learning Outcomes**
A. Instructional Goals.
The instructor will:

1. Engage students through presentation and activity formats, bringing the subject matter to a level within their comprehension.
2. Empower students to participate in class discussion and participate in real-life activities designed to foster understanding successful and inclusive planning.
4. Provide interaction with guest lecturers with a high level of expertise in their fields, including non-profit, tribal, and corporate professionals involved in meeting & event planning.

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and compare methods and steps of event coordination.</td>
<td>Homework, class discussions, class project(s).</td>
</tr>
<tr>
<td>2. Develop planning checklists for various types of events.</td>
<td>In-class exercises</td>
</tr>
<tr>
<td>3. Apply course content to a real-life or demonstration event.</td>
<td>In-class exercises and activities, class project(s).</td>
</tr>
<tr>
<td>4. Identify and implement methods for increasing meeting or event attendance and satisfaction among diverse community and audience participants.</td>
<td>Class discussions, projects</td>
</tr>
</tbody>
</table>

VII. Course Outline

1. Orientation to typical weekly, monthly, annual, and occasional meetings and events in rural, Alaskan, and Alaska Native communities;
2. Event coordination steps:
   a. Identification of culturally specific planning process
   b. Development of planning team
   c. Budget identification and development
   d. Logistics (space, set up, technology needs)
   e. Establishment of timeline
   f. Identification and development of partnerships and sponsors
   g. Identification of evaluation process
   h. Publicity
   i. Post-event activities;
3. Attendee concerns for event planning and meeting facilitation, including inclusivity, cultural concerns, and accessibility;
4. Orientation to meeting facilitation, including Robert’s Rules of Order and alternate consensus-based methods;
5. Practice of concepts and methods of meeting and event planning or facilitation in a real or demonstration event.

VIII. Suggested Texts


IX. Bibliography


### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

---

#### 1a. School or College

**AS CAS**

#### 1b. Division

**AHUM Division of Humanities**

#### 1c. Department

**AKNS**

---

#### 2. Course Prefix

**AKNS**

#### 3. Course Number

190

#### 4. Previous Course Prefix & Number

**AKNS**

#### 5a. Credits/CEUs

1-3

#### 5b. Contact Hours

(Lecture + Lab) (1-3+0)

---

#### 6. Complete Course Title

**Selected Topics: Alaska Native Cultural Skills**

**AK Native Cult. Skills**

#### Abbreviated Title for Transcript (30 character)

---

#### 7. Type of Course

[x] Academic  
[ ] Preparatory/Development  
[ ] Non-credit  
[ ] CEU  
[ ] Professional Development

---

#### 8. Type of Action:

[ ] Add  
[ ] Change  
[ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Cross-Listed/Stacked  
- [ ] Course Description  
- [ ] Course Prerequisites  
- [ ] Test Score Prerequisites  
- [ ] Contact Hours  
- [x] Repeat Status  
- [ ] Registration Restrictions  
- [ ] General Education Requirement  
- [ ] Class  
- [ ] Level  
- [ ] College  
- [ ] Major  
- [ ] Other  
- [ ] (please specify)

---

#### 9. Repeat Status

[ ] Yes  
[ ] No

**# of Repeats:**  
3  
**Max Credits:**  
9

---

#### 10. Grading Basis

- [x] A-F  
- [ ] P/NP  
- [ ] NG

---

#### 11. Implementation Date

**semester/year**

**From:** Summer/2015  
**To:** /

---

#### 12. Cross Listed with  

[ ]  

[ ] Stacked with

**Cross-Listed Coordination Signature**

---

#### 13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS Minor</td>
<td>10/2/14</td>
<td>Mari Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counciller  
Initiator Signed Initials: [ ]  
Date: __________

---

#### 13b. Coordination Email

[ ] Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**Date:** 12/18/2014

---

#### 13c. Coordination with Library Liaison

**Date:** 12/18/2014

---

#### 14. General Education Requirement

**Mark appropriate box:**

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

---

#### 15. Course Description (suggested length 20 to 50 words)

Selected topics course focusing on an applied traditional Alaska Native skill. Course will cover historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated up to 3 times with a different subtitle.

---

#### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

none

#### 16b. Co-requisite(s) (concurrent enrollment required)

none

#### 16c. Automatic Restriction(s)

- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

#### 16d. Registration Restriction(s) (non-codable)

none

#### 17. [ ] Mark if course has fees varies

#### 18. [ ] Mark if course is a selected topic course

---

#### 19. Justification for Action

Provides opportunity for specific study of traditional Alaska Native skills and techniques.

---

Initiator (faculty only)  
April G.L. Counciller  
Date

[ ] Approved  
[ ] Disapproved  
Dean/Director of School/College  
Date

---

[ ] Approved  
[ ] Disapproved  
Department Chair  
Date

---

[ ] Approved  
[ ] Disapproved  
Undergraduate/Graduate Academic  
Date

---

[ ] Approved  
[ ] Disapproved  
Board Chair  
Date

---

[ ] Approved  
[ ] Disapproved  
Provost or Designee  
Date
COURSE CONTENT GUIDE
University of Alaska Anchorage – Kodiak College
Alaska Native Studies: AKNS A190: Selected Topics: Alaska Native Cultural Skills

I. **Initiation Date**
   Summer 2015

II. **Course Information**

   A. College: College of Arts and Sciences
   B. Course Title: Selected Topics: Alaska Native Cultural Skills
   C. Course Subject/Number: AKNS A190
   D. Credit Hours: 1.0-3.0 Credits
   E. Contact Time: 1+0 Contact Time per credit
   F. Grading Information: A-F
   G. Course Description: Selected topics course focusing on an applied traditional Alaska Native skill. Course will cover historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated up to 3 times with a different subtitle.
   H. Course Fees: None.
   I. Coordination: Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
   J. Registration Restrictions: None.

III. **Course Activities**

   This class incorporates small-group demonstrations, lectures, and hands-on activities.

IV. **Course Evaluation**

   Grading basis is Pass/No Pass. Grades will be based on these criteria:
   A. Attendance and participation in class
   B. Individual or group projects
   C. Class discussions

V. **Course Level Justification**

   This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Engage students through presentation, demonstration, and activity formats, bringing the subject matter to a level within their comprehension.
   2. Empower students to participate in class activities, modifying content delivery to various learning preferences as needed.
   3. Guide students through hands-on activities, ensuring adequate practice in applying course concepts.
   4. Provide interaction with guest presenters and culture bearers with expertise in traditional Alaska Native skills and traditions,

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.</td>
</tr>
<tr>
<td>2. Apply course content to an individual or group project, exhibiting proficiency in the special topic area.</td>
</tr>
<tr>
<td>3. List materials or ingredients, tools, and other items needed for performing the traditional skill.</td>
</tr>
</tbody>
</table>

VII. Possible Course Topics (not a limited list)
   1. Mask Making: Ethnographic and Modern
   2. Alaska Native Headdress Design and Construction
   3. Traditional Plant Medicines
   4. Trapping & Trap Making
   5. Skin Sewing
   6. Native Foods Preservation and Preparation
   7. Bow making
   8. Storytelling
   9. Basket making: from collecting to completion
   10. Weather lore and outdoor survival

VIII. Sample Course Outline: Alaska Native Traditional Plant Medicines

   1. Information about medicinal plant use prehistorically, in the historic past, and today among Alaska Native groups;
   2. Summary of available information resources (print, online, human);
3. Identification methods and local plant identification training;
4. Ethical/responsible plant collecting;
5. Plant drying and preservation for varied uses;
6. Applied project(s): developing medicinal products from local plants;
7. Traditional plant knowledge: comparing traditional mentorship and academic resources.

IX. **Suggested Texts**


X. **Bibliography**


Proposal to Initiate, Add, Change, or Delete a Course

1. School or College: **EA COE**
2. Course Prefix: **EDEC**
3. Course Number: **A105**
4. Previous Course Prefix & Number: **N/A**
5a. Credits/CEUs: **3**
5b. Contact Hours: **(Lecture + Lab) (3+0)**
6. Complete Course Title:
   - **Introduction to the Field of Early Childhood**
   - **Intro Early Childhood**
   - **Abbreviated Title for Transcript (30 character): Intro Early Childhood**
7. Type of Course: [ ] Academic [ ] Preparatory/Development [ ] Non-credit [ ] CEU [ ] Professional Development
8. Type of Action: [ ] Add [ ] Change [ ] Delete
9. Repeat Status: [ ] Add [ ] Change [ ] Delete
10. Grading Basis: [ ] A-F [ ] P/NP [ ] NG
11. Implementation Date:
   - From: Fall 2015
   - To: 9/999
   - Semester/year: Fall 2015
12. [ ] Cross Listed with
13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
13b. Coordination Email: [ ] submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)
14. General Education Requirement:
   - Mark appropriate box:
     - Oral Communication
     - Written Communication
     - Quantitative Skills
     - Humanities
     - Social Sciences
     - Natural Sciences
     - Integrative Capstone
15. Course Description (suggested length 20 to 50 words)
   - Survey of historical, social, and philosophical foundations of the field of early childhood. Core topics include developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, research-based practices, ethics, and professionalism in the field of early childhood. Special note: This course requires up to 15 hours of field observation.
16a. Course Prerequisite(s) (list prefix and number or test code and score): N/A
16b. Co-requisite(s) (concurrent enrollment required): N/A
16c. Automatic Restriction(s):
   - [ ] College
   - [ ] Major
   - [ ] Class
   - [ ] Level
16d. Registration Restriction(s) (non-codable): N/A
17. [ ] Mark if course has fees
18. [ ] Mark if course is a selected topic course
19. Justification for Action:
   - This course has been updated to reflect current issues, remove field placement requirements, and to update the student outcomes to align with the GER Student Outcomes.

---

Initiator (faculty only) ________________ Date ________________

**Hattie Harvey**

Initiator (TYPE NAME) ________________ Date ________________

Approved

Disapproved

Dean/Director of School/College

Date ________________

Undergraduate/Graduate Academic

Date ________________

Board Chair

Date ________________

Provost or Designee

Date ________________

96
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A105

Title: Introduction to the Field of Early Childhood Education

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Survey of historical, social, theoretical and philosophical foundations of the field of early childhood. Core topics include developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, research-based practices, ethics, and professionalism in the field of early childhood. Special note: This course requires up to 15 hours of field experience.

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. | Introduce historical and theoretical foundations, and the diverse contexts of early childhood education as they relate to the larger society. |
| 2. | Examine developmentally appropriate practices for birth – age 8. |
| 3. | Identify the continuum of learning across the developmental domains of language, literacy, social, emotional, cognitive, and physical development. |
| 4. | Introduce the process of assessment, observation, documentation, and interpretation of qualitative data, and how to relate to developmental learning guidelines/standards. |
| 5. | Examine individual, cultural, and linguistic differences in children’s learning and development. |
| 6. | Examine the complex system of early care and education services for young children, with reference to current evidence-based practices. |
| 7. | Introduce research-based practices in planning effective environments, and meaningful curriculum. |
| 8. | Examine key components to building effective partnerships with families and how to advocate for children and the profession. |

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value: Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</td>
</tr>
<tr>
<td>1. Relate knowledge of historical and theoretical foundations, and diverse contexts to early childhood</td>
<td>Mid-term Exam Interactive Assessment Activity</td>
<td>NAEYC* 1,2</td>
<td>IV</td>
</tr>
<tr>
<td>2. Articulate and explain a rationale for developmentally appropriate</td>
<td>Mid-term Exam Philosophy Statement</td>
<td>NAEYC 4,6</td>
<td>IE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| 3. | Communicate individual, cultural and linguistic differences as they relate to child development and learning | Interactive Assessment Activity  
Reflective Journal  
Final Paper and Presentation | NAEYC 1 CR** E  
IE |
| 4. | Describe the continuum of learning across developmental domains and distinguish between domains (language/literacy, social, emotional, cognitive, physical) | Mid-term Exam  
Written Observation Assignments | NAEYC 1 IV |
| 5. | Integrate knowledge about the process of observation; documentation and interpretation of qualitative observational data to better understand child development | Written Observation Assignments  
Final Project and Presentation | NAEYC 3 IV |
| 6. | Identify and articulate research-based practices in environmental and curriculum planning and implementation | Classroom/Environmental Analysis | NAEYC 4,5 IV |
| 7. | Investigate the complex systems of early care and education services with a focus on cultural dynamics and current research | Community Resource Assignment  
Reflective Journal | NAEYC 4,6 CR B IV |
8. Articulate effective strategies for partnering with families and how to advocate for them and the profession
   Interactive Assessment Activity
   Reflective Journal
   NAEYC 1, 2, 6
   CR D
   CS

* NAEYC = National Association of Education for the Young Children (NAEYC)
** CR = Alaska Standards for Culturally Responsive Schools (CR)

IV. Course Level Justification

This course is a foundation course for the Early Childhood programs. It presents a broad survey of the field of early childhood.

V. Course Outline

1. Overview of the Field
   1.1 Unique elements of the early childhood field
   1.2 Historical perspectives
   1.3 Developmentally appropriate practice
   1.4 Play in early childhood
   1.5 The reflective early childhood educator

2. Learning and Developing from Birth – Age 8
   2.1 The brain and learning
   2.2 Child development theories
   2.3 Individual differences & children with disabilities
   2.4 Cultural and linguistic diversity
   2.5 Risk and resiliency

3. Observation and Documentation of Developmental Domains
   3.1 Physical (gross and fine motor)
   3.2 Language/literacy
   3.3 Cognitive
   3.4 Creative
   3.5 Social and emotional

4. Environment and Curriculum Planning
   4.1 Environmental analysis and planning (materials, space, outdoor)
   4.2 Creating a community of learners: Guiding young children
   4.3 Planning effective and developmentally appropriate curriculum
   4.4 Assessment for curriculum/developmental planning

5. Systems of Early Care and Education
5.1 Quality and effectiveness
5.2 Current trends in early childhood education
5.3 Culturally responsive practices

6. Family Partnerships and Professionalism
6.1 Ethical standards in early childhood
6.2 Advocacy for young children
6.3 Creating effective partnerships with families
6.4 Professional behaviors for early childhood educators

VI. Suggested Text(s)

VII. Bibliography


Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>choose one</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A201</td>
<td></td>
<td>2</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Practitioner Roles and Responsibilities</td>
</tr>
<tr>
<td>Early Childhood Roles &amp; Respons.</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Preparatory/Development</td>
</tr>
<tr>
<td>Non-credit</td>
</tr>
<tr>
<td>CEU</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Grading Basis</td>
</tr>
<tr>
<td>Course Description</td>
</tr>
<tr>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td>Test Score Co-requisites</td>
</tr>
<tr>
<td>Multiple Restrictions</td>
</tr>
<tr>
<td>Other change of language in instruction goals from <em>multicultural education</em> to <em>inclusive practices for diverse learners; and update to course outline (please specify)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
<tr>
<td>P/NP</td>
</tr>
<tr>
<td>NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Listed Coordination Signature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>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>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Matsu campus (courtesy)</td>
<td>11.17.14</td>
<td>Marc Robinson</td>
</tr>
<tr>
<td>2. Kenai Peninsula campus (courtesy)</td>
<td>11.17.14</td>
<td>Peter Snow</td>
</tr>
<tr>
<td>3. Kodiak campus (courtesy)</td>
<td>11.17.14</td>
<td>Kitty Deal</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Hattie Harvey  
Initiator Signed Initials: ________  
Date: ______________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uafaculty@lists.uaa.alaska.edu">uafaculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on the diverse roles of early childhood practitioners, with an emphasis on self-analysis, ethical conduct, reflection and ongoing professional growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A105, EDEC A106</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(non-codable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of two prerequisites and updated to include topics on current issues and rules and regulations related to early childhood program quality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

Hattie Harvey  
Initiator (TYPE NAME)  
Initiator Signed Initials: ________  
Date: ______________

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood Education
Subject: EDEC
Course Number: A201
Title: Early Childhood Practitioner Roles and Responsibilities
Credits: 2 + 0
Grading Basis: A-F
Implementation Date: Fall 2015
Course Description: Focuses on the diverse roles of early childhood practitioners, with an emphasis on self-analysis, ethical conduct, reflection and ongoing professional growth.

Course Prerequisites(s): EDEC A105, EDEC A106
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. | Introduce diverse roles of early childhood practice |
| 2. | Discuss ethical standards for the early childhood field as developed by the National Association for Education of Young Children (NAEYC) |
3. Introduce current issues, and rules and regulations related to program quality and its link to developmentally appropriate practice
4. Introduce principles of inclusive practices for diverse learners
5. Provide overview of tenets of reflective teaching and practice
6. List strategies for staff team-building and co-operation
7. Provide framework for career development and professional planning

B. Student Learning Outcomes/Assessment Procedures

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

1. Describe diverse dimensions and roles of current early childhood practice | Written interview with community provider | NAEYC* 6 | IV |
2. Explain ethical standards as they relate to children, families, colleagues and community | Written examination | NAEYC 2,6 | IE |
3. Explain current issues and rules and regulations related program quality and to its link to developmentally appropriate practice | Case studies Journal assignment | NAEYC 1,4 | IV |
4. Articulate knowledge of inclusive practices for diverse learners | Reflective essay | NAEYC 4 CR** E | IE |
5. Report on | Personality | NAEYC 4,6 | IV |
components of self-awareness and reflective practice | evaluation tool and self-assessment | Written reflection |  
--- | --- | --- |  
6. Identify strategies for team-building and cooperation | Case studies | NAEYC 6 | L  
7. Produce plan for career development | Professional development plan | NAEYC 6 | L  

* NAEYC = National Association of Education for the Young Children (NAEYC)  
**CR = Alaska Standards for Culturally Responsive Schools (CR)

IV. Course Level Justification  
This is an introductory course for those beginning academic study and/or work in the early childhood field.

