











2010–2011 Curriculum Committee

Career Ed Chris Urata chris.urata@uas.alaska.edu		CIOs Rick McDonald ramcdonald@uas.alaska.edu		Ex-Officio Members Rick Caulfield (provost) <i>represented by:</i> Carol Hedlin (vice-provost) carol.hedlin@uas.alaska.edu Barbara Hegel (registrar) bahegel@uas.alaska.edu Sherry Tamone (Senate) sltamone@uas.alaska.edu
Education Kay McCarthy kwmccarthy@uas.alaska.edu		Humanities Pedar Dalthorp pedar@pedar.us		
Library Jennifer Ward jdbrown@uas.alaska.edu		Management Vickie Williams vlwilliams@uas.alaska.edu		
Natural Sciences Chris Hay-Jahans cnhayjahans@uas.alaska.edu		Social Sciences Erica Hill (chair) erica.hill@uas.alaska.edu		
Ketchikan (non-voting) Colleen Ianuzzi clianuzzi@uas.alaska.edu		Sitka (non-voting) Daniel Lord dblord@uas.alaska.edu		

Agenda

Date: Friday, 12 November 2010; 2:15 – 4:00 PM

Location: Novatney Conference Room

Dial-in: 800-893-8850 (pin 20 644 99)

- Items:**
- Minutes of last meeting
 - Update on Faculty Senate approvals (proposals 11-12 & 11-13)
 - Update on items tabled 10.29.10 (Williams on 11-02; Urata on 11-11)
 - Second reading of all items that passed first reading on 10.29.10
 - First reading on all remaining items (shaded items on spreadsheet)

2010–2011 Curriculum Proposals

11/10/2010

Unit	Item #	Status	Course or Program	Title	Faculty Member	Type	Crs/ Prog	Campus (J, K, S)	Description of Change	1st Read	2nd Read
SOM	11-01	passed first reading		ACCT courses	V. Williams	D	Crs	all	delete ACCT S190/453/480	10.29.10	
SOM	11-02	tabled until 11.12.10	BBA	Business courses	K. DiLorenzo	D	Crs	J	delete BA S261/359		
SOM	11-03	passed first reading	Law Science	Law Science	K. DiLorenzo	D	Crs	J	delete LAW courses; delete BA 223 & S394	10.29.10	
CEd	11-04	under consideration	CIOS	New CIOS 212 course	R. McDonald	N	Prog	all	new course: Managing and Maintaining PC Hardware		
CEd	11-05	under consideration	CIOS	Delete CIOS courses	R. McDonald	D	Crs		delete CIOS 209 & 210		
CEd	11-06	passed first reading	CIOS	CIOS courses	S. Feero	D	Prog	all	delete CIOS courses	10.29.10	
CEd	11-07	passed first reading	CIOS	CIOS Courses	C. McKenna	D	Prog	all	delete CIOS courses	10.29.10	
CEd	11-08	passed first reading	CIOS S235	Spreadsheet Concepts and Applications III	E. Dillingham	C	Crs	all	change corequisite	10.29.10	
CEd	11-09	passed first reading	CIOS	CIOS Minors	S. Feero	D	Crs	all	delete CIOS S209/210/251/256	10.29.10	
CEd	11-10	forwarded to Reg	MT S252	Automatic Radar Plotting Aids		C	Crs	K	change course description	NA	NA
CEd	11-11	tabled; awaiting rev catalog text	Welding	Welding O.E.	A. Puckett	C	Prog	S	reorganize OE		
CEd	11-12	approved by Senate; under consideration	LE Cert	Law Enforcement Certificate	P. Hughes	N	Prog	S	new program		
CEd	11-13	approved by Senate; under consideration	BERT OE	Building Energy Retrofit Tech O.E.	M. George	N	Prog	J	new program		
CEd	11-14	minor change; forwarded to Reg	CT S122	Residential Renovation, Restoration and Repair		C	Crs	all	change description; add Ketchikan	NA	NA
CEd	11-15	minor change; forwarded to Reg	CT S201	Cold Climate Coastal Construction		C	Crs	all	change title/description	NA	NA
A&S	11-16	passed first reading	ANTH S390	Archives & Museums Theory and Practice	R. Walz	N	Crs	J	new course	10.29.10	
A&S	11-17	returned for revision by chair	GEOG S102	Earth and Environment	S. Pyare	N	Crs	J	new course		
A&S	11-18	minor change; forwarded to Reg	GEOG S491	Geography