V. Course Outline  
1. Roles and current trends in the field of early childhood  
   1.1 Teacher’s role in early childhood (creating community, teaching to enhance learning, planning curriculum, assessing children’s learning)  
   1.2 Building relationships with families and community  
   1.3 Policy-making in early childhood  
   1.4 Administration of early childhood programming  
   1.5 Advocacy for early childhood  
   1.6 Professional standards for early childhood educators  

2. Ethical standards (NAEYC Code of Ethical Conduct)  
   2.1 Content of ethical standards  
   2.2 Ethical responsibilities to children and families  
   2.3 Ethical responsibilities to colleagues, community and society  
   2.4 Applying ethical standards to case studies  

3. Program quality and developmentally appropriate practice  
   3.1 Current issues of program quality for toddlers/infants, PreK, K-3  
   3.2 Rules and regulations  
   3.3 Initiatives to improve program quality (i.e., AK Learn and Grow)  
   3.4 Links between program quality and developmentally appropriate practice  
   3.5 Case studies: Implementing developmentally appropriate practice  

4. Inclusive practices for diverse learners  
   4.1 Pedagogy and philosophies for working with diverse learners  
   4.2 Environmental planning (space, materials, routines/.transitions)
<table>
<thead>
<tr>
<th>4.3</th>
<th>Service delivery systems for intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Curriculum planning for diverse learners</td>
</tr>
</tbody>
</table>

5. Concepts of self-awareness and reflective practice

<table>
<thead>
<tr>
<th>5.1</th>
<th>Assessment of strengths &amp; assessment of areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Personality inventories</td>
</tr>
<tr>
<td>5.3</td>
<td>Reflective practice and benefits of reflection</td>
</tr>
<tr>
<td>5.4</td>
<td>Reflecting on developmentally appropriate curriculum</td>
</tr>
<tr>
<td>5.5</td>
<td>Reflecting on partnerships with and advocacy for families, community, and society</td>
</tr>
</tbody>
</table>

6. Strategies for team-building and cooperation

<table>
<thead>
<tr>
<th>6.1</th>
<th>Stages of team formation and functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Diverse communication styles and optimal team functioning</td>
</tr>
<tr>
<td>6.3</td>
<td>Preferred personal communication styles</td>
</tr>
</tbody>
</table>

7. Career development and planning

<table>
<thead>
<tr>
<th>7.1</th>
<th>Using self-assessments for writing a professional development plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Goal setting as part of a professional development plan</td>
</tr>
<tr>
<td>7.3</td>
<td>Professional development continuum</td>
</tr>
</tbody>
</table>

VI. Suggested Text(s)


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td></td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A206</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab) (2+2)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Integrated Curriculum for Young Children  
Abbreviated Title for Transcript (30 character)

**7. Type of Course**  
☑ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

**8. Type of Action:**  
☐ Add  ☑ Change  ☐ Delete

**9. Repeat Status choose one**  
# of Repeats  Max Credits

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F  ☐ P/NP  ☐ NG</td>
<td>From: Fall/2015 To: /9999</td>
</tr>
</tbody>
</table>

**12. Cross Listed with**  
☐ Stacked with  Cross-Listed Coordination Signature

**13a. Impacted Courses or Programs:**  
List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Wei-Ying Hsiao  
Initiator Signed Initials: ___________  
Date: ___________

**13b. Coordination Email**:  
Date: ___________  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**:  
Date: ___________

**14. General Education Requirement**

Mark appropriate box:

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

**15. Course Description**  
(suggested length 20 to 50 words)

Examines early childhood curriculum models to organize, integrate, and implement with young children. Explores interest-based, developmentally appropriate, and standards-based curriculum.

**16a. Course Prerequisite(s)**  
(list prefix and number or test code and score)

EDEC A105, EDEC A106

**16b. Co-requisite(s)**  
(concurrent enrollment required)

**16c. Automatic Restriction(s)**

- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

**17. ☑ Mark if course has fees**  

Mark if course is a selected topic course

**19. Justification for Action**

Updated to include prerequisite (EDEC A106) and updated language in goals and learning outcomes.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wei-Ying Hsiao</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Approved  Disapproved

Dean/Director of School/College

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Approved  Disapproved

Department Chair

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
</tr>
</tbody>
</table>

Approved  Disapproved

Board Chair

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
</tr>
</tbody>
</table>

Approved  Disapproved

Provost or Designee

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
</tr>
</tbody>
</table>
# Course Content Guide

**University of Alaska Anchorage**  
**College of Education**

## I. Date Initiated:  
November 7, 2014

## II. Information for the Course Action Request

<table>
<thead>
<tr>
<th>College/School:</th>
<th>EA College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Education Childhood Education</td>
</tr>
<tr>
<td>Subject:</td>
<td>EDEC</td>
</tr>
<tr>
<td>Course Number:</td>
<td>A206</td>
</tr>
<tr>
<td>Title:</td>
<td>Integrated Curriculum for Young Children</td>
</tr>
<tr>
<td>Credits:</td>
<td>2+2</td>
</tr>
<tr>
<td>Grading Basis:</td>
<td>A-F</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

**Course Description:** Examines early childhood curriculum models to organize, integrate, and implement with young children. Explores interest-based, developmentally appropriate, and standards-based curriculum.

**Course Prerequisites(s):** EDEC A105; EDEC A106

**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. Examine play as a foundation for young children’s learning
2. Explain child-centered and other curriculum approaches
3. Analyze environments that support child-centered curriculum
4. Explain content-based curriculum
5. Explain the how to align content standards into lesson planning and evaluation
6. Provide opportunities to facilitate child-centered curriculum
7. Introduce formal and informal assessment strategies
8. Provide strategies for building a community of learners

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate why play is the foundation for young children’s learning</td>
<td>Class discussion</td>
<td>NAEYC*: 1,3,4</td>
<td>IV</td>
</tr>
<tr>
<td>Describe various child-centered and other curriculum approaches</td>
<td>Mid-term exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of environments support child-centered curriculum</td>
<td>Class discussion</td>
<td>NAEYC: 1, 4</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td>Curriculum analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-term exam</td>
<td>NAEYC: 1,2,3,4</td>
<td>IV, IE</td>
</tr>
<tr>
<td></td>
<td>Integrated curriculum unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Design content based curriculum</td>
<td>Integrated curriculum unit</td>
<td>NAEYC: 1,2,3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum analysis</td>
<td>IV, CS</td>
</tr>
<tr>
<td>5.</td>
<td>Describe how content standards support curriculum</td>
<td>Integrated curriculum unit</td>
<td>NAEYC: 1,2,3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IV, CS</td>
</tr>
<tr>
<td>6.</td>
<td>Apply a variety of approaches to facilitate child-centered curriculum</td>
<td>Weekly labs</td>
<td>NAEYC: 1,2,3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated curriculum unit</td>
<td>IV, CS</td>
</tr>
<tr>
<td>7.</td>
<td>Explain a variety of authentic approaches to assess young children</td>
<td>Integrated curriculum unit</td>
<td>NAEYC: 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab activity</td>
<td>IE</td>
</tr>
<tr>
<td>8.</td>
<td>Use a variety of strategies to build a community of learners</td>
<td>Integrated curriculum unit</td>
<td>NAEYC: 1,2,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab activity</td>
<td>CR** E</td>
</tr>
<tr>
<td>9.</td>
<td>Apply a variety of strategies for working with diverse learners</td>
<td>Integrated curriculum unit</td>
<td>NAEYC: 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab activity</td>
<td>IV, IE</td>
</tr>
</tbody>
</table>

* National Association for the Education of Young Children (NAEYC)
** Alaska Standards for Culturally Responsive Schools (CR)

**IV. Course Level Justification**

This course requires students to apply knowledge in authentic settings. Students will develop basic skills to implement an integrated curriculum in early childhood classrooms.

**V. Course Outline**
1. Play as foundation for learning
   1.1 Value of play
   1.2 Divergent thinking
   1.3 Developmentally appropriate practices

2. Child-centered curriculum approaches
   2.1 Emergent curriculum
   2.2 Thematic approach
   2.3 Project approach

3. Environment that support child-centered curriculum
   3.1 Components of content rich environments
   3.2 Designing environments that support learning and play
   3.3 Designing environments that support technology as a teaching tool
   3.4 Outdoor environment

4. Content based curriculum
   4.1 Literacy instruction
   4.2 Math instruction
   4.3 Science instruction
   4.4 Social & emotional instruction
   4.5 Music & movement instruction

5. Content standards
   5.1 Standards based curriculum for preschool
   5.2 Standards based curriculum for primary grades
   5.3 Assessing standards based instruction

6. Facilitating child-centered curriculum
   6.1 Lesson plan development
   6.2 Unit development
   6.3 Teacher dispositions

7. Assessment strategies
   7.1 Formal assessment
   7.2 Informal assessment strategies
   7.3 Authentic assessment
   7.4 Portfolio
   7.5 Standards based assessment

8. Provide strategies for building a community of learners
   8.1 Building relationships
   8.2 Collaborating with families
   8.3 Differentiating Instruction
   8.4 Individual student needs
VI. Suggested Text(s)


VII. Bibliography


*Classic text*
**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>choose one</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A210</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Guiding Young Children

Abbreviated Title for Transcript (30 characters)

**7. Type of Course**

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**8. Type of Action:**

- [ ] Add
- [x] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Course Number
- [ ] Credits
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [x] Course Prerequisites
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Registration Restrictions
- [ ] Other updates and Language updates in teaching goals and learning outcomes; contents and learning outcomes (please specify)

**9. Repeat Status**

- [ ] choose one
- [ ] # of Repeats
- [ ] Max Credits

**10. Grading Basis**

- [x] A-F
- [ ] P/NP
- [ ] NG

**11. Implementation Date**

- Semester/year:
- From: Fall/2015
- To: /9999

**12. Cross Listed with**

- [ ] N/A

**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

**13c. Coordination with Library Liaison**

Date: __________

**14. General Education Requirement**

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

**15. Course Description** (suggested length 20 to 50 words)

Examination of the learning principles relevant to guidance of young children. The course introduces the social, emotional, and intellectual development of young children and implications for effective child guidance and motivation in the classroom.

**16a. Course Prerequisite(s)** (list prefix and number or test code and score)

EDEC A105 & EDSE A212 or PSY A365

**16b. Co-requisite(s)** (concurrent enrollment required)

N/A

**16c. Automatic Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s)** (non-codable)

N/A

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

Updates language in teaching goals and learning outcomes; updates contents and learning outcomes; and updates to reflect course prerequisites (add EDSEA212 or PSY365)

**Initiator Name (typed): Wei-Ying Hsiao**

Initiator Signed Initials: __________

Date: __________

**Coordination Email**

Date: __________

submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

**General Education Requirement**

**Course Description**

Examination of the learning principles relevant to guidance of young children. The course introduces the social, emotional, and intellectual development of young children and implications for effective child guidance and motivation in the classroom.

**Course Action Request**

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wei-Ying Hsiao</td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

- [ ] Approved
- [ ] Disapproved

**Approved**

Dean/Director of School/College

Date: __________

**Disapproved**

Undergraduate/Graduate Academic Board Chair

Date: __________

**Approved**

Provost or Designee

Date: __________

**Disapproved**

Department Chair

Date: __________

**Approved**

College/School Curriculum Committee Chair

Date: __________

**Disapproved**

Department Chair

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

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A210

Title: Guiding Young Children

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Examination of the learning principles relevant to guidance of young children. The course introduces the social, emotional, and intellectual development of young children and implications for effective child guidance and motivation in the classroom

Course Prerequisites(s): EDEC A105; EDSE A 212 or PSY A 365

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. Introduce principles of guidance
2. Articulate how development impacts prosocial behavior
3. Examine cultural influences on childrearing and guidance
4. Introduce guidance as a teaching process
5. Explain developmentally effective guidance strategies
6. Analyze various causes of behavioral challenges
7. Examine positive behavior approaches to support children with emotional needs and disabilities and their families
8. Explain factors related to risks and resilience

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Demonstrate knowledge of principles of guidance and discipline | Philosophy statement | NAEYC* 1 | IV |
| Documentation artifact | Mid-term Quizzes | |

| 2. Describe how development impacts prosocial behavior | Documentation artifact | NAEYC 4 | IE |
| Mid-term Quizzes | |

| 3. Describe cultural influences on childrearing and guidance | Observation documentation analysis | NAEYC 2 | IV, IE |
| Observation documentation analysis | CR** E | |

<p>| 4. Apply child-directed | Observation documentation | NAEYC 1 | IV |</p>
<table>
<thead>
<tr>
<th></th>
<th>approaches to guidance</th>
<th>analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Articulate knowledge of various causes of behaviors</td>
<td>Philosophy statement</td>
<td>NAEYC 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation documentation analysis</td>
<td>IE</td>
</tr>
<tr>
<td>6.</td>
<td>Articulate and explain guidance approaches to support children with emotional needs and disabilities</td>
<td>Philosophy statement</td>
<td>NAEYC1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation documentation analysis</td>
<td>IV, IE</td>
</tr>
<tr>
<td>7.</td>
<td>Apply positive behavior approaches to support children with emotional needs and disabilities and their families</td>
<td>Observation documentation analysis</td>
<td>NAEYC 1, 3,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy statement</td>
<td>IV, IE</td>
</tr>
<tr>
<td>8</td>
<td>Identify factors related to risks and resilience</td>
<td>Case Study discussions</td>
<td>NAEYC 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IV, IE</td>
</tr>
</tbody>
</table>

* National Association for the Education of Young Children (NAEYC)
** Alaska Standards for Culturally Responsive Schools (CR)

### IV. Course Level Justification
This course is a foundation course for the Early Childhood Education program. It builds on introductory course work and provides a foundation for continued course work in early childhood.

### V. Course Outline
1. Principles of guidance and discipline
   1.1 Guidance and discipline models
   1.2 Guidance practices that guide children’s actions
   1.3 Guidance verses control

2. Developmental impacts on prosocial behavior
   2.1 Physical
   2.2 Intellectual
2.3 Emotional
2.4 Social

3. Image of child
   3.1 Family, community, society perspectives
   3.2 Cultural influences on childrearing and guidance

4. Strength based approaches
   4.1 Environments
   4.2 Curriculum
   4.3 Teaching strategies
   4.4 Organizational strategies
   4.5 Transitions

5. Developmentally effective guidance
   5.1 Communication
   5.2 Power and control issues
   5.3 Using observations and documentation to understand children’s ideas
   5.4 Modeling
   5.5 Making learning meaningful and engaging
   5.6 I-Messages, You-Messages
   5.7 Praise vs. encouragement

6. Supporting challenging behaviors
   6.1 Problem solving
   6.2 Interventions
   6.3 Conflict resolution
   6.4 Positive behavior support

7. Supporting children with special needs
   7.1 Resources
   7.2 Approaches
   7.3 Family partnership

8. Risks and resilience
   8.1 Risk factors
   8.2 Protect factors

VI. Suggested Text(s)

VII. Bibliography


### Course Action

1. **School or College**
   - EA COE

2. **Division**
   - No Division Code

3. **Department**
   - Early Childhood Education

4. **Course Prefix**
   - EDEC

5. **Course Number**
   - A241

6. **Previous Course Prefix & Number**
   - N/A

7. **Credits/CEUs**
   - 3

8. **Contact Hours**
   - (Lecture + Lab) (3+0)

9. **Complete Course Title**
   - Infant and Toddler Development

10. **Abbreviated Title for Transcript**
    - Infant and Toddler Dev

11. **Type of Course**
    - Academic

12. **Type of Action**
    - Add

13a. **Repeat Status**
    - Yes
    - # of Repeats: 2
    - Max Credits: 6

14. **Grading Basis**
    - A-F
    - P/NP

15. **Implementation Date**
    - From: Fall/2015
    - To: /9999

16a. **Course Prerequisite(s)**
    - EDEC A105, EDSE A212, PSY A365

16c. **Automatic Restriction(s)**
    - N/A

17. **Mark if course has fees**
    - Yes

18. **Mark if course is a selected topic course**
    - Yes

19. **Justification for Action**
    - Course updated to reflect current trends and practices in the field.

---

**Initiator Name (typed): Karen Roth**

---

**Dean/Director of School/College Approved**

**Department Chair Approved**

**Provost or Designee Approved**
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood Education
Subject: EDEC
Course Number: A241
Title: Infant and Toddler Development
Credits: 3
Grading Basis: A-F
Implementation Date: Fall 2015

Course Description: Examines the development of infants and toddlers, infant/toddler care programs, and roles of caregivers and their relationships with families. This course emphasizes cognitive, language, social, emotional, and motor development as well as the importance of relationships in the care and education of infants and toddlers. Special note: This course requires observation hours.

Course Prerequisites(s): EDEC A105, EDSE A212, PSY A365
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. Introduce prenatal, perinatal, and postnatal conditions that affect children’s development and learning; including risk factors, developmental variations, and developmental patterns of specific disabilities.

2. Discuss the findings of current brain research to early learning.

3. Relate learning principles to theories of Erickson, Piaget, Montessori, Vygotsky, Bronfenbrenner, and Maslow.

4. Examine the aspects of cognitive, social, emotional, motor and language development of infants and toddlers.

5. Examine the characteristics of caregiving and the importance of developing positive relationships with families for professionals and educators working in organizational settings.

6. Examine the organization, environments and approaches to infant/toddler care programs including cross-cultural communication, understanding diverse childrearing approaches, including families in policy-making and decisions, and the role of caregivers.

7. Discuss advocacy practices for young children and the early childhood profession.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value(s): Intellectual Vitality IV; Collaborative Spirit CS; Inclusiveness &amp; Equity IE; Leadership L</td>
</tr>
<tr>
<td>1. Demonstrate an understanding of infant and toddlers’ characteristics and needs and describe multiple</td>
<td>Reflective journals, Developmental case study</td>
<td>*NAEYC 1, **AK2</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the findings of current brain research to early learning</td>
<td>Reflective journal</td>
<td>NAEYC 1, AK 2</td>
</tr>
<tr>
<td>3.</td>
<td>Connect learning principles to theorists</td>
<td>Developmental case study</td>
<td>NAEYC 1, AK 2</td>
</tr>
<tr>
<td>4.</td>
<td>Examine the aspects of cognitive, social, emotional, physical and language development through observation and documentation</td>
<td>Reflective journal, Collaborative project, Developmental case study</td>
<td>NAEYC 1, NAEYC 2, NAEYC 3, AK 2, AK 5</td>
</tr>
<tr>
<td>5.</td>
<td>Identify and explain characteristics of quality, culturally sensitive caregiving relationships and importance of families as partners</td>
<td>Reflective journal, Collaborative project, Developmental case study</td>
<td>NAEYC 1, NAEYC 2, AK 3, AK 7, <strong>CR, E</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Integrate knowledge of culturally responsive practices and family partnerships in care and education of infants and toddlers</td>
<td>Reflective journal, Collaborative project, Developmental case study</td>
<td>NAEYC 2, NAEYC 4, AK 3, AK 7, CR, E</td>
</tr>
</tbody>
</table>

**Notes**

- NAEYC: National Association for the Education of Young Children
- AK: Association for Childhood Education International
- IE: Early Childhood Education
- CS: Early Childhood Services
- CR: Early Childhood Research
- L: Early Childhood Learning
IV. Course Level Justification
This is a foundation course for the Early Childhood programs. It builds on introductory courses and provides a foundation for continued coursework in the program.

V. Course Outline
1. Conditions that affect development
   1.1 Genetic theories/hereditary influences
   1.2 Pre-term infants
   1.3 Developmental variations and disabilities

2. Current trends in brain research
   2.1 Relationship to infant and toddler development
   2.2 Implications for learning processes and roles as educators
   2.3 Risk and protective factors
   2.4 Attachment implications

3. Theorists of infant and toddler development
   3.1 Piaget
   3.2 Erickson
   3.3 Montessori
   3.4 Vygotsky
   3.5 Bronfenbrenner
   3.6 Maslow

4. Cognitive, social, emotional, physical and language development
   4.1 Observing, analyzing, and interpreting infant and toddler actions
   4.2 Socialization of infants and toddlers
   4.3 Interpreting developmental information

5. Culturally responsive caregiving and family partnerships
   5.1 Incorporating the funds of knowledge and cultures of families
   5.2 Strategies for creating positive family relationships
   5.3 Including families in setting policies and advocating for children

*National Association for the Education of Young Children (NAEYC)
**Alaska Beginning Teacher Standards (AK)
***Alaska Standards for Culturally Responsive Schools (CR)
6. Culturally respectful practices in care and education of infants/toddlers

6.1 Accessing funds of knowledge of families to plan curriculum

6.2 Including family cultures, routines, rituals in care of infants and toddlers

6.3 Empowering families to be advocates and policy makers for their children’s education

7. Resources in the community

7.1 Accessing community sources

7.2 Characteristics of physical environments

7.3 Rights, responsibilities and advocacy

VI. Suggested Text(s)


VII. Bibliography


*Classic text*
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>early childhood education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A292</td>
<td></td>
<td>1</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>early childhood practicum seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a change, mark appropriate boxes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefix</td>
<td>Course Number</td>
<td>Contact Hours</td>
<td>Repeat Status</td>
</tr>
<tr>
<td>Credits</td>
<td>Title</td>
<td>Grading Basis</td>
<td>Cross-Listed/Stacked</td>
</tr>
<tr>
<td>Test Score Prerequisites</td>
<td>Test Score Prerequisites</td>
<td>Test Score Prerequisites</td>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td>Automatic Restrictions</td>
<td>Automatic Restrictions</td>
<td>Automatic Restrictions</td>
<td>Automatic Restrictions</td>
</tr>
<tr>
<td>Other updates to course outline (please specify)</td>
<td>Other updates to course outline (please specify)</td>
<td>Other updates to course outline (please specify)</td>
<td>Other updates to course outline (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/ NP</th>
<th>NG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stack with</td>
</tr>
<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/ Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Hattie Harvey
Initiator Signed Initials: __________
Date: __________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: __________</td>
</tr>
</tbody>
</table>

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

| 13c. Coordination with Library Liaison | Date: __________ |

General Education Requirement
Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

Course Description (suggested length 20 to 50 words)
Provides an opportunity for the exchange of ideas and experiences during the practicum field placement, and discusses, evaluates, and reflects on developmentally appropriate practices.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A295</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted to practicum</td>
</tr>
</tbody>
</table>

Mark if course has fees

<table>
<thead>
<tr>
<th>17.</th>
<th>18.</th>
</tr>
</thead>
</table>

Mark if course is a selected topic course

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

Updated to reflect current trends and practices in early childhood education and to reflect the National Association for the Education of the Young Child accreditation standards for professional development.

Initiator (faculty only)

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
</table>

| Date |

Initiator (TYPE NAME)

| Date |

Approved

| Date |

Disapproved

| Date |

Dean/Director of School/College

| Date |

Undergraduate/Graduate Academic

| Date |

Board Chair

| Date |

Approved

| Date |

Provost or Designee

| Date |
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A292

Title: Early Childhood Practicum Seminar

Credits: 1

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Provides an opportunity for the exchange of ideas and experiences during the practicum field placement, and discusses, evaluates, and reflects on developmentally appropriate practices.

Course Prerequisites(s):

Test Scores(s): N/A

Corequisite(s) EDEC A295

Registration Restrictions: Admitted to practicum

Course Fee: ☑ Yes ☐ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Discuss importance of family and community relationships.</td>
</tr>
<tr>
<td>4.</td>
<td>Examine appropriate environments, meaningful curriculum, and developmentally effective practices.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss advocacy, ethical conduct, and contributions to the profession.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Articulate varied means to promote child development and learning</td>
<td>Final Case Study Reflective Journal</td>
<td>NAEYC* 1 CR**E</td>
<td>Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</td>
</tr>
<tr>
<td>2. Explain the value of relationships with families and the community</td>
<td>Reflective Journal Portfolio Activities</td>
<td>NAEYC 2 CR D</td>
<td>CS</td>
</tr>
<tr>
<td>3. Integrate observation, documentation and assessment to support children across developmental domains and to support families</td>
<td>Final Case Study Reflective Journal Portfolio Activities</td>
<td>NAEYC 2,3</td>
<td>IE</td>
</tr>
<tr>
<td>4. Articulate developmentally effective</td>
<td>Integrated Curriculum Plan</td>
<td>NAEYC 4,5</td>
<td>IE</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This course provides a forum for sharing and reflecting upon practices in observing children, developing and implementing curriculum and working with parents and community in varied early childhood settings. It accompanies the summative Practicum EDEC A295 in the AAS in Early Childhood.

V. Course Outline
1. Promoting Child Development and Learning
   1.1 Knowing and understanding young children’s characteristics and needs
   1.2 Knowing and understanding multiple influences on development and learning
   1.3 Using knowledge of development to create healthy, respectful, supportive, and challenging environments

2. Building Family and Community Relationships
   2.1 Knowing about and understanding family characteristics
   2.2 Supporting and empowering families and communities through respectful, reciprocal relationships
   2.3 Involving families and communities in their children’s development and learning

3. Observing, Documenting, and Assessing to Support Young Children and Families
   3.1 Understanding the goals, benefits and uses of assessment
   3.2 Knowing about and using observation, documentation and other appropriate assessment tools
   3.3 Understanding and practicing using responsible assessment
   3.4 Knowing about assessment partnerships with families and other professionals

* NAEYC = National Association of Education for the Young Children (NAEYC)
**CR = Alaska Standards for Culturally Responsive Schools (CR)
4. Teaching and Learning

4.1 Connecting with children and families
4.2 Using developmentally effective approaches
4.3 Understanding content knowledge in early education and early learning standards
4.4 Building meaningful curriculum

5. Becoming a Professional

5.1 Identifying and involving oneself with the early childhood field
5.2 Knowing about and upholding ethical standards and other professional guidelines
5.3 Engaging in continuous, collaborative learning to inform practice
5.4 Integrating knowledgeable, critical and reflective perspectives on early education
5.5 Engaging in informed advocacy for children and the profession

VI. Suggested Text(s)


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>choose one</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A295</td>
<td></td>
<td>3</td>
<td>(0+10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Practicum</td>
</tr>
<tr>
<td>Early Childhood Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript</th>
<th>30 character</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Academic</td>
</tr>
<tr>
<td>x Preparatory/Development</td>
</tr>
<tr>
<td>x Non-credit</td>
</tr>
<tr>
<td>x CEU</td>
</tr>
<tr>
<td>x Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Add</td>
</tr>
<tr>
<td>x Change</td>
</tr>
<tr>
<td>x Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>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>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. see attached template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hattie Harvey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>submitted to Faculty Listserv:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description</th>
<th>(suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised field experience in early childhood classroom. Students develop, implement, and evaluate elements of a comprehensive, developmentally appropriate curriculum and learning environment. Special note: This course requires 150 hours of field experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>EDEC A292</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Admitted to practicum</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>17. x Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. x Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

| Updated to reflect current trends and practices in early childhood education and to reflect the National Association for the Education of the Young Child accreditation standards for professional development. |

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hattie Harvey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Disapproved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Board Chair</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

| 133 |

133
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood Education
Subject: EDEC
Course Number: A295
Title: Early Childhood Practicum
Credits: 3
Grading Basis: P/NP
Implementation Date: Fall 2015
Course Description: Supervised field experience in early childhood classroom. Students develop, implement, and evaluate elements of a comprehensive, developmentally appropriate curriculum and learning environment. Special note: This course requires 150 hours of field experience.

Course Prerequisites(s):

Test Scores(s): N/A
Corequisite(s) EDEC A292
Registration Admitted to practicum
Restrictions: 
Course Fee: ☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures
A. Instructional Goals
The instructor will:

1. Facilitate increasing competence in promoting child development and
2. Support increasing competence in building family and community relationships.

3. Monitor students’ ability to observe, document, and assess children’s progress across developmental domains.

4. Examine students’ ability to provide an engaging and appropriate environment, and meaningful curriculum and developmentally effective practices for children.

5. Support students’ increasing reflection, advocacy, ethical conduct, and contribution to the profession.

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

<table>
<thead>
<tr>
<th></th>
<th>Promote child development and learning</th>
<th>Final Case Study</th>
<th>Reflective Journal</th>
<th>NAEYC* 1 CR**E</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Build supportive partnerships with families and the community</td>
<td>Reflective Journal</td>
<td>Portfolio Activities</td>
<td>NAEYC 2 CR D</td>
<td>CS</td>
</tr>
<tr>
<td>2</td>
<td>Use observation, documentation and assessment to support children and their families</td>
<td>Final Case Study</td>
<td>Reflective Journal</td>
<td>NAEYC 2,3</td>
<td>IE</td>
</tr>
<tr>
<td>3</td>
<td>Use developmentally effective approaches to construct and implement meaningful</td>
<td>Integrated Curriculum Plan/Lesson Plans</td>
<td>NAEYC 4,5</td>
<td>IE</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Practice advocacy, and ethical and professional responsibilities in the field of early childhood**

<table>
<thead>
<tr>
<th>curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience Student Evaluation</td>
</tr>
<tr>
<td>NAEYC 4,6</td>
</tr>
<tr>
<td>L</td>
</tr>
</tbody>
</table>

* NAEYC = National Association of Education for the Young Children (NAEYC)
** CR = Alaska Standards for Culturally Responsive Schools (CR)

IV. **Course Level Justification**

This course builds upon the child development and methods courses in early childhood and develops advanced skills in observing children, developing and implementing curriculum and working with parents and community partners. It is a summative course in the AAS in Early Childhood.

V. **Course Outline**

1. **Promoting Child Development and Learning**
   
   1.1 **Knowing and understanding young children’s characteristics and needs**
   
   1.2 **Knowing and understanding multiple influences on development and learning**
   
   1.3 **Using knowledge of development to create healthy, respectful, supportive, and challenging environments**

2. **Building Family and Community Relationships**
   
   2.1 **Knowing about and understanding family characteristics**
   
   2.2 **Supporting and empowering families and communities through respectful, reciprocal relationships**
   
   2.3 **Involving families and communities in their children’s development and learning**

3. **Observing, Documenting, and Assessing to Support Young Children and Families**
   
   3.1 **Understanding the goals, benefits and uses of assessment**
   
   3.2 **Knowing about and using observation, documentation and other appropriate assessment tools**
   
   3.3 **Understanding and practicing using responsible assessment**
   
   3.4 **Knowing about assessment partnerships with families and other professionals**

4. **Teaching and Learning**
   
   4.1 **Connecting with children and families**
   
   4.2 **Using developmentally effective approaches**
   
   4.3 **Understanding content knowledge in early education and early learning**
4.4 Building meaningful curriculum

5. Becoming a Professional

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Identifying and involving oneself with the early childhood field</td>
</tr>
<tr>
<td>5.2</td>
<td>Knowing about and upholding ethical standards and other professional guidelines</td>
</tr>
<tr>
<td>5.3</td>
<td>Engaging in continuous, collaborative learning to inform practice</td>
</tr>
<tr>
<td>5.4</td>
<td>Integrating knowledgeable, critical and reflective perspectives on early education</td>
</tr>
<tr>
<td>5.5</td>
<td>Engaging in informed advocacy for children and the profession</td>
</tr>
</tbody>
</table>

VI. Suggested Text(s)


VII. Bibliography


NAEYC/NAECS/SDE. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State


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

1a. School or College  
EA COE

1b. Division  
choose one

1c. Department  
Early Childhood Education

2. Course Prefix  
EDEC

3. Course Number  
A303

4. Previous Course Prefix & Number

5a. Credits/CEUs  
3

5b. Contact Hours  
(Lecture + Lab)  
(3+0)

6. Complete Course Title  
Young children in inclusive settings

Abbreviated Title for Transcript (30 character)

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  
☐ Add  ☒ Change  ☐ Delete

If a change, mark appropriate boxes:

☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Title  ☐ Repeat Status  
☐ Grading Basis  ☐ Cross-Listed/Stacked

☒ Course Description  ☒ Co-requisites  ☐ Test Score Prerequisites  ☒ Course Prerequisites  
☐ Other updates to instructor goals, student learning outcomes, and course outline (please specify)

9. Repeat Status  
choose one  

☐ # of Repeats  
(Max Credits)

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
semester/year  
From:  Fall/2015  
To:  /9999

12. ☐ Cross Listed with  
☐ Stacked with

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. see attached template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed):  Hattie Harvey  
Initiator Signed Initials:  _________  
Date:  ________________

13b. Coordination Email  
Date:  ________________  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date:  ________________

14. General Education Requirement  
Mark appropriate box:

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description  (suggested length 20 to 50 words)

Examines the principles, issues and concepts of inclusive teaching practices to support young children from birth through age 8. A primary focus is on research-based inclusive practices for young children with disabilities and those from diverse cultural and linguistic backgrounds. Special note: This course requires up to 15 hours of classroom observation.

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)

EDEC A241, EDEC A242, EDEC A206

16b. Co-requisite(s)  (concurrent enrollment required)

16c. Automatic Restriction(s)

☒ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s)  (non-codable)

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Updated to include prerequisites and to reflect current issues and research-based practices on inclusive educational practices. The course Instructional Goals and Student Learning Outcomes also were updated to include children from diverse linguistic and cultural backgrounds as part of inclusive practices.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hattie Harvey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood Education
Subject: EDEC
Course Number: A303
Title: Young Children in Inclusive Settings
Credits: 3 + 0
Grading Basis: A-F
Implementation Date: Fall 2015

Course Description: Examines the principles, issues and concepts of inclusive teaching practices to support young children from birth through age 8. A primary focus is on children with disabilities and those from diverse cultural and linguistic backgrounds. Special note: This course requires up to 15 hours of classroom observation.

Course Prerequisites(s): EDEC A241, EDEC A242, EDEC A206
Test Scores(s): N/A
Corequisite(s): N/A

Registration Restrictions:

Course Fee: ☑ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:
1. Introduce the philosophical, legal, historical, and cultural contexts of inclusion.

2. Examine characteristics and types of disabilities, including risk factors for children birth – age 8.

3. Describe the referral process for 1) infants/toddlers, 2) young children in early care and education settings, and 3) young children in public school settings, and introduce the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP).

4. Discuss the collaborative roles between special education teachers, related service providers, families, and early childhood educators.

5. Examine evidence-based programs, practices, and teaching strategies that support inclusion for children with disabilities, and for those from diverse cultural and linguistic backgrounds.

6. Introduce community and school resources available for families of young children with disabilities, and for those from diverse cultural and linguistic backgrounds.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Discuss philosophical, legal, historical, and cultural contexts of inclusion</td>
<td>Written Journal</td>
<td>NAEYC* 5</td>
<td>Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</td>
</tr>
<tr>
<td>2. Explain and compare characteristics and types of disabilities, including risk and protective factors for birth – age 8</td>
<td>Final Written Paper, Final Presentation</td>
<td>NAEYC 1,4 AK***3</td>
<td>IV</td>
</tr>
<tr>
<td>3. Identify procedures of the referral process for special</td>
<td>Written Examination</td>
<td>NAEYC 3,</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Articulate the collaborative roles between special education teachers, related service providers, families, and early childhood educators</td>
<td>Personal Philosophy Statement on Inclusion</td>
<td>NAEYC 3,6 AK 1 CR**D</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IE</td>
</tr>
<tr>
<td>5. Analyze evidence-based programs, practices and strategies for young children with disabilities; and for those from diverse cultural and linguistic backgrounds</td>
<td>Class Presentation Analysis Paper</td>
<td>NAEYC 4 CR E</td>
<td>IE</td>
</tr>
<tr>
<td>6. Identify community and school-based resources for families of young children with disabilities and those from diverse cultural and linguistic backgrounds</td>
<td>Written Resource Paper/Presentation</td>
<td>NAEYC CR B</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IE</td>
</tr>
</tbody>
</table>

* NAEYC = National Association of Education for the Young Children (NAEYC)
** CR = Alaska Standards for Culturally Responsive Schools (CR)
*** AK = Alaska Standards for Beginning Teachers (AK)

**IV. Course Level Justification**

This course requires knowledge of family and community relationships, curriculum planning, and the connection to early care and education and public school programs. This course also builds upon and extends foundational knowledge of child development and learning.

**V. Course Outline**

1. Philosophical, Legal, Historical and Cultural Contexts for the Social Construction of Disability

   1.1 Inclusive early childhood education – historical and cultural contexts
### 1. Legislation and litigation (i.e., Least Restrictive Environment, Section 504, ADA, IDEA 2004)

### 1.3 Service delivery models and systems

### 1.4 Response to intervention

### 2. Characteristics of Children with Special Needs

#### 2.1 Children with high-incidence disabilities

#### 2.2 Children with low-incidence disabilities

#### 2.3 Children who are gifted and talented

#### 2.4 Children who are culturally and linguistically diverse

#### 2.5 Risk and protective factors

### 3. Referral Process for Young Children in Early Care and Education Settings and in the Public School Setting

#### 3.1 Procedures of screening, referral and assessment for infants/toddlers

#### 3.2 Procedures of screening, referral and assessment for preschool

#### 3.3 Procedures of screening, referral and assessment for K-3 in public school settings, including response to intervention

#### 3.4 Family partnerships in the referral process

#### 3.5 Collaboration with special educators, and related service providers

#### 3.6 Models of assessment (standardized norm-referenced, curriculum-based, play-based)

### 4. Evidence-based Programs, Practices, and Teaching Strategies to Support Diverse Learners

#### 4.1 Principles of developmentally appropriate practice

#### 4.2 Positive behavioral supports (models and approaches)

#### 4.3 Activity-based and routines-based interventions

#### 4.4 Modifications and accommodations to curriculum, environment, methods, and materials

#### 4.5 Translate assessment information into meaningful curriculum and intervention planning

#### 4.6 Goals and objectives on IFSPs and IEPs and the teacher’s role

#### 4.7 Strategies and curriculum to support English Language Learners

### 5. Resources and Support

#### 4.1 Community resources for families of children with disabilities

#### 4.2 Community resources for families from diverse cultural and linguistic populations

#### 4.3 Resources in the school system

#### 4.4 Advocacy for children and families

### VI. Suggested Text(s)

VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td></td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A310</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

A Developmental Approach to Assessment in Early Childhood Education

**Abbreviated Title for Transcript (30 characters)**

**7. Type of Course**

- [X] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**8. Type of Action:**

- [X] Add
- [ ] Change
- [ ] Delete

**9. Repeat Status No**

- [ ] # of Repeats
- [ ] Max Credits
  - n/a

**10. Grading Basis**

- [X] A-F
- [ ] P/NP
- [ ] NG

**11. Implementation Date**

- From: Fall/2015
- To: [9999]

**12. Cross Listed with**

- [ ] Stacked with

**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

**14. General Education Requirement**

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

**15. Course Description**

(suggested length 20 to 50 words)

Examines a developmental approach to assessment for instructional and developmental planning with birth-age 8 populations, with an emphasis on multi-tiered models of support. Topics include screening, progress monitoring, and formal/informal diagnostic assessments with application to cultural and linguistically diverse populations. Special note: This class requires up to 15 hours of field work.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

- EDEC A241, EDEC A210

**16b. Co-requisite(s) (concurrent enrollment required)**

**16c. Automatic Restriction(s)**

- [X] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**

**17. Mark if course has fees**

- [ ]

**18. Mark if course is a selected topic course**

**19. Justification for Action**

This course is being added to address current issues and evidence-based practices pertaining to early childhood assessment.

---

**Initiator (faculty only)**

- Hattie Harvey

**Initiator (TYPE NAME)**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

**Approved**

**Disapproved**

**Board Chair**

**Approved**

**Disapproved**

**Provost or Designee**

---

147
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood Education
Subject: EDEC
Course Number: A310
Title: A Developmental Approach to Assessment in Early Childhood Education
Credits: 3 + 0
Grading Basis: A-F
Implementation Date: Fall 2015
Course Description: Examines a developmental approach to assessment for instructional and developmental planning with birth-age 8 populations, with an emphasis on multi-tiered models of support. Topics include screening, progress monitoring, and formal/informal diagnostic assessments with application to cultural and linguistically diverse populations. Special note: This course requires up to 15 hours of field experience.

Course Prerequisites(s): EDEC A241, EDEC A210
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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce principles and conceptual foundations of a multi-tiered model of support.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss unique contexts of and difference between a multi-tiered model for birth-5 populations versus K-3 populations and discuss ethical implications for early childhood education.</td>
</tr>
<tr>
<td>3.</td>
<td>Examine the purpose, value and use of formative assessments, linked with learning guidelines/grade level standards to guide developmental/instructional planning across a multi-tiered model of support for birth-3, 3-5, K-3 populations.</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze differences between screening, progress monitoring, diagnostic, and outcome assessments as they relate to developmental and grade-level expectations and introduce data-based decision making for each type of assessment for birth-3, 3-5, K-3 populations.</td>
</tr>
<tr>
<td>5.</td>
<td>Examine characteristics, strengths and limitations of common assessment tools when used with diverse populations, with particular sensitivity to cultural and linguistic backgrounds.</td>
</tr>
<tr>
<td>7.</td>
<td>Discuss ways to foster collaboration and involvement with families and multidisciplinary teams to enhance and reflect upon assessment and data-based decision making.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge about principles and conceptual foundations of a multi-tiered model of support</td>
<td>Reflective Journal</td>
<td>NAEYC* 3</td>
<td>Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>Critically compare the unique contexts for a multi-tiered model of support with birth – 5 populations versus K-3 populations; and articulate ethical implications for early childhood education</td>
<td>Reflective Journal Written Essay Exam</td>
<td>NAEYC 2,6</td>
</tr>
<tr>
<td>3.</td>
<td>Integrate knowledge about formative assessments as they relate to learning guidelines/grade level standards; and use the results to plan core instruction, targeted instruction/intervention, for birth-3, 3-5, K-3 populations</td>
<td>Standards Based Assessment: Case Study w/ Developmental/ Academic Support Plan Lesson Plan</td>
<td>NAEYC 3 AK**** 5</td>
</tr>
<tr>
<td>4.</td>
<td>Differentiate between screening, progress monitoring, diagnostic, and outcome assessments as they relate to grade-level expectations, and demonstrate knowledge of data analysis/interpretation for each assessment for birth-3, 3-5, K-3 populations</td>
<td>Standards Based Assessment: Case Study w/ Developmental/ Academic Support Plan Data Analysis Project</td>
<td>NAEYC 3 AK 5</td>
</tr>
<tr>
<td>5.</td>
<td>Describe important considerations for the assessment of diverse populations as well as describe assessment issues related to cultural sensitivity</td>
<td>Reflective Journal</td>
<td>NAEYC 1 AK 3 CR** E</td>
</tr>
<tr>
<td>6.</td>
<td>Provide examples of using evidence-based strategies and interventions; and</td>
<td>Standards Based Assessment: Intervention Analysis Paper</td>
<td>NAEYC 4 AK 4</td>
</tr>
</tbody>
</table>
how to access finding these resources

7. Describe collaborative strategies and the teacher’s role for including families and other professionals in the problem solving process and data-based decision making

Reflective Journal NAEYC 2 AK 7 CR D CS

* NAEYC = National Association of Education for the Young Children (NAEYC)
** CR = Alaska Standards for Culturally Responsive Schools (CR)
**** AK = Alaska Standards for Beginning Teachers (AK)

IV. Course Level Justification
This course requires students to apply foundational knowledge of early childhood developmentally appropriate practices to assessment and instructional planning. Students are required to conduct an in-depth developmental/academic support plan using data-based decision making.

V. Course Outline
1. Foundations of Multi-tiered Models of Support
   1.1 Research on multi-tiered models as a framework for prevention
   1.2 Legislation, rules and regulations
   1.3 Levels of developmental support & instruction
   1.4 Formative assessment linked to measurable learning goals
   1.5 Core instruction and intentional teaching
   1.6 Collaboration and data-based decision making

2. Developmental Assessment in Multi-tiered Models of Support in Early Childhood
   2.1 Screening (birth -3, 3-5, K-3)
   2.2 Progress monitoring (birth-3, 3-5, K-3)
   2.3 Formal and informal diagnostic assessment (3-5, K-3)
   2.4 Developmental indicators & general outcome measures (Birth-5, K-3)
   2.5 Integrating play-based assessments into tiered models of support

3. Application of Multi-tiered Models of Support in Early Childhood
   3.1 Program-wide positive behavior supports overview
   3.2 Social-emotional competence in tiered-models
   3.3 Recognition & response/building blocks (3-5)
   3.4 Response to intervention (K-3) Language, Reading, Mathematics,
Writing

3.5 Response to intervention with English Language Learners

4. Core Curriculum and Evidence-Based Strategies and Interventions
   4.1 Evaluation of the core curriculum using formative, curriculum-based assessments, and summative assessments
   4.2 Differentiated instruction and embedded instruction (3-5, K-3)
   4.3 Evidence-based strategies & interventions (Birth-3, 3-5, K-3)

5. Collaborating with Families and Professionals in the Assessment Process
   5.1 Working with families in the assessment process
   5.2 Working with grade-level teams in the assessment Process
   5.3 Working with multi-disciplinary teams and referral for special education

VI. Suggested Text(s)


VII. Bibliography


*Classic
### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td></td>
<td>ECE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A403</td>
<td>EDEC A403</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Mathematics and Science In Early Childhood

Math & Science For EC

<table>
<thead>
<tr>
<th>6a. Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Ohle</td>
<td>_________________________</td>
<td></td>
</tr>
</tbody>
</table>

**7. Type of Course**

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**8. Type of Action:**

- [ ] Add
- [ ] Change
- [ ] Delete

**9. Repeat Status No**

- # of Repeats: 0
- Max Credits: 3

**10. Grading Basis**

- [ ] A-F
- [ ] P/NP
- [ ] NG

**11. Implementation Date**

- From: Fall/2015
- To: /9999

**13a. Impacted Courses or Programs:**

List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Early Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate of Early Childhood, PreK-Third Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**14. General Education Requirement**

**Mark appropriate box:**

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

**15. Course Description**

* (suggested length 20 to 50 words)*

Examines the principles, developmental concepts, and curricula designed to promote science and mathematics concepts. Analyzes how young children develop mathematical and scientific thinking. Methods of teaching mathematics and science to young children are covered. A field experience is completed in conjunction with EDEC A495A.

**16a. Course Prerequisite(s)**

(list prefix and number or test code and score)

- EDEC A206, EDEC A210, MATH A205

**16b. Co-requisite(s)**

(concurrent enrollment required)

- EDEC A404, EDEC A492A, EDEC A495A

**16c. Automatic Restriction(s)**

- College
- Major
- Class
- Level

**16d. Registration Restriction(s)**

(non-codable)

Departmental Approval, Admission to Advanced Practicum

**17. Mark if course has fees 1x per semester**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

This course has been updated to reflect the latest research on best practices in math and science for early childhood teachers. Additionally, prerequisites have been added to ensure student success in this course.

**Initiator (faculty only)**

Kathryn Ohle

Initiator (TYPE NAME)

**Initiator Signed Initials:**

Date:

**Approved**

**Disapproved**

Dean/Director of School/College

Date:

Undergraduate/Graduate Academic

Date:

Board Chair

Date:

Provost or Designee

Date:

154
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: A403
Title: Mathematics and Science in Early Childhood
Credits: 3
Grading Basis: A-F
Implementation Date: Fall 2015

Course Description: Examines the principles, developmental concepts, and curricula designed to promote science and mathematics concepts. Analyzes how young children develop mathematical and scientific thinking. Methods of teaching mathematics and science to young children are covered. A field experience is completed in conjunction with EDEC A495A.

Course Prerequisites(s): EDEC A206, EDEC A210, MATH A205

Test Scores(s): N/A

Corequisite(s): EDEC A404, EDEC A492A, EDEC A495A

Registration Restrictions: Departmental approval required, admission to Advanced Practicum

Course Fee: ☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Review theories about how children construct mathematical and scientific knowledge
2. Model methods of assessment in math and science and their purposes,
<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcomes/Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong></td>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Construct lessons based on theories about how children construct mathematical and scientific knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Differentiate between methods of assessment in math and science and their purposes, strengths, and limitations</td>
</tr>
<tr>
<td>3.</td>
<td>Specify key components in mathematical and scientific experiences in early childhood</td>
</tr>
<tr>
<td>4.</td>
<td>Design and</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>implement developmentally effective instructional mathematics and science practices in early childhood classrooms</td>
<td>Based Assessment: Building Meaningful Curriculum Project (#5), Teaching Demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Construct developmentally effective math and science lessons that are integrated across various content areas in a culturally responsive manner</td>
<td>Standards Based Assessment: Building Meaningful Curriculum Project (#5)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Create a physical and social environment that supports mathematical and scientific learning</td>
<td>Written Response</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Design lessons that use science, technology, engineering, and mathematical (STEM) practices</td>
<td>Standards Based Assessment: Building Meaningful Curriculum (#5), Written Response, Cognitively Guided Instruction Problem</td>
</tr>
</tbody>
</table>

* 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 is a senior-level, upper division course that requires students to analyze, synthesize, and develop curriculum. It is taken during the Advanced Practicum. Students must integrate knowledge from this course into the design of curriculum or young children. Students will practice using the methods learned in this course during the Practicum in the classroom (EDEC A495A).
V. Course Outline

1. Theories on how children construct mathematical and scientific knowledge

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Developmental progression of big ideas and pedagogical implications for meaningful instruction</td>
</tr>
<tr>
<td>1.2</td>
<td>Mathematical developmental milestones, birth through age 8</td>
</tr>
<tr>
<td>1.3</td>
<td>Principles of constructivism and mathematical knowledge</td>
</tr>
<tr>
<td>1.4</td>
<td>Principles of constructivism and scientific knowledge</td>
</tr>
</tbody>
</table>

2. Assessment methods

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Formative and summative</td>
</tr>
<tr>
<td>2.2</td>
<td>Formal and informal</td>
</tr>
<tr>
<td>2.3</td>
<td>Assessment-by-observation</td>
</tr>
<tr>
<td>2.4</td>
<td>Assessment-by-conversation</td>
</tr>
<tr>
<td>2.5</td>
<td>Assessment-by-interview</td>
</tr>
</tbody>
</table>

3. Key components in math & science

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Identify the major strands in math: numbers and operations, geometry, measurement, data analysis and probability, and algebra</td>
</tr>
<tr>
<td>3.2</td>
<td>Identify the process standards in math: problem solving, reasoning and proof, communication, connections, and representation</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify the core progressions in science: earth and space, life science, physical science, engineering, technology, and applications of science</td>
</tr>
<tr>
<td>3.4</td>
<td>Identify the process skills in science: observing, comparing, classifying, measuring, communicating, inferring, predicting, hypothesizing, defining and controlling variables</td>
</tr>
<tr>
<td>3.5</td>
<td>Identify the crosscutting concepts in science: patterns, cause and effect, scale, proportion, and quantity, systems and system models, energy and matter: flows, cycles, and conservation, structure and function, and stability and change</td>
</tr>
<tr>
<td>3.6</td>
<td>Identify practices in science: observing, quantifying, recording data, explaining phenomena</td>
</tr>
</tbody>
</table>

4. Developmentally effective instructional mathematics and science practices

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Use of routines to support math instruction (i.e. calendar time)</td>
</tr>
<tr>
<td>4.2</td>
<td>Use of a variety of classroom configurations and group strategies</td>
</tr>
<tr>
<td>4.3</td>
<td>Cognitively Guided Instruction (CGI)</td>
</tr>
<tr>
<td>4.4</td>
<td>Learning centers</td>
</tr>
<tr>
<td>4.5</td>
<td>Experience science with trade books</td>
</tr>
<tr>
<td>4.6</td>
<td>Experience science with hands-on experiments</td>
</tr>
<tr>
<td>4.7</td>
<td>Experience science using the Project Approach &amp; child-directed investigations</td>
</tr>
<tr>
<td>4.8</td>
<td>Experience science using field trips</td>
</tr>
<tr>
<td>4.9</td>
<td>Differentiate instruction with extensions and remediation plans for gifted and talented students, English language learners, and those with special needs</td>
</tr>
</tbody>
</table>
Lesson planning and math and science integration

<table>
<thead>
<tr>
<th>5.1</th>
<th>Connect activities to objectives and standards (i.e. Common Core)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Include procedures, assessments, and extensions/remediation plans</td>
</tr>
<tr>
<td>5.3</td>
<td>Differentiate instruction</td>
</tr>
<tr>
<td>5.4</td>
<td>Integrate across the day and subject areas (including reading, writing, physical education, and the humanities)</td>
</tr>
<tr>
<td>5.5</td>
<td>Consideration of scope, sequence, and unit planning</td>
</tr>
</tbody>
</table>

Environments that supports mathematical and scientific learning

<table>
<thead>
<tr>
<th>6.1</th>
<th>Consider the optimal physical environment (classroom arrangement, resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Consider the optimal social environment (including choice, motivation, and scaffolded support)</td>
</tr>
<tr>
<td>6.3</td>
<td>Use traditional print, digital, and online resources</td>
</tr>
<tr>
<td>6.4</td>
<td>Math and science learning in the home</td>
</tr>
</tbody>
</table>

Technology connections

| 7.1 | The use of science, technology, engineering, and mathematical (STEM) practices in teaching mathematical and science concepts |

VI. Suggested Text(s)


VII. Bibliography


http://www.ncate.org/ProgramStandards/NCTM/NCTMSECONStandards.pdf


* Classics
**Course Action Request**

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>ECE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A404</td>
<td>EDEC A404</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy For Young Children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Preparatory/Development</td>
</tr>
<tr>
<td>Non-credit</td>
</tr>
<tr>
<td>CEU</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th></th>
<th>9. Repeat Status No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td></td>
<td># of Repeats 0</td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td>Max Credits 3</td>
</tr>
<tr>
<td>Delete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Registration Restrictions
- General Education Requirement
- Other Course Updates (please specify)

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
<tr>
<td>P/NP</td>
</tr>
<tr>
<td>NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with</td>
</tr>
<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Arts in Early Childhood</td>
<td></td>
<td>Karen Roth</td>
</tr>
<tr>
<td>2. Post-Baccalaureate Certificate of Early Childhood, PreK-Third Grade</td>
<td></td>
<td>Karen Roth</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kathryn Ohle

Initiator Signed Initials: _________

Date: __________

13b. Coordination Email:

Date: __________

Submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison:

Date: __________

14. General Education Requirement

Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

Examines the principles of language and literacy development. The course will cover oral and written discourse as they relate to the development of methods, materials, and philosophy of literacy learning. A field experience is part of this course, in conjunction with EDEC A495A.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

EDEC A206, EDEC A210, EDFN A301

16b. Co-requisite(s) (concurrent enrollment required)

EDEC A403, EDEC A492A, EDEC A495A

16c. Automatic Restriction(s)

- College
- Major
- Class
- Level

16d. Registration Restriction(s) (non-codable)

Departmental Approval, Admission to Advanced Practicum

17. Mark if course has fees 1x per semester

18. Mark if course is a selected topic course

19. Justification for Action

This course has been updated to reflect the latest research on best literacy practices for early childhood teachers. Additionally, prerequisites have been added, which have been deemed necessary to ensure student success in this course.

Initiator (faculty only)

Kathryn Ohle

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dean/Director of School/College Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provost or Designee Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate/Graduate Academic Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Board Chair Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Chair Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College/School Curriculum Committee Chair Date</td>
</tr>
</tbody>
</table>

161
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: A404
Title: Literacy for Young Children
Credits: 3 credits
Grading Basis: A-F
Implementation Date: Fall 2015

Course Description: Examines the principles of language and literacy development. The course will cover oral and written discourse as they relate to the development of methods, materials, and philosophy of literacy learning. A field experience is completed, in conjunction with EDEC A495A.

Course Prerequisites(s): EDEC A206, EDEC A210, EDFN A301

Test Scores(s): N/A

Corequisite(s): EDEC A403, EDEC A492A, EDEC A495A

Registration Restrictions: Departmental approval required, admission to Advanced Practicum

Course Fee: ☑ Yes ☐ No

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

The instructor will:
1. Review theories of oral and written language in the early years
2. Discuss influences on children’s literacy development, including
### Student Learning Outcomes/Assessment Procedures

#### Student Learning Outcomes
Upon successful completion of the course, the student will be able to do the following:

#### Assessment Procedures
This outcome will be assessed by one or more of the following:

#### Standards
This outcome meets the following state and/or national standard:

#### Core Values
This outcome addresses the following core value:

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome Description</th>
<th>Procedures/Methods</th>
<th>Standards/Assessment</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Construct lessons based on theories about oral and written language for young children</td>
<td>Lesson plans</td>
<td>NAEYC* 1 AK** 2</td>
<td>IV</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate influences on children’s literacy development (including contextual, motivational, and environmental factors) and the impact on children’s learning outcomes</td>
<td>Standards Based Assessment: Literacy Biographies (#3)</td>
<td>NAEYC 1, 2 AK 2, 3, 7 CR*** E</td>
<td>IV, IE</td>
</tr>
<tr>
<td>3.</td>
<td>Examine how young children learn to read</td>
<td>Tutoring</td>
<td>NAEYC 1 AK 2, 4</td>
<td>IV</td>
</tr>
</tbody>
</table>
and write (processes)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Differentiate between methods of assessment in language and literacy, reflecting on their purposes, strengths, and limitations</td>
<td>Standards Based Assessment: Literacy Biographies (#3)</td>
</tr>
<tr>
<td>5.</td>
<td>Integrate key components of literacy learning into lessons</td>
<td>Weekly Written Reflection, Lesson Plans</td>
</tr>
<tr>
<td>6.</td>
<td>Produce an integrated, comprehensive and balanced unit of study that contains developmentally effective instructional practices</td>
<td>Standards Based Assessment: Building Meaningful Curriculum Project (#5)</td>
</tr>
<tr>
<td>7.</td>
<td>Create a set of lessons that extends throughout the day that uses a wide range of written resources and differentiation techniques</td>
<td>Lesson Plans, Standards Based Assessment: Literacy Biographies (#3)</td>
</tr>
<tr>
<td>8.</td>
<td>Integrate new literacies in early literacy learning</td>
<td>Standards Based Assessment: Building Meaningful Curriculum Project (#5)</td>
</tr>
</tbody>
</table>

* 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 is a senior-level, upper division course, which builds on a foundations course at the 300 level. It is taken concurrently during the Advanced Practicum. Students will practice using the methods learned in this course during their Practicum in the classroom (EDEC A495A).

**V. Course Outline**
1. Theories of literacy learning
   1.1 Constructivist theory (i.e. Piaget)
   1.2 Interactive theories (using schemata)
   1.3 Sociolinguistic theory (i.e. Vygotsky)
   1.4 Reader Response theory (i.e. Rosenblatt)

2. Influences on children’s literacy development
   2.1 Ways in which context influences literacy learning
   2.2 Ways in which a student’s motivation influences literacy learning
   2.3 Ways in which environment (both social and physical) influences literacy learning
   2.4 Factors that promote literacy in the home

3. Reading and writing processes
   3.1 Reading readiness
   3.2 Trends in literacy acquisition
   3.3 Developmental milestones
   3.4 Indicators, precursors, inhibitors

4. Methods of assessment
   4.1 Formative and summative
   4.2 Formal and informal
   4.3 Strengths and limitations
   4.4 Connections to instruction

5. Key components in literacy learning
   5.1 Phonemic awareness
   5.2 Phonological awareness
   5.3 Vocabulary
   5.4 Fluency
   5.5 Comprehension
   5.6 Motivation
   5.7 Oral language
   5.8 Strands identified by Common Core (Reading Foundational Skills, Speaking & Listening, Reading – Literature, Reading – Informational Texts, Language, and Writing)

6. Developmentally effective instructional methods
   6.1 Shared reading and writing, interactive reading and writing, guided reading and writing, independent reading and writing, close reading
   6.2 Use of routines to support reading and writing instruction
   6.3 Use of a variety of classroom configurations and grouping strategies
   6.4 Evidence-based practices
   6.5 Workshop models
   6.6 Learning centers
7. Lesson planning and literacy integration

<table>
<thead>
<tr>
<th>7.1</th>
<th>Connection of activities to objectives and standards (i.e. Common Core)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Inclusion of procedures, assessments, and extensions/remediation plans</td>
</tr>
<tr>
<td>7.3</td>
<td>Differentiates instruction, including extensions and remediation plans for those that are gifted and talented, English language learners, and those with special needs</td>
</tr>
<tr>
<td>7.4</td>
<td>Addresses content-area literacy</td>
</tr>
<tr>
<td>7.5</td>
<td>Use of the Project Approach</td>
</tr>
</tbody>
</table>

8. New literacies in early literacy learning

<table>
<thead>
<tr>
<th>8.1</th>
<th>The integration of technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Multi-modal literacy</td>
</tr>
<tr>
<td>8.3</td>
<td>Digital literacy</td>
</tr>
<tr>
<td>8.4</td>
<td>Socio-cultural components</td>
</tr>
</tbody>
</table>

VI. Suggested Text(s)


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>choose one</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A407</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title
**Action Research Using Observation and Documentation**

**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course
- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

### 8. Type of Action
- Add
- Change
- Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Course Number
- Contact Hours
- Title
- Repeat Status
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Registration Restrictions
- General Education Requirement
- Class
- Level
- Major
- Cross-Listed/Stacked
- Other updates course contents (please specify)

### 9. Repeat Status
- choose one
- # of Repeats
- Max Credits

### 10. Grading Basis
- A-F
- P/NP
- NG

### 11. Implementation Date
- From: Fall/2015
- To: /9999

### 12. Cross Listed with
- Stacked with

### 13a. Impacted Courses or Programs
List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Wei-Ying Hsiao
Initiator Signed Initials: _________ Date: __________

### 13b. Coordination Email
- Date: _________
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: _________

### 14. General Education Requirement
Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)
This course examines the process of the 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; also, emphasis on the main components of action research, including the identification of a need in a class setting, the development of an action plan, data collection and analysis from field observation notes, and the formulation of a research report with implications/recommendations for students’ future teaching practice.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
EDEC310

### 16b. Co-requisite(s) (concurrent enrollment required)

### 16c. Automatic Restriction(s)
- College
- Major
- Class
- Level

### 16d. Registration Restriction(s) (non-codable)

### 17. Mark if course has fees

### 18. Mark if course is a selected topic course

### 19. Justification for Action
This course was updated to meet the revised NAEYC standards and the program need. This course will promote undergraduate research. This course will emphasize using observation and documentation techniques while performing action research. The assessment contents will be covered in a new EDEC course (EDEC A310). Therefore, this merits a change in course credit hours from 4 credits to 3 credits.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wei-Ying Hsiao</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: A407
Title: Action Research Using Observation and Documentation
Credits: 2+2
Grading Basis: A-F
Implementation Date: Fall 2015

Course Description: Course focuses on observation and documentation process as a cycle of inquiry. Emphasizes main components of action research, including the identification of a need in a class setting, the development of an action plan, data collection and analysis from field observation notes, and the formulation of a research report with implications/recommendations for their future teaching practice.

Course Prerequisites(s): EDEC A310
Test Scores(s): N/A
Corequisite(s) N/A

Registration Restrictions: N/A

Course Fee: ☑ Yes ☐ No
### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce the observation process as a cycle of inquiry (teacher action research)</td>
</tr>
<tr>
<td>2.</td>
<td>Review goals, benefits, and uses of observation</td>
</tr>
<tr>
<td>3.</td>
<td>Compare and contrast different observation tools</td>
</tr>
<tr>
<td>4.</td>
<td>Review and expand current technology to support observation</td>
</tr>
<tr>
<td>5.</td>
<td>Present observation as a tool to assess children’s learning and/or teaching practice in action research</td>
</tr>
<tr>
<td>6.</td>
<td>Explain the process of designing and writing an action research project</td>
</tr>
<tr>
<td>7.</td>
<td>Explain the analysis and synthesis interpretation of observation data</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the observation process as a cycle of inquiry</td>
<td>Field observations</td>
<td>*NAEYC 1</td>
<td>Intellectual Vitality IV, Inclusiveness &amp; Equity IE, Collaborative Spirit CS, and Leadership L</td>
</tr>
<tr>
<td>2. Articulate the goals, benefits, and uses of observation</td>
<td>Teacher action research project</td>
<td>NAEYC 3 **AK 2, 4, 5</td>
<td>IV</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the advantages and disadvantages</td>
<td>Designing observation tool(s) for teacher action research project</td>
<td>NAEYC 3 AK 5</td>
<td>IV, IE</td>
</tr>
<tr>
<td>Experiment with the current technology practices as related to observation and documentation</td>
<td>Teacher action research project</td>
<td>NAEYC3 AK 5</td>
<td>IV</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use observation as a tool to assess children’s learning and/or teaching practice</td>
<td>Teacher action research project-data collection Observation and documentation assignment</td>
<td>NAEYC 3, 4 AK 5 ***CR: E</td>
<td>IE</td>
</tr>
<tr>
<td>Demonstrate knowledge of designing and writing an action research report</td>
<td>Teacher action research project Action research paper critique</td>
<td>NAEYC 5 CR B</td>
<td>IV</td>
</tr>
<tr>
<td>Synthesize observation data analysis and interpretation</td>
<td>Teacher action research project paper</td>
<td>NAEYC 3 AK 5 CR E</td>
<td>L</td>
</tr>
</tbody>
</table>

* 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 Observation 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 purpose and benefits of observation
2.2 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

VI. Suggested Text(s)


VII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

### 1a. School or College

EA COE

### 1b. Division

choose one

### 1c. Department

Early Childhood Education

### 2. Course Prefix

EDEC

### 3. Course Number

A607

### 4. Previous Course Prefix & Number


### 5a. Credits/CEUs

3

### 5b. Contact Hours

(Lecture + Lab)

(2+2)

### 6. Complete Course Title

Observation and Documentation: Inquiry in Action

Obs & Doc: Inquiry in Action

Abbreviated Title for Transcript (30 character)


### 7. Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:

- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [x] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other

- [ ] Repeat Status
- [ ] Contact Hours
- [ ] Registration Restrictions
- [ ] General Education Requirement

### 9. Repeat Status

choose one

- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date

From: Fall/2015

To: /9999

### 12. Cross Listed with

- [x] Stacked with EDEC A407

Cross-Listed Coordination

Signature

### 13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Wei-Ying Hsiao

Initiator Signed Initials: ______________________  Date: __________

### 13b. Coordination Email

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

Date: __________

### 13c. Coordination with Library Liaison

Date: __________

### 14. General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)

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.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

N/A

### 16b. Co-requisite(s) (concurrent enrollment required)

N/A

### 16c. Automatic Restriction(s)

- [x] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16d. Registration Restriction(s) (non-codable)

Graduate standing

### 17. Mark if course has fees

### 18. Mark if course is a selected topic course

### 19. Justification for Action

This course was updated to meet the revised NAEYC standards and the change of the credit hours from 4 to 3 to meet the program needs.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wei-Ying Hsiao</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Signature]

Dean/Director of School/College

<table>
<thead>
<tr>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>

Undergraduate/Graduate Academic Board Chair

<table>
<thead>
<tr>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>

Provost or Designee

<table>
<thead>
<tr>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>
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:

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

B. Student Learning Outcomes/Assessment Procedures

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Assessment Procedures</strong></td>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate knowledge of the observation process as a cycle of inquiry</td>
<td>Field observations Teacher action research project</td>
<td><em>NAEYC 1</em></td>
</tr>
<tr>
<td>2.</td>
<td>Present an outline of the goals, benefits, and uses of observation using relevant examples</td>
<td>In-class presentation or digital artifact</td>
<td>NAEYC 3 <strong>AK 2, 4, 5</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Synthesize</td>
<td>Analyze</td>
<td>NAEYC 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>knowledge about observation and documentation as a tool to assess child development</td>
<td>observation notes for teacher action research project</td>
<td>AK 5</td>
</tr>
<tr>
<td>4.</td>
<td>Critique and show evidence of how current technology practices as related to observation and documentation are used in the field</td>
<td>Teacher action research project</td>
<td>NAEYC3 AK 5</td>
</tr>
<tr>
<td></td>
<td>Reflective essay</td>
<td></td>
<td>IV</td>
</tr>
<tr>
<td>5.</td>
<td>Use observation as a tool to assess children’s learning and/or teaching practice</td>
<td>Teacher action research project-data collection</td>
<td>NAEYC 3, 4 AK 5</td>
</tr>
<tr>
<td></td>
<td>Observation and documentation assignment</td>
<td></td>
<td>IE</td>
</tr>
<tr>
<td>6.</td>
<td>Conduct and write an action research project</td>
<td>Teacher action research project</td>
<td>NAEYC 5 CR B</td>
</tr>
<tr>
<td></td>
<td>Action research paper critique</td>
<td></td>
<td>IV</td>
</tr>
<tr>
<td>7.</td>
<td>Synthesize observation data analysis and interpretation</td>
<td>Teacher action research project paper</td>
<td>NAEYC 3 AK 5 CR E</td>
</tr>
<tr>
<td>8.</td>
<td>Produce a professional product (journal submission, professional development presentation, teach a class,)</td>
<td>Professional product</td>
<td>NAEYC 5 CR B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L</td>
</tr>
</tbody>
</table>

3
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)


VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>ECE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC</td>
<td>A408</td>
<td>EDEC A408</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**  
Children's Literature: Early Childhood Years  
Child Lit: EC  
Abbreviated Title for Transcript (30 character)

7. **Type of Course**  
- [x] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

8. **Type of Action:**  
- [ ] Add  
- [x] Change  
- [ ] Delete

If a change, mark appropriate boxes:
- [ ] Prefix  
- [ ] Credits  
- [ ] Course Number  
- [ ] Contact Hours  
- [ ] Title  
- [ ] Repeat Status  
- [x] Grading Basis  
- [ ] Cross-Listed/Stacked  
- [ ] Course Description  
- [ ] Course Prerequisites  
- [ ] Test Score Prerequisites  
- [x] Co-requisites  
- [ ] Registration Restrictions  
- [ ] General Education Requirement

9. **Repeat Status No**  
- [ ] # of Repeats: 0  
- [x] Max Credits: 3

10. **Grading Basis**  
- [x] A-F  
- [ ] P/NP  
- [ ] NG

11. **Implementation Date**  
- [ ] semester/year  
- From: Fall/2015  
- To: /9999

12. **Cross Listed with**  
- [ ] Stacked  
- [ ] EDEC A608  
- [ ] Cross-Listed Coordination

13a. **Impacted Courses or Programs:**  
List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Early Childhood</td>
<td>Karen Roth</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate, Early Childhood PreK-3rd Grade</td>
<td>Karen Roth</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kathryn Ohle  
Initiator Signed Initials:  
Date: __________________

13b. **Coordination Email**  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**  
Date: ________

14. **General Education Requirement**  
Mark appropriate box:  
- [ ] Oral Communication  
- [ ] Written Communication  
- [x] Quantitative Skills  
- [ ] Humanities  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

15. **Course Description** (suggested length 20 to 50 words)  
Explores a variety of children's literature with an emphasis on helping pre-service teachers select, interpret, and use quality literature with young children.

16a. **Course Prerequisite(s)** (list prefix and number or test code and score)  
EDSE A212 or PSY A365, EDFN A301

16b. **Co-requisite(s)** (concurrent enrollment required)  
N/A

16c. **Automatic Restriction(s)**  
- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

16d. **Registration Restriction(s)** (non-codable)  
N/A

17. [x] Mark if course has fees 1x/semester program fee

18. [ ] Mark if course is a selected topic course

19. **Justification for Action**  
This course was updated to reflect the most current research trends regarding what pre-service teachers need in order to be successful in the early childhood classroom.

**Initiator (faculty only)**  
Kathryn Ohle  
Initiator (TYPE NAME)

**Approved**  
Date

**Disapproved**  
Dean/Director of School/College  
Date

**Approved**  
Undergraduate/Graduate Academic  
Date

**Disapproved**  
Board Chair  
Date

**Approved**  
Provost or Designee  
Date

**Disapproved**  
College/School Curriculum Committee Chair  
Date

---

181
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: A408

Title: Children’s Literature: Early Childhood Years

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Explores a variety of children’s literature with an emphasis on helping pre-service teachers select, interpret, and use quality literature with young children.

Course Prerequisites(s): EDSE A212 or PSY A365, EDFN A301

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:

<p>| 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 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Discuss standards for reading, examining, critically comparing and evaluating books, including their illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Explore ways to engage children with literature for personal and academic purposes</td>
</tr>
<tr>
<td>6.</td>
<td>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</td>
</tr>
<tr>
<td>7.</td>
<td>Prepare students to use children’s literature effectively across the curriculum</td>
</tr>
<tr>
<td>8.</td>
<td>Examine how children’s literature can be used to promote social justice</td>
</tr>
</tbody>
</table>

**B Student Learning Outcomes/Assessment Procedures**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Construct lessons that demonstrate knowledge of child development through literature applications</td>
<td>Reflective Journal, Lesson Plans</td>
<td>NAEYC* 1 AK** 2</td>
<td>(Intellectual Vitality, IV; Collaborative Spirit, CS; Inclusiveness &amp; Equity, IE; and Leadership, L)</td>
</tr>
<tr>
<td>2. Specify which literary genres are present when examining collections of children’s literature</td>
<td>Comparative Book Reports</td>
<td>NAEYC 5 AK 4</td>
<td>IV</td>
</tr>
<tr>
<td>3. Examine milestones in the history of children’s literature</td>
<td>Written Response</td>
<td>NAEYC 6 AK 4</td>
<td>IV</td>
</tr>
<tr>
<td>4. Evaluate books and their illustrations using established standards</td>
<td>Comparative Book Reports</td>
<td>NAEYC 6 AK 4</td>
<td>IV</td>
</tr>
<tr>
<td>5. Generate plans and/or strategies that engage children with literature for personal and</td>
<td>Video Analysis, Creation of a Children’s</td>
<td>NAEYC 4, 5 AK 2, 4, 5 CR*** E</td>
<td>IV, CS</td>
</tr>
</tbody>
</table>
### academic purposes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.</strong> Compose 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</td>
<td>Sample Lesson Plans</td>
</tr>
<tr>
<td><strong>7.</strong> Integrate children’s literature across the curriculum</td>
<td>Integrated Unit</td>
</tr>
<tr>
<td><strong>8.</strong> Relate children’s literature with opportunities to promote social justice</td>
<td>Written Response</td>
</tr>
</tbody>
</table>

* 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

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

8 Social justice
8.1 Compare how countries address, present, and explain both contemporary and historical, social, political, and economic issues through children’s
6. Suggested Text(s)


7. Bibliography


*Classics*
## Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EA COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>No Division Code</td>
</tr>
<tr>
<td>1c. Department</td>
<td>ECE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>EDEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A608</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Previous Course Prefix &amp; Number</th>
<th>EDEC A608</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### Complete Course Title

**Analysis of Children's Literature: Early Childhood Years**  
**Child Lit: EC**

**Abbreviated Title for Transcript (30 character)**

### Type of Course

- [x] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

### Type of Action:

- [ ] Add  
- [x] Change  
- [ ] Delete

### Other Course Updates (please specify)

#### Repeat Status

- [ ] No       
- # of Repeats | 0     
- Max Credits | 3

#### Grading Basis

- [x] A-F  
- [ ] P/NP  
- [ ] NG

#### Implementation Date

- [ ] semester/year  
- From: Fall/2015  
- To: /9999

### Cross Listed with

- [x] Stacked  
- EDEC A408

### General Education Requirement

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

### Course Description (suggested length 20 to 50 words)

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 Prerequisite(s)

- [ ] N/A

### Co-requisite(s) (concurrent enrollment required)

- [ ] N/A

### Automatic Restriction(s)

- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

### Registration Restriction(s) (non-codable)

- [ ] Graduate standing

### Mark if course has fees

- [ ]

### Mark if course is a selected topic course

- [ ]

### Justification for Action

This course was updated to reflect the most current research trends regarding what pre-service teachers need in order to be successful in the early childhood classroom.

---

**Initiator Name (typed): Kathryn Ohle**  
**Initiator Signed Initials:_________**  
**Date:________________**

**Chair/Coordinator Contacted**

1. Master's Degree in Education  
   Karen Roth

2. Post-Baccalaureate Certificate, Early Childhood PreK-3rd Grade  
   Karen Roth

3.  

**Initiator (faculty only) Date**

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Kathryn Ohle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Disapproved</td>
<td>Approved</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Disapproved</td>
<td>Approved</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

---

188
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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promote child development through literature</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss the various literary genres, including multicultural literature, international literature, and books set in Alaska</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
</tbody>
</table>

1. Construct a group of lessons that demonstrate knowledge of child development through literature applications | Lesson Plans | NAEYC* 1 AK** 2 | (Intellectual Vitality, IV; Collaborative Spirit, CS; Inclusiveness & Equity, IE; and Leadership, L) |
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
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
8 Social justice

<table>
<thead>
<tr>
<th>8.1</th>
<th>Compare how countries address, present, and explain both contemporary and historical, social, political, and economic issues through children’s literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Connect literature with popular historical movements and trends</td>
</tr>
<tr>
<td>8.3</td>
<td>Consider how to use children’s literature to promote social justice</td>
</tr>
</tbody>
</table>

VI. Suggested Text(s)


VII. Bibliography


*Classics*
### Proposal to Initiate, Add, Change, or Delete a Course

**Initiator Name (typed):** Kathryn Ohle  
**Initiator Signed Initials:** _________  
**Date:**

#### 1a. School or College  
**EA COE**

#### 1b. Division  
**No Division Code**

#### 1c. Department  
**ECE**

#### 2. Course Prefix  
**EDEC**

#### 3. Course Number  
**A492A**

#### 4. Previous Course Prefix & Number

#### 5a. Credits/CEUs  
1

#### 5b. Contact Hours (Lecture + Lab)  
(1+0)

#### 6. Complete Course Title

**Early Childhood Advanced Practicum Seminar**  
**EC Adv Pract Sem**  
**Abbreviated Title for Transcript (30 character):**

#### 7. Type of Course  
- [ ] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

#### 8. Type of Action:  
- [ ] Add  
- [ ] Change  
- [ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Automatic Restrictions  
- [ ] Class  
- [ ] Level  
- [ ] College  
- [ ] Major  
- [ ] Other Course Updates (please specify)

#### 9. Repeat Status No  
5

**# of Repeats:** 0  
**Max Credits:** 1

#### 10. Grading Basis  
- [ ] A-F  
- [ ] P/NC  
- [ ] NG

#### 11. Implementation Date  
**From:** Fall/2015  
**To:** 1999

#### 12. Cross Listed with  
- [ ] Stacked with  
- [ ] Cross-Listed Coordination Signature

#### 13a. Impacted Courses or Programs:  
List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Arts in Early Childhood</td>
<td>Karen Roth</td>
<td></td>
</tr>
<tr>
<td>2. Post-Baccalaureate Certificate of Early Childhood, PreK-Third Grade</td>
<td>Karen Roth</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Kathryn Ohle  
**Initiator Signed Initials:** _________  
**Date:**

#### 13b. Coordination Email  
**Date:**

**submitted to Faculty Listserv:** (faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison  
**Date:**

#### 14. General Education Requirement  
**Mark appropriate box:**

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

#### 15. Course Description  
(suggested length 20 to 50 words)

This seminar enhances the Advanced Practicum teaching experience, which is taken in conjunction with EDEC A495A.

#### 16a. Course Prerequisite(s)  
(list prefix and number or test code and score)

| EDEC A206 | EDEC A210 |

#### 16b. Co-requisite(s)  
(concurrent enrollment required)

| EDEC A403 | EDEC A404 | EDEC A495A |

#### 16c. Automatic Restriction(s)  
- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

#### 16d. Registration Restriction(s)  
(non-codable)

Departmental Approval, Admission to Advanced Practicum

#### 17. Mark if course has fees 1x per semester  
- [ ]

#### 18. Mark if course is a selected topic course  
- [ ]

#### 19. Justification for Action

The course has been created to reflect changes in the program, which now reflects two separate field experiences during the senior year; the first is called Advanced Practicum and the second, Internship. Previously, students had a year-long field placement, collectively called Internship. The change in title to Early Childhood Advanced Practicum Seminar helps delineate it from the internship seminar, which also holds the 492 course number (which is now 492B).

**Initiator (faculty only)**  
**Kathryn Ohle**  
**Initiator (TYPE NAME)**

| Approved | Disapproved |
|----------|-------------|-------------|
| Dean/Director of School/College | Date |

| Approved | Disapproved |
|----------|-------------|-------------|
| Undergraduate/Graduate Academic | Date |

| Approved | Disapproved |
|----------|-------------|-------------|
| Board Chair | Date |

| Approved | Disapproved |
|----------|-------------|-------------|
| Provost or Designee | Date |

---

195
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: A492A

Title: Early Childhood Advanced Practicum Seminar

Credits: 1

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: This seminar enhances the Advanced Practicum teaching experience, which is taken in conjunction with EDEC A495A.

Course Prerequisites(s): EDEC A206, EDEC A210

Test Scores(s): N/A

Corequisite(s) EDEC A403, EDEC A404, EDEC A495A

Registration Restrictions: Departmental approval, admission to Advanced Practicum

Course Fee: ☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A Instructional Goals

The instructor will:

1. Promote the integration of child development knowledge
2. Support integration of family and community knowledge
3. Foster the synthesis of why observation and documentation are important for curriculum planning
4. Examine developmentally effective approaches, specifically around classroom
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate knowledge of child development theory and application to observable classroom activities in the field</td>
<td>Standards Based Assessment: Reflective Essay (#6) (DRAFT)</td>
<td>NAEYC* 1, AK** 2, AK 6</td>
<td>IV</td>
</tr>
<tr>
<td>Integrate family and community knowledge into teaching</td>
<td>Standards Based Assessment: School Community Study (#2)</td>
<td>NAEYC 2, AK 3, AK 7, CR*** B</td>
<td>IV, CS, IE</td>
</tr>
<tr>
<td>Implement and refine observation and documentation skills when curriculum planning</td>
<td>Written Reflective Response</td>
<td>NAEYC 3, AK 5</td>
<td>IV, IE</td>
</tr>
<tr>
<td>Assemble a list of classroom management strategies</td>
<td>Standards Based Assessment: Classroom Approaches and Strategies to Connect with Children and Families (#4) (DRAFT)</td>
<td>NAEYC 4, AK 2</td>
<td>IV</td>
</tr>
<tr>
<td>Appraise developmentally appropriate content-curricula</td>
<td>Written Reflective Response</td>
<td>NAEYC 5, AK 2, AK 4</td>
<td>IV, IE</td>
</tr>
</tbody>
</table>
IV. Course Level Justification

This is a senior-level, upper division course. It supports the Advanced Practicum, which is completed the semester before Internship. Students will integrate their theoretical knowledge with application in the classroom (taken concurrently with EDEC 495A)

V. Course Outline

1. Child Development Knowledge
   1.1 Establish a supportive environment
   1.2 Expectations, rules, routines
   1.3 Diverse learning styles, approaches, and schools

2. Family and Community Relationships
   2.1 Recognize all members of the school community
   2.2 Include families in the classroom
   2.3 Acknowledge, support, and celebrate diversity
   2.4 Culturally responsive practices

3. Observation, Documentation, and Assessment
   3.1 The role of observation and documentation in curriculum planning
   3.2 Typical assessments
   3.3 Use of observation, documentation, and assessment in parent-teacher conferences

4. Developmentally Effective Practices, Meaningful Curriculum, & Classroom Management
   4.1 Importance of establishing a classroom community
   4.2 The role of classroom meetings
   4.3 Behavior management strategies
   4.4 Address standards in developmentally effective ways
   4.5 Plan meaningful curriculum

5. Professional Behavior
   5.1 Identify what it means to be an early childhood educator
   5.2 Engage in reflective practice and professional behaviors
   5.3 Act as an advocate for kids, families, and schools

<table>
<thead>
<tr>
<th></th>
<th>Identify observable professional behavior in the field</th>
<th>Practicum Evaluation</th>
<th>NAEYC 6, AK 8, CR C</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>L</td>
</tr>
</tbody>
</table>

* National Association for the Education of Young Children (NAEYC)
** Alaska Beginning Teacher Standards (AK)
*** Alaska Standards for Culturally Responsive Schools (CR)
VI. Suggested Text(s)

https://www.eed.state.ak.us/standards/pdf/beginning_teachers.pdf

Classroom Management. Oviedo, FL: Loving Guidance, Inc. *


VII. Bibliography

in early childhood programs. Washington, DC: National Association for  
the Education of Young Children.

standards for programs. Washington, DC: National Association for the  
Education of Young Children. *

and the well-being of children, birth to 8. Washington, DC: National  
Association for the Education of Young Children.

Washington, DC: National Academy. *

National Research Council and Institute of Medicine. (2000). From neurons to  
neighborhoods: The science of early childhood development.  
Washington, DC: National Academy. *

* Classics
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EA COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>No Division Code</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>EDEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A492B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Previous Course Prefix &amp; Number</th>
<th>EDEC A492</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Credits/CEUs</td>
<td>1</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Early Childhood Internship Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
<td>EC Intern Sem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>✅ Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td></td>
<td>☐ Non-credit</td>
</tr>
<tr>
<td></td>
<td>☐ CEU</td>
</tr>
<tr>
<td></td>
<td>☐ Professional Development</td>
</tr>
</tbody>
</table>

| 8. Type of Action: | ☐ Add or ☒ Change or ☐ Delete |

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>X Course Number</td>
</tr>
<tr>
<td>Credits</td>
<td>☐ Contact Hours</td>
</tr>
<tr>
<td>☒ Title</td>
<td>☐ Repeat Status</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>☐ Cross-Listed/Stacked</td>
</tr>
<tr>
<td>☐ Course Description</td>
<td>☐ Course Prerequisites</td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
<td>☐ Co-requisites</td>
</tr>
<tr>
<td>☐ Automatic Restrictions</td>
<td>☐ Registration Restrictions</td>
</tr>
<tr>
<td>☐ Class</td>
<td>☐ Level</td>
</tr>
<tr>
<td>☐ College</td>
<td>☐ Major</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>☒ A-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ P/NP</td>
<td>☐ NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
<td>To: 9999</td>
</tr>
</tbody>
</table>

| 12. Cross Listed with | ☐ Stacked with ☐ Cross-Listed Coordination Signature |

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Bachelors Program</td>
<td>11.17.14</td>
<td>Karen Roth</td>
</tr>
<tr>
<td>Early Childhood Post Bacc Program</td>
<td>11.17.14</td>
<td>Karen Roth</td>
</tr>
<tr>
<td>Kenai campus</td>
<td>11.17.14</td>
<td>Pete Snow</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Karen Roth  Initiator Signed Initials: __________ Date: __________

13b. Coordination Email | Date: 11/21/14 | submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu) |

13c. Coordination with Library Liaison | Date: 11/21/14 |

14. General Education Requirement

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

15. Course Description (suggested length 20 to 50 words)

Seminar enhances the teaching internship by creating situations in which interns will integrate theoretical knowledge from previous education courses with experiences encountered in a classroom setting.

16a. Course Prerequisite(s) (list prefix and number or test code and score) | EDEC A492A, EDEC A495A |

16b. Co-requisite(s) (concurrent enrollment required) | EDEC A495B |

16c. Automatic Restriction(s) | ☒ College ☒ Major ☐ Class ☐ Level |

16d. Registration Restriction(s) (non-codable) Admission to internship required.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Course number change to distinguish from Advanced Practicum Seminar: EDEC A492A.

Initiator (faculty only) | Date |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Roth</td>
<td>__________</td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

Initiator (faculty only) | Date |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Roth</td>
<td>__________</td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved</th>
<th>☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education
Department: Early Childhood
Subject: EDEC
Course Number: EDEC A492B
Title: Early Childhood Internship Seminar
Credits: 1
Grading Basis: A-F
Implementation Date: Fall 2015
Course Description: Seminar enhances the teaching internship by creating situations in which interns will integrate theoretical knowledge from previous education courses with experiences encountered in a classroom setting.
Test Scores(s): NA

Course Prerequisites: EDEC A492A, EDEC A495A
Course Co-requisite: EDEC A495B
Registration Restrictions: Admission to internship
Course Fee: ☑ Yes ☐ No
### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

<table>
<thead>
<tr>
<th>Number</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examine integration of child development knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Synthesize classroom management strategies</td>
</tr>
<tr>
<td>3.</td>
<td>Integrate family and community knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Implement knowledge of observation, documentation and formal assessment</td>
</tr>
<tr>
<td>5.</td>
<td>Provide interns feedback and guidance on developing lesson plans and units</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss professionalism in the field of Early Childhood</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td><strong>This outcome will be assessed by one or more of the following:</strong></td>
<td><strong>This outcome meets the following state and/or national standards:</strong></td>
<td><strong>This outcome addresses the following core value:</strong></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of child development theory and application</td>
<td>Standards Based Assessment: Capstone: Philosophy Statement</td>
<td>*NAEYC 1, **AK 2, 6</td>
<td>Intellectual Vitality IV; Collaborative Spirit CS; Inclusiveness &amp; Equity IE; and Leadership L</td>
</tr>
<tr>
<td>2. Utilize various classroom management strategies</td>
<td>Standards Based Assessment: Dev. Effective Practice</td>
<td>NAEYC 4, AK 2, AK 2, AK 2, **CR E</td>
<td>IV, IE</td>
</tr>
<tr>
<td>3. Integrate family and community knowledge into teaching</td>
<td>Standards Based Assessment: Capstone Essay</td>
<td>NAEYC 2, AK 3, AK 7 CR E</td>
<td>CS, IE, IV</td>
</tr>
<tr>
<td>4. Integrate observation,</td>
<td>Standards Based Assessment:</td>
<td>NAEYC 3, AK 5</td>
<td>IV, IE, CS</td>
</tr>
<tr>
<td>5. Create and facilitate developmentally appropriate lessons/units</td>
<td>Standard Based Assessment: Capstone Essay</td>
<td>NAEYC 5, AK 2, AK 4 CR E</td>
<td>IV, IE</td>
</tr>
<tr>
<td>6. Display professionalism and advocacy</td>
<td>Standard Based Assessment: Action Plan</td>
<td>NAEYC 6, AK 8 CR</td>
<td>IE, CS, L, IV</td>
</tr>
</tbody>
</table>

*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 supports the internship. Students will integrate their theoretical knowledge with application in the classroom.

V. **Course Outline**
1. Child development knowledge  
   1.1 Developmentally effective practices  
   1.2 Individual needs of children  
   1.3 Strategies to meet the needs of diverse learners

2. Classroom management and guidance  
   2.1 Building relationships with individual children and creating community  
   2.2 Role of observation  
   2.3 School and community resources  
   2.4 Classroom social-emotional and physical environment  
   2.5 Routines and expectations

3. Family and community  
   3.1 Family partnerships  
   3.2 Funds of knowledge of diverse family cultures  
   3.3 Families of children with special needs  
   3.4 Community resources

4. Observation and documentation  
   4.1 Role of observation and documentation  
   4.2 Informal and formal assessment for curriculum planning  
   4.3 Teacher as researcher and collaborator
5. Lesson plans and units

<table>
<thead>
<tr>
<th>5.1 Lesson plan options based on standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Teacher as reflective practitioner</td>
</tr>
</tbody>
</table>

6. Professionalism

<table>
<thead>
<tr>
<th>6.1 NAEYC Standard 6 “Becoming a Professional”</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Professional Action Plan: Professional development and advocacy</td>
</tr>
<tr>
<td>6.3 Resumes, portfolios, interviews and teacher evaluations</td>
</tr>
<tr>
<td>6.4 NAEYC Position Statement on Ethics and AK Dept. of Professional and Ethical Behavior presentation</td>
</tr>
</tbody>
</table>

VI. Suggested Text(s)


VII. Bibliography


Students are expected to emphasize curriculum instruction, planning, assessment, reflection, classroom management, and professionalism skills for the field. Supervised Advanced Practicum in early childhood classrooms. Allows for application of theoretical concepts and principles.

Initiator Name (typed): Kathryn Ohle
Initiator Signed Initials: __________ Date: __________

13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

13b. Coordination Email Date: ________

13c. Coordination with Library Liaison Date: __________

15. Course Description (suggested length 20 to 50 words)
Supervised Advanced Practicum in early childhood classrooms. Allows for application of theoretical concepts and principles, emphasizes curriculum instruction, planning, assessment, reflection, classroom management, and professionalism skills for the field. Students are expected to engage in reflective practice while working with a peer at their site.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
EDEC A206, EDEC A210

16b. Co-requisite(s) (concurrent enrollment required)
EDEC A403, EDEC A404, EDEC A492A

16c. Automatic Restriction(s)
[ ] College [ ] Major [ ] Class [ ] Level

16d. Registration Restriction(s) (non-codable)
Departmental Approval, Admission to Advanced Practicum

17. [X] Mark if course has fees $75.00/per student

18. [ ] Mark if course is a selected topic course

19. Justification for Action
The course has been updated to reflect changes in the program, which now reflects two semesters of 492/495, one for Advanced Practicum and the other for Internship. The change in title to Early Childhood Advanced Practicum helps delineate it from the internship, which also holds the 495 number (which is now A495B).

Initiator (faculty only) Kathryn Ohle
Initiator (TYPE NAME)

[ ] Approved Disapproved: Department Chair Date
[ ] Approved Disapproved: College/School Curriculum Committee Chair Date
[ ] Approved Disapproved: Undergraduate/Graduate Academic Date
[ ] Approved Disapproved: Provost or Designee Date

[ ] Approved Disapproved: Dean/Director of School/College Date

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: A495A

Title: Early Childhood Advanced Practicum

Credits: 3

Grading Basis: P/NP

Implementation Date: Fall 2014

Course Description: Supervised Advanced Practicum in early childhood classrooms. Allows for application of theoretical concepts and principles, emphasizes curriculum instruction, planning, assessment, reflection, classroom management, and professionalism skills for the field. Students are expected to engage in reflective practice while working with a peer at their site.

Course Prerequisites(s): EDEC A206, EDEC A210

Test Scores(s): N/A

Corequisite(s): EDEC A403, EDEC A404, EDEC A492A

Registration Restrictions: Departmental approval, admission to Advanced Practicum

Course Fee: ☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Support the student’s use of child development knowledge in the classroom.
2. Support the student’s efforts to integrate family and community knowledge in the classroom.

3. Support the student’s ability to recognize the importance of using observation and documentation in the classroom.

4. Support the student’s efforts to engage in developmentally effective approaches in the classroom.

5. Support the student’s efforts to use content knowledge when building and implementing curriculum in the classroom.

6. Support the student’s engagement in professional behavior in the classroom.

### B Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td><strong>This outcome will be assessed by one or more of the following:</strong></td>
<td><strong>This outcome meets the following state and/or national standard:</strong></td>
<td><strong>This outcome addresses the following core value:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Relate child development knowledge to activities in the classroom</td>
<td>Classroom Observations</td>
<td>NAEYC* 1, 7 AK** 2, AK 6</td>
<td>IV, CS</td>
</tr>
<tr>
<td>2. Integrate family and community knowledge in the classroom</td>
<td>Classroom Observations</td>
<td>NAEYC 2, 7 AK 3, AK 7 CR*** B</td>
<td>IV, CS, IE</td>
</tr>
<tr>
<td>3. Implement observation and documentation practices in the classroom</td>
<td>Classroom Observations</td>
<td>NAEYC 3, 7 AK 5</td>
<td>IV, CS, IE</td>
</tr>
<tr>
<td>4. Develop developmentally effective approaches to use in the classroom</td>
<td>Classroom Observations</td>
<td>NAEYC 4, 7 AK 2</td>
<td>IV, CS</td>
</tr>
<tr>
<td>5. Integrate content knowledge when building and implementing</td>
<td>Classroom Observations</td>
<td>NAEYC 5, 7 AK 2, AK 4</td>
<td>IV, CS, IE</td>
</tr>
</tbody>
</table>
6. Identify and engage in professional behavior in the classroom

| Curriculum in the Classroom | Classroom Observations | NAEYC 6, 7 AK 8 CR C | CS, 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 is a senior-level, upper division course. It is an Advanced Practicum, which is completed the semester before Internship. Students will integrate their theoretical knowledge with application in the classroom (taken concurrently with EDEC 492A).

V. Course Outline

1. Child Development Knowledge
   1.1 Assist in creating a supportive environment
   1.2 Become familiar with classroom expectations, rules, and routines
   1.3 Recognize diverse learning styles, approaches, and schools

2. Family and Community Relationships
   2.1 Identify all members of the school community
   2.2 Include families in the classroom
   2.3 Assist in supporting diversity within the classroom
   2.4 Engage in culturally responsive practices

3. Observation, Documentation, and Assessment
   3.1 Articulate the role of observation and documentation in the classroom
   3.2 Participate in the administration of classroom assessments
   3.3 Observe the teacher use observation, documentation, and assessment models during parent-teacher conferences

4. Developmentally Effective Practices, Meaningful Curriculum, and Classroom Management
   4.1 Observe how community is fostered in the classroom
   4.2 Participate in classroom meetings
   4.3 Collect, observe, and practice behavior management strategies
   4.4 Address standards in developmentally effective ways
   4.5 Prepare meaningful curriculum

5. Professional Behavior
   3.1 Identify what it means to be an early childhood educator
   3.2 Engage in reflective practice and professional behaviors
   3.3 Assume the role of advocate for kids, parents, and schools
VI. Suggested Text(s)


VII. Bibliography


*Classics*
### Course Action Request

#### 1a. School or College
**EA COE**

#### 1b. Division
No Division Code

#### 1c. Department
Early Childhood Education

#### 2. Course Prefix
**EDEC**

#### 3. Course Number
**A495B**

#### 4. Previous Course Prefix & Number
**EDEC A495**

#### 5a. Credits/CEUs
9

#### 5b. Contact Hours
(Lecture + Lab) (0+27-35)

#### 6. Complete Course Title
Early Childhood Internship EC Intern

**Abbreviated Title for Transcript (30 character)**

#### 7. Type of Course
[ ] Academic [ ] Preparatory/Development [ ] Non-credit [ ] CEU [ ] Professional Development

#### 8. Type of Action:
- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Course Prerequisites
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Credits
- [ ] College
- [ ] Level
- [ ] Major
- [ ] Other (please specify)

#### 9. Repeat Status
- Yes

# of Repeats
1

Max Credits
18

#### 10. Grading Basis
- A-F
- P/NP
- NG

#### 11. Implementation Date
- Semester/year:
  - From: Fall/2015
  - To: /9999

#### 12. Cross Listed with
- [ ] Stacked with
  - [ ] Cross-Listed Coordination Signature

#### 13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early Childhood Bachelor Program</td>
<td>11.17.14</td>
<td>Karen Roth</td>
</tr>
<tr>
<td>2. Early Childhood Post Bacc Program</td>
<td>11.17.14</td>
<td>Karen Roth</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): **Karen Roth**

Initiator Signed Initials: __________ Date: __________

#### 13b. Coordination Email
- Date: 11/21/14
  - submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison
- Date: 11/21.14

#### 14. General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

#### 15. Course Description (suggested length 20 to 50 words)

Supervised internship in early childhood classrooms. Allows for application of theoretical concepts and principles in the early childhood classroom environment. Emphasizes classroom management, curriculum instruction, planning, assessment, reflection, and professionalism skills for the field.

#### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
- EDEC A492A, EDEC A495A

#### 16b. Co-requisite(s) (concurrent enrollment required)
- EDEC A492B

#### 16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

#### 16d. Registration Restriction(s) (non-codable)
Admission to Internship required.

#### 17. [ ] Mark if course has fees

#### 18. [ ] Mark if course is a selected topic course

#### 19. Justification for Action

Course number change to distinguish from Advanced Practicum: EDEC A495A.

Initiator (faculty only) **Karen Roth**

Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved Dean/Director of School/College Date

[ ] Approved
[ ] Disapproved Undergraduate/Graduate Academic Board Chair Date

[ ] Approved
[ ] Disapproved Provost or Designee Date
I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood

Subject: EDEC

Course Number: A495B

Title: Early Childhood Internship

Credits: 9

Grading Basis: P/NP

Implementation Date: Fall 2015

Course Description: Supervised internship in early childhood classrooms. Allows for application of theoretical concepts and principles in the early childhood classroom environment. Emphasizes classroom management, curriculum instruction, planning, assessment, reflection, and professionalism skills for the field.

Course Prerequisites(s): EDEC A492A, EDEC A495A

Test Scores(s): N/A

Corequisite(s) EDEC A492B

Registration Restrictions: Admission to internship required

Course Fee: ☑ Yes ☐ No
### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goal:
Prepare teacher candidates through intensive internship experience, to meet National Association of Education of Young Children teacher education standards and Alaska Beginning Teacher Standards.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standards:</td>
<td>This outcome addresses the following core values:</td>
</tr>
<tr>
<td>1. Apply knowledge of child development theory</td>
<td>Standard Based Assessment:</td>
<td>*NAEYC 1, **AK 2, 6</td>
<td>Intellectual Vitality IV, Inclusiveness &amp; Equity IE, Collaborative Spirit CS, and Leadership L</td>
</tr>
<tr>
<td></td>
<td>Capstone Essay Internship Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate interpersonal skills necessary to maintain effective relationships with young children, colleagues, families and community members</td>
<td>Standard-Based Assessment:</td>
<td>NAEYC 2, 6 **AK 3, 7 **CR E</td>
<td>CS, IE, L</td>
</tr>
<tr>
<td></td>
<td>Capstone Essay Internship Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Plan and implement appropriate classroom management</td>
<td>Standard-Based Assessment:</td>
<td>NAEYC 4, AK 2 CR E</td>
<td>IV, CS, L</td>
</tr>
<tr>
<td></td>
<td>Approaches &amp; Strategies of Developmentally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>strategies</td>
<td>Appropriate Practice</td>
<td>Internship Evaluations</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Plan and facilitate appropriate curriculum instruction and assessment in all core areas</td>
<td>Standard Based Assessment: Capstone Essay</td>
<td>Internship Evaluations</td>
</tr>
<tr>
<td>5.</td>
<td>Integrate knowledge about family and community resources</td>
<td>Standard Based Assessment: Capstone Essay</td>
<td>Internship Evaluations</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate ethical and professional behavior and advocacy for children</td>
<td>Standard-Based Assessment: Professional Action Plan</td>
<td>Internship Evaluations</td>
</tr>
</tbody>
</table>

*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**
Integrates knowledge from all foundation and Early Childhood core courses.

V. **Course Outline**
1. Placement at internship site
2. Preparation of learning environment
3. Participation in school community
4. Co-planning and teaching with mentor
5. Participation in parent/family conferences
6. Culturally responsive practice
7. Lead planning and facilitation of all instruction
8. Assessment of student work
9. Integrating technologies in lesson planning and implementation
10. Differentiating instruction
11. Upholding professional practices
12. Mock interviews
13. Resume writing and portfolios
14. Teacher evaluation systems

VI. Suggested Text(s)


VII. Bibliography


Catalog Changes to BAEC Program
November 2014

Program Changes:
Changes to requirements:
• Add EDEC 310 as a requirement
• Add ANTH A202 as another selection for Cultural Diversity (GER SS)
• EDEC A492 was split into EDEC492A (titled Advanced Practicum Seminar) and A492B (Early Childhood Internship Seminar)
• EDEC A495 was split into EDEC A495A (titled Advanced Practicum) and EDEC A495B (titled Early Childhood Internship)
• Update BAEC Catalog changes to reflect more GER options
• Reducing total BAEC program hours from 121-123 to 121-122 by reducing EDEC 407 from 4 credits to 3 credits

Changes with pre-reqs:
EDEC 201 – add pre-reqs, EDEC 105 and EDEC 106
EDEC 206 – add pre-reqs, EDEC 105 and EDEC 106
EDEC 210 – add pre-reqs, EDEC 105 and EDSE A212 or PSY A365
EDEC 241 – add pre-reqs, EDEC 105 and EDSE A212 or PSY A365
EDEC 242 – add pre-req, EDEC 105
EDEC 292 – add pre-reqs, EDEC 105, EDEC 106, EDEC 206, EDEC 210, EDEC 241 & co-req EDEC 295
EDEC 295 – add pre-reqs, EDEC 105, EDEC 106, EDEC 206, EDEC 210, EDEC 241 & co-req EDEC 292
EDEC 303 – add pre-reqs, EDEC 206, EDEC 241, EDEC 242
EDEC 310 – (already has these pre-reqs) EDEC 210, EDEC 241, pre or co-req with EDEC 303
EDEC 403 – add pre-req Math 205
EDEC 404 – add to catalog pre-req EDFN 301
EDEC 407 – add pre-req EDEC 310
EDEC 408 – add pre-req EDFN 301
EDEC 492A – add co-reqs EDEC 403, EDEC 404, EDEC 495A
EDEC 495A – add co-reqs EDEC 403, EDEC 404, EDEC 492A
EDEC 492B – add co-req EDEC 495B
EDEC 495B – add co-req EDEC 492B

Changes to credits:
EDEC 407 – moves from 4 credits to 3 credits
Changes to CCGs:

Course Number: EDEC 105  
Title: Introduction the the Field of Early Childhood  
Description: Survey of historical, social, and philosophical foundations of the field of early childhood. Core topics include developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, research-based practices, ethics, and professionalism in the field of early childhood.  
Prerequisites: N/A  
Registration Restrictions: N/A  
Justification for Action: This course has been updated to reflect current issues, remove field placement requirements, and to update GER Student Outcomes.

Course Number: EDEC 106 (No revisions)  
Title:  
Description:  
Prerequisites:  
Registration Restrictions:  
Justification for Action: 

Course Number: EDEC 201  
Title: Early Childhood Practitioner Roles and Responsibilities  
Description: Focuses on the diverse roles of early childhood practitioners, with an emphasis on self-analysis, ethical conduct, reflection and ongoing professional growth.  
Prerequisites: EDEC 105, EDEC 106  
Registration Restrictions:  
Justification for Action: Addition of two prerequisites and updated to include topics on current issues and rules and regulations related to early childhood program quality.

Course Number: EDEC 206  
Title: Integrated curriculum for young children  
Description: Examines early childhood curriculum models to organize, integrate, and implement with young children. Explores interest-based, developmentally appropriate, and standards-based curriculum ideas.  
Prerequisites: EDEC105, EDEC106  
Registration Restrictions: N/A  
Justification for Action: Updated to reflect course pre-requisites (add EDEC106)

Course Number: EDEC 210  
Title: Guiding Young Children  
Description: Examination of the learning principles relevant to guidance of young children. The course introduces the social, emotional, and intellectual development of young children and implications for effective child guidance and motivation in the classroom.
**Prerequisites:** EDEC A105 & EDSE A212 or PSY A365  
**Registration Restrictions:** N/A  
**Justification for Action:** Updated to reflect course pre-requisites (add EDSEA212 or PSY365)

Course Number: EDEC 241  
Title: Infant and Toddler Development  
Description: Examines the development of infants and toddlers, infant/toddler care programs, and roles of caregivers and their relationships with families. This course emphasizes cognitive, language, social, emotional, motor development and the importance of relationships in the care and education of infants and toddlers.

Prerequisites: EDEC105 and EDSE212 or PSY365  
Registration Restrictions: N/A  
Justification for Action: Need to update prerequisites

Course Number: EDEC 242  
Title: Family and Community Partnerships  
Description: Examines the importance and complexity of children’s families and communities. Explores family-centered principles that underlie creation of appropriate curriculum and family engagement. Emphasizes integrating the funds of knowledge and cultures of families in the classroom.

Prerequisites: EDEC105  
Registration Restrictions: N/A  
Justification for Action: Need to update prerequisite

Course Number: EDEC 292  
Title: Early Childhood Practicum Seminar  
Description: This seminar accompanies EDEC A295. The seminar provides an opportunity for the exchange of ideas and experiences during the practicum field placement; and discusses evaluation and reflection concerning developmentally appropriate practice.

Prerequisites: EDEC 105, EDEC 106, EDEC 206, EDEC 210, EDEC 241  
Registration Restrictions: Major  
Justification for Action: Updated to reflect course pre-requisites and NAEYC (National Association of Education for Young Children) standards.

Course Number: EDEC 295  
Title: Early Childhood Practicum  
Description: Supervised field experience in early childhood classroom. Students develop, implement, and evaluate elements of a comprehensive, developmentally appropriate curriculum and learning environment.

Prerequisites: EDEC 105, EDEC 106, EDEC 210, EDEC 206, EDEC 241  
Registration Restrictions: Major  
Justification for Action: Updated to include prerequisites.
Course Number: EDEC 303
Title: Young children in inclusive settings
Description: Examines the principles, issues and concepts of inclusive teaching practices to support young children with disabilities and those from diverse cultural and linguistic backgrounds in community early care and education settings and primary classrooms
Prerequisites: EDEC 241, EDEC 242, EDEC 206
Registration Restrictions: Major
Justification for Action: Updated to include prerequisites and to reflect current issues and practices on inclusive educational practices, and includes children from diverse linguistic and cultural backgrounds.

Course Number: EDEC 310
Title: A Developmental Approach to Assessment in Early Childhood Education
Description: This course examines a developmental approach to assessment for instructional and developmental planning with birth-age 8 populations, with an emphasis on multi-tiered models of support. Topics include screening, progress monitoring, and formal/informal diagnostic assessments with application to cultural and linguistically diverse populations.
Prerequisites: EDEC 105, EDEC 241, EDEC 210
Registration Restrictions: Major
Justification for Action: This course is being added to address current issues and practices pertaining to early childhood assessment, and is identified by program faculty to fill a gap in our course sequence.

Course Number: EDEC 403
Title: Mathematics and Science in Early Childhood
Description: Examines the principals, developmental concepts, and curriculum designed to promote science and mathematics concepts. Analyzes how young children develop mathematical and scientific thinking. Methods of teaching mathematics and science to young children are covered.
Prerequisites: EDEC 206, EDEC 210, MATH 205
Registration Restrictions: Departmental approval required, admission to Advanced Practicum
Justification for Action: This course has been updated to reflect the latest research on best practices in math and science for early childhood teachers.

Course Number: EDEC 404
Title: Literacy for Young Children
Description: Examines the understanding and importance of language and literacy. The course will cover oral and written discourse as they relate the development of methods, materials, and philosophy of literacy learning.
Prerequisites: EDEC 206, EDEC 210, EDFN 301
Registration Restrictions: Departmental approval required, admission to Advanced Practicum
Justification for Action: This course has been updated to reflect the latest research on best literacy practices for early childhood teachers.

Course Number: EDEC 407  
Title: Action Research Using Observation and Documentation  
Description: This course examines the process of observation and documentation as a means to understand and make visible children's learning. Course focuses on the observation and documentation process as a cycle of inquiry; also, emphasis on the main components of action research, including the identification of a need in a class setting, the development of an action plan, data collection and analysis from field observation notes, and the formulation of a research report with implications/recommendations for their future teaching practice.  
Prerequisites:  
Registration Restrictions:  
Justification for Action:

Course Number: EDEC 408  
Title: Children's Literature; The Early Childhood Years  
Description: Explores a variety of children's literature with an emphasis on selecting, interpreting, and using quality literature with young children.  
Prerequisites: EDSE A212 or PSY A365, EDFN 301  
Registration Restrictions: N/A  
Justification for Action: This course was updated to meet the revised NAEYC standards and to reflect the most current research findings regarding what pre-service teachers need in order to be successful in the early childhood classroom.

Course Number: EDEC 492A  
Title: Early Childhood Advanced Practicum Seminar  
Description: Seminar enhances the Advanced Practicum teaching experience in which the students integrate theoretical knowledge from previous education courses with experience in an early childhood public school classroom.  
Prerequisites: EDEC 206, EDEC 210  
Registration Restrictions: Departmental approval, admission into Advanced Practicum  
Justification for Action: The course has been updated to reflect changes in the program. The change in title helps delineate it from the internship seminar.

Course Number: EDEC 495A  
Title: Early Childhood Advanced Practicum  
Description: Supervised Advanced Practicum in early childhood classrooms. Allows for application of theoretical concepts and principles, emphasizes curriculum instruction, planning, assessment, reflection, classroom management, and professionalism skills for the field. Students are expected to engage in these activities but not lead them, given the limited number of hours they are in the early childhood classroom. Students are expected to engage in reflective practice while working with a peer at their site.  
Prerequisites: EDEC 206, EDEC 210  
Registration Restrictions: Departmental approval, admission into Advanced Practicum
**Justification for Action:** Course has been updated to reflect changes in the program.

**Course Number:** EDEC 492B  
**Title:** Early Childhood Internship Seminar  
**Description:** Seminar enhances the internship teaching by creating situations in which the intern will integrate theoretical knowledge from previous education courses with classroom experiences.  
**Co-requisites:** EDEC495B  
**Registration Restrictions:** Department approval; Admissions to internship  
**Justification for Action:** Course number change to distinguish from EDEC492A Advanced Practicum Seminar

**Course Number:** EDEC 495B  
**Title:** Early Childhood Internship  
**Description:** Supervised internship in early childhood classrooms. Allows for application of theoretical concepts and principles in the early childhood classroom environment. Emphasizes classroom management, curriculum instruction, planning, assessment, reflection, and professionalism skills for the field. Completion of 12 credits required for degree and certification.  
**Co-requisite:** EDEC492B  
**Registration Restrictions:** Department approval; Admissions to internship  
**Justification for Action:** Course number change to distinguish from EDEC492A Advanced Practicum Seminar
1a. School or College
    EA COE

1b. Department
    EDEC

2. Complete Program Title/Prefix
    Early Childhood Education (EDEC)

3. Type of Program

    Choose one from the appropriate drop down menu:
    Undergraduate: or Graduate: CHOOSE ONE

    This program is a Gainful Employment Program:
    ☒ Yes or ☐ No

4. Type of Action:

    PROGRAM
    ☐ Add
    ☐ Change
    ☒ Delete

    PREFIX
    ☐ Add
    ☐ Change
    ☐ Inactivate

5. Implementation Date (semester/year)
    From: Fall/2015 To: 9999/9999

6a. Coordination with Affected Units
    Department, School, or College: Early Childhood/Elementary Ed
    Initiator Name (typed): Karen Roth
    Initiator Signed Initials: _________ Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
    Date: 11.21.14

6c. Coordination with Library Liaison
    Date: N/A

7. Title and Program Description - Please attach the following:
    ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action
    EC Undergraduate Certificate is being deleted from the Department to encourage more rigorous preparation for Early Childhood professionals..

Initiator (faculty only)
Karen Roth
Initiator (TYPE NAME)

Approved
☐ Disapproved
Date
Dean/Director of School/College
Date

☐ Approved
☐ Disapproved
Department Chair
Date

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair
Date

☐ Approved
☐ Disapproved
Provost or Designee
Date

Approved
☐ Disapproved
College/School Curriculum Committee Chair
Date

Disapproved

1a. School or College  
EA COE

1b. Department  
EDEC

2. Complete Program Title/Prefix  
Early Childhood Education (EDEC)

3. Type of Program  
Undergraduate: or Graduate:  
Associate of Applied Science  
CHOOSE ONE

This program is a Gainful Employment Program:  
☑ Yes  or  ☐ No

4. Type of Action:  
PROGRAM  
☐ Add  ☒ Change  ☐ Delete

PREFIX  
☐ Add  ☐ Change  ☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/2015  To: 9999/9999

6a. Coordination with Affected Units  
Department, School, or College: Early Childhood/Elementary Ed  
Initiator Name (typed): Karen Roth  
Initiator Signed Initials: Date:______________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 11.21.14

6c. Coordination with Library Liaison  
Date: N/A

7. Title and Program Description - Please attach the following:  
☑ Cover Memo  ☑ Catalog Copy in Word using the track changes function

8. Justification for Action  
Courses are being updated to add prerequisites as well as deletion of required courses outside of department that have been deleted or are offered sporadically.

Initiator (faculty only)  
Karen Roth  
Initiator (TYPE NAME)  

☑ Approved  ☐ Disapproved  
Dean/Director of School/College  
Date

☑ Approved  ☐ Disapproved  
Department Chair  
Date

☑ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

☑ Approved  ☐ Disapproved  
Provost or Designee  
Date
Associate of Applied Science in Early Childhood Development

- **Overview**

**Admission Requirements**
- Satisfy the Application and Admission Requirements for Associate Degree Programs.
- Complete an application to the Associate of Applied Science Early Childhood Development program. Applications may be obtained from the Department of Teaching and Learning.

**Academic Progress Requirements**
All candidates in the Associate of Applied Science Early Childhood Development program must maintain a cumulative GPA of 2.00 or above in all EDEC courses.

**Background Check Requirements**
See College of Education Field Placements.

**Graduation Requirements**
- Satisfy the General University Requirements for Associate of Applied Science Degrees.
- Complete the General Course Requirements for Associate of Applied Science Degrees. ENGL A211, ENGL A212, ENGL A213 or ENGL A214 are recommended for the written communication requirement. MATH A105 or higher is recommended as a mathematics and natural sciences requirement.
- Complete the Program Requirements below.

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A145</td>
<td>Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A105</td>
<td>Introduction to the Field of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A201</td>
<td>Early Childhood Practitioner Roles and Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDEC A242</td>
<td>Family and Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A292</td>
<td>Early Childhood Practicum Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDEC A295</td>
<td>Early Childhood Practicum *</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A212</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>or PSY A365</td>
<td>Child and Adolescent Development</td>
<td></td>
</tr>
</tbody>
</table>

Complete 12 credits of electives. **EDEC A100** is recommended. Students are strongly encouraged to discuss elective choices with an advisor.  

*To be admitted to EDEC A295, applicants must meet all requirements for and be admitted by an advisor into the practicum course and have earned a grade of C or above in all EDEC *courses.

A total of 60 credits is required for the degree.

- See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf](http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf)

### Program Student Learning Outcomes

Student outcomes are based on the [Standards for Alaska’s Teachers](#). Outcomes are also based on the professional preparation standards of the [National Association for the Education of Young Children (NAEYC)](#). The students will demonstrate the following outcomes:

- Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.
The expected mastery of student outcomes differs in accordance with program level. Students who complete the AAS in Early Childhood will be proficient entry-level child care workers, have knowledge of child development, and demonstrate basic abilities in child care paraprofessional skills.

- See more at:
http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#learningoutcomestext
Associate of Applied Science in Early Childhood Development

- **Overview**

**Admission Requirements**
- Satisfy the [Application and Admission Requirements for Associate Degree Programs](#).
- Complete an application to the Associate of Applied Science Early Childhood Development program. Applications may be obtained from the Department of Teaching and Learning.

**Academic Progress Requirements**
All candidates in the Associate of Applied Science Early Childhood Development program must maintain a cumulative GPA of 2.00 or above in all EDEC courses.

**Background Check Requirements**
See [College of Education Field Placements](#).

**Graduation Requirements**
- Satisfy the [General University Requirements for Associate of Applied Science Degrees](#).
- Complete the [General Course Requirements for Associate of Applied Science Degrees](#). ENGL A211, ENGL A212, ENGL A213 or ENGL A214 are recommended for the written communication requirement. MATH A105 or higher is recommended as a mathematics and natural sciences requirement.
- Complete the Program Requirements below.

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A145</td>
<td>Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A105</td>
<td>Introduction to the Field of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A201</td>
<td>Early Childhood Practitioner Roles and Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Complete 12 credits of electives. EDEC A100 is recommended. Students are strongly encouraged to discuss elective choices with an advisor. To be admitted to EDEC A295, applicants must meet all requirements for and be admitted by an advisor into the practicum course and have earned a grade of C or above in all EDEC courses.

A total of 60 credits is required for the degree.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf

**Program Student Learning Outcomes**

Student outcomes are based on the Standards for Alaska’s Teachers. Outcomes are also based on the professional preparation standards of the National Association for the Education of Young Children (NAEYC). The students will demonstrate the following outcomes:

- Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources. The expected mastery of student outcomes differs in accordance with program level. Students who complete the AAS in Early Childhood will be proficient entry-level child care workers, have knowledge of child development, and demonstrate basic abilities in child care paraprofessional skills.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#learningoutcomestext
# Program/Prefix Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>EDEC</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/Prefix

**Early Childhood Education (EDEC)**

## 3. Type of Program

Choose one from the appropriate drop down menu:
- Undergraduate: Bachelor of Arts
- Graduate: CHOOSE ONE

This program is a Gainful Employment Program: ☑ Yes or ☐ No

## 4. Type of Action:

- **PROGRAM**
  - ☐ Add
  - ☑ Change
  - ☐ Delete

- **PREFIX**
  - ☐ Add
  - ☑ Change
  - ☐ Inactivate

## 5. Implementation Date (semester/year)

From: Fall/2015 To: 9999/9999

## 6a. Coordination with Affected Units

Department, School, or College: Early Childhood/Elementary Ed

Initiator Name (typed): Karen Roth

Initiator Signed Initials: [ ] Date: [ ]

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: 11.21.14

## 6c. Coordination with Library Liaison

Date: N/A

## 7. Title and Program Description - Please attach the following:

- ☑ Cover Memo
- ☑ Catalog Copy in Word using the track changes function

## 8. Justification for Action

Courses are being updated to add prerequisites as well as addition of a new course that addresses need for increased preparation in assessment procedures, EDEC 310.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Roth</td>
<td></td>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>☐ Approved</td>
<td></td>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Approved</td>
<td></td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Approved</td>
<td></td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Approved</td>
<td></td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Approved

Disapproved
Bachelor of Arts in Early Childhood Education

- **Overview**
  An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age 8. Individuals with baccalaureate degrees should refer to Post Baccalaureate Certificate Programs for more information.

  The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. For more information see COE Field Placements.

**Admission Requirements**

Satisfy the Application and Admission Requirements for Baccalaureate Programs. Application forms are available on the Admissions website.

**Admission to the College of Education, Department of Teaching and Learning: Early Childhood Major**

Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major.
2. Complete Tier 1: Basic College-Level Skills General Education Requirements (transfer credits may be used).
3. Complete a minimum of 9 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.
4. Have a cumulative GPA of 2.75.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Early Childhood major does not guarantee admission to the department.

**Admission to Early Childhood Advanced Practicum/Internship**

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.
2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.
3. Submit one letter of recommendation from someone who can speak to the applicant’s potential as a future early childhood educator.
4. Demonstrate general content knowledge competency through successful completion of 70 percent of required coursework with a 3.00GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).
5. Submit a resume that provides evidence of working with children.
6. Interview for placement.
7. Initiate fingerprinting and criminal background check process.
8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health and Counseling Center.
9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

*Note: Partnership organizations, early care and education centers and other school settings have the right to refuse or limit field experience placements for university students.*

**Academic Progress**

Internship(s) must be completed successfully and all Early Childhood Major Requirements, the Alaska Studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.

**Graduation Requirements**

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
• Complete the General Education Requirements for Baccalaureate Degrees.
• Complete the background check requirements listed under Field Placements.
• Complete the Foundation Requirements below.
• Complete the Major Requirements below.

**Foundation Requirements**

Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

**Child Development**

- **DN A145** Child Nutrition 3
- **EDSE A212** Human Development and Learning 3
- or **PSY A365** Child and Adolescent Development 3

Select two courses from the following:

- **CEL A292** Introduction to Civic Engagement 3
- **EDEL A327** Teaching Social Studies in Elementary Schools 3
- **EDSE A474** Special Children from Birth Through Five 3
- **EDSE A482** Inclusive Classrooms for All Children 3
- **EDSL A201** Foundations of Communication Disorders 3
- **SWK A342** Human Behavior in the Social Environment 3
- **SWK A409** Introduction to Child Welfare 3

**Liberal Studies Humanities and Social Science Core**

*Students must meet General Education Requirements (GER) for Baccalaureate Degrees including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).*

Select one course from the GER fine arts list

- **EDEC A105** Introduction to the Field of Early Childhood 3
- **HIST A132** History of United States II 3
- **LSSS A111** Cultural Foundations of Human Behavior 3
- or **SWK A243** Cultural Diversity and Community Service Learning 3

Select one of the following Alaska studies courses:

- **ANTH A200** Natives of Alaska 3
- **EDFN A478** Issues in Alaska Native Education, K-12 3
- **HIST A341** History of Alaska 3

Select one of the following:

- **ANTH A250** The Rise of Civilization 3
- **GEOG/INTL A101** Local Places/Global Regions: An Introduction to Geography 3
- **HIST A131** History of United States I 3
- **HNRS A292** Honors Seminar in Social Science 3
- **PS A101** Introduction to American Government 3
Students must meet the General Education Requirements for Baccalaureate Degrees, including *6 credits of social science from two different disciplines and 6 credits of humanities.

**Major Requirements**

*Field experience in early childhood programs may be required as part of the core courses.*

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A242</td>
<td>Family &amp; Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A310</td>
<td>A Developmental Approach to Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Observation and Documentation in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A408</td>
<td>Children's Literature: Early Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A300</td>
<td>Philosophical and Social Context of American Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN A304</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A301</td>
<td>Foundations of Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K - 6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

**Methodology Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship and Seminar Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A492A</td>
<td>Early Childhood Advanced Practicum Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDEC A495A</td>
<td>Early Childhood Advanced Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A492B</td>
<td>Early Childhood Internship Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDEC A495B</td>
<td>Early Childhood Internship</td>
<td>9</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

A total of 120-122 credits is required for the degree, of which 42 must be upper division.

**Institutional Recommendation Pre-K-3 Teacher Certification**

Candidates who complete an internship in the primary grades (pre-K-3rd grade) may apply for teacher certification, pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of 3.0.
4. Cumulative GPA of 3.0 in all Major Requirements.
5. Passing scores on the Praxis Core and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#sthash.zahR07nX.dpuf

Program Student Learning Outcomes

Student outcomes for the four early childhood programs are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards. Outcomes are also based on the professional preparation standards of the National Association for the Education of Young Children (NAEYC) found at www.naeyc.org. Students will demonstrate the following outcomes:

- Create a healthy, respectful, supportive and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.
- Use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate knowledgeable, reflective and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

The expected mastery of student outcomes differs in accordance with program level. Students who complete the Bachelor of Arts in Early Childhood Education will demonstrate advanced integrated knowledge and skills in preparation for careers in
teaching primary grades (K-3) as well as in infant, toddler and preschool educational programs.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#learningoutcomestext
Bachelor of Arts in Early Childhood Education

Overview
An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age 8. Individuals with baccalaureate degrees should refer to Post Baccalaureate Certificate Programs for more information.

The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. For more information see COE Field Placements.

Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs. Application forms are available on the Admissions website.

Admission to the College of Education, Department of Teaching and Learning: Early Childhood Major
Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major.
2. Complete Tier 1: Basic College-Level Skills General Education Requirements (transfer credits may be used).
3. Complete a minimum of 9 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.
4. Have a cumulative GPA of 2.75.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Early Childhood major does not guarantee admission to the department.

**Admission to Early Childhood Advanced Practicum/Internship**

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.

2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.

3. Submit one letter of recommendation from someone who can speak to the applicant’s potential as a future early childhood educator.

4. Demonstrate general content knowledge competency through successful completion of 70 percent of required coursework with a 3.00-3.75 GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).

5. Submit a resume that provides evidence of working with children.

6. Interview for placement.

7. Initiate fingerprinting and criminal background check process.

8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health and Counseling Center.

9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

*Note: Partnership organizations, early care and education centers and other school settings have the right to refuse or limit field experience placements for university students.*

**Academic Progress**

Internship(s) must be completed successfully and all Early Childhood Major Requirements, the Alaska Studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.

**Graduation Requirements**

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
• Complete the General Education Requirements for Baccalaureate Degrees.
• Complete the background check requirements listed under Field Placements.
• Complete the Foundation Requirements below.
• Complete the Major Requirements below.

Foundation Requirements
Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A145</td>
<td>Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A212</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>or PSY A365</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Relationships and Inclusive Environments

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A242</td>
<td>Family and Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>EDEL A327</td>
<td>Teaching Social Studies in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A474</td>
<td>Special Children from Birth Through Five</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A482</td>
<td>Inclusive Classrooms for All Children</td>
<td>3</td>
</tr>
<tr>
<td>EDSL A201</td>
<td>Foundations of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SWK A342</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A409</td>
<td>Introduction to Child Welfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Studies Humanities and Social Science Core

*Students must meet General Education Requirements (GER) for Baccalaureate Degrees including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).*

Select one course from the GER fine arts list

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A105</td>
<td>Introduction to the Field of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HIST A132</td>
<td>History of United States II</td>
<td>3</td>
</tr>
<tr>
<td>LSSS A111</td>
<td>Cultural Foundations of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or SWK A243</td>
<td>Cultural Diversity and Community Service Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Alaska studies courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A200</td>
<td>Natives of Alaska</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A478</td>
<td>Issues in Alaska Native Education, K-12</td>
<td>3</td>
</tr>
<tr>
<td>HIST A341</td>
<td>History of Alaska</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A250</td>
<td>The Rise of Civilization</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/INTL A101</td>
<td>Local Places/Global Regions: An Introduction to Geography</td>
<td>3</td>
</tr>
</tbody>
</table>
**HIST A131**  History of United States I  3
**HNRS A292**  Honors Seminar in Social Science  3
**LSIC A334**  Power, Authority, and Governance  
**PS A101**  Introduction to American Government  3
**PS A102**  Introduction to Political Science  3

**Liberal Studies Integrated Sciences Core**
**LSIS A102**  Origins: Earth-Solar System-Life  5
**LSIS A201**  Life on Earth  5

**Mathematical Skills**
Select one course from the GER quantitative skills list  1-4
**MATH A205**  Communicating Mathematical Ideas  3

**Oral and Written Communication Skills**
Select one course from the GER Oral Communications skills list  3
Select two courses from the GER Written Communications skills list  6

*Students must meet the General Education Requirements for Baccalaureate Degrees, including 6 credits of social science from two different disciplines and 6 credits of humanities.*

**Major Requirements**

Field experience in early childhood programs may be required as part of the core courses.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A242</td>
<td>Family &amp; Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A310</td>
<td>A Developmental Approach to Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Observation and Documentation in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>EDEC A408</td>
<td>Children’s Literature: Early Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A300</td>
<td>Philosophical and Social Context of American Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN A304</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A301</td>
<td>Foundations of Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K - 6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

**Methodology Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship and Seminar Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A492A</td>
<td>Early Childhood Seminar Advanced Practicum Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A495A2B</td>
<td>Early Childhood Advanced Practicum Internship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A492B5A</td>
<td>Early Childhood Internship Seminar Advanced Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A495B</td>
<td>Early Childhood Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

*Completion of 12 credits required for degree and certification.*

A total of 123 credits is required for the degree, of which 42 must be upper division.
Institutional Recommendation Pre-K-3 Teacher Certification

Candidates who complete an internship in the primary grades (pre-K-3rd grade) may apply for teacher certification, pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of 2.753.0.
4. Cumulative GPA of 2.753.0 in all Major Requirements.
5. Passing scores on the Praxis Core Praxis I (PPST) and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.

- See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#sthash.zahR07nX.dpuf](http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#sthash.zahR07nX.dpuf)

Program Student Learning Outcomes

Student outcomes for the four early childhood programs are based on the Standards for Alaska’s Teachers located at [www.eed.state.ak.us/standards](http://www.eed.state.ak.us/standards). Outcomes are also based on the professional preparation standards of the National Association for the Education of Young Children (NAEYC) found at [www.naeyc.org](http://www.naeyc.org). Students will demonstrate the following outcomes:

- Create a healthy, respectful, supportive and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.
- Use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
• Demonstrate knowledgeable, reflective and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

The expected mastery of student outcomes differs in accordance with program level. Students who complete the Bachelor of Arts in Early Childhood Education will demonstrate advanced integrated knowledge and skills in preparation for careers in teaching primary grades (K-3) as well as in infant, toddler and preschool educational programs.

- See more at:
  http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#learningoutcomestext
MEMORANDUM

To: Undergraduate Academic Board, UAA

The Department of Geomatics proposes changes in contact hours for several courses (the list of
the courses is below).

The Department has implemented the major curriculum review in 2014. It became apparent
that allocation of the contact hours for many classes is not aligned well with the delivery mode.
This prompted the Department to modify the CCGs in accordance to the optimal course
delivery.

The CCG’s are all written in a general way and do not specify information about lab
activities. Per instructor’s preference, hands-on activities would be handled by in-class
demonstrations, reinforced through homework assignments and outside of class activities.

There are no any other changes apart from updating implementation date and coordination
emails.

Below is the list of courses affected:

GEO A157 - Computer-Aided Drafting for Surveyors
GEO A355 - Land development design
GEO A357 - Photogrammetry
GEO A410 - Airborne LiDAR Surveying
GEO A420 - High Density Spatial Data Analysis
GEO A466 - Geopositioning
GIS A201 - Intermediate GIS
GIS A301 - Spatial Data Structures
GIS A351 - Remote Sensing
GIS A366 - Spatial Analysis
GIS A367 - Image Analysis
GIS A433 - Coastal mapping
GIS A458 - Spatial Data Management

Thanks,
Gennady Gienko, Ph.D.
Professor and Chair
Department of Geomatics
University of Alaska Anchorage
p: 907-786-1919

3/20/2015
Date: 6 April 2015

To: Dr. Francisco Miranda, Chair
   Undergraduate Academic Board
   University of Alaska Anchorage

From: Dr. Jerry Kudenov
   Biological Sciences

Item: **Modification of Catalogue Copy for AY16**

The Department of Biological Sciences wishes to add graduation requirements to our undergraduate baccalaureate programs in our AY16 Catalogue Copy as follows

1. **Bachelor of Arts, Biological Sciences** program, we wish to add the following two bullet statements to the Graduation Requirements.
   - Submit a completed ePortfolio for graduation.
   - Complete the exit examination for graduation.

2. **Bachelor of Science, Biological Sciences** program, we wish to add the following two bullet statements to the Graduation Requirements.
   - Submit a completed ePortfolio for graduation.
   - Complete the exit examination for graduation.

3. **Bachelor of Arts, Biological Sciences** program, we wish to add the following statements to the Major Requirements.
   - ePortfolio
     *All BA Biological Sciences majors are required to submit their completed ePortfolios during the semester they intend to graduate. EPortfolios are used for the purpose of program assessment only.*
   - Biological Sciences Exit Examination
     *All BA Biological Sciences majors are required to complete a nationally standardized exit examination during the semester immediately prior to or during the semester they intend to graduate. There is no minimum score required for graduation.*
4. **Bachelor of Science, Biological Sciences** program, we wish to add the following statements to the Major Requirements.
   - *ePortfolio*
     
     *All BS Biological Sciences majors are required to submit their completed ePortfolios during the semester they intend to graduate. EPortfolios are used for the purpose of program assessment only.*
   
   - *Biological Sciences Exit Examination*
     
     *All BS Biological Sciences majors are required to complete a nationally standardized exit examination during the semester immediately prior to or during the semester they intend to graduate. There is no minimum score required for graduation.*

5. **Bachelor of Science, Natural Sciences** program, we wish to add the following bullet statement to the Graduation Requirements.
   - *Complete the exit examination for graduation.*

6. **Bachelor of Science, Natural Sciences** program, we wish to add the following statements to the Major Requirements.
   - *Biological Sciences Exit Examination*
     
     *All BS Natural Sciences majors are required to complete a nationally standardized exit examination during the semester immediately prior to or during the semester they intend to graduate. There is no minimum score required for graduation.*

Context:

Presently, the Department of Biological Sciences lacks a formally defined policy and mechanism by which academic assessment data can be collected. Historically, we have administered the Educational Testing Service’s Major Field Test – Biology, in our BIOL A492 Senior Seminar course. However, the exam takes 2-hours (2 class sessions) to complete, tends to catch students unawares since it is not included in the course CCRs, and largely under samples our BS Natural Sciences majors (as noted in recent assessment reports).

We therefore seek to require both our Bachelor of Arts and Bachelor of Science majors (Biological Sciences) and also our Bachelor of Science majors (Natural Sciences) to take a nationally standardized ETS exam as part of their graduation requirements. There is no minimum score specified for graduation. Such a mechanism will liberate instructional time in our Senior Seminar classes, and enable us to better assess our academic programs based on a more representative database.

In addition, we seek also to include wording that specifies that graduating students must also submit a completed ePortfolio as a graduation requirement for the BA and BS Biological Sciences degree programs. We will analyze ePortfolios for program assessment purposes only, and there is no minimum level or score required for graduation. While we would like to include a similar ePortfolio statement for the BS Natural Sciences degree, the department continues to examine the most appropriate assessment tool(s) for this complex program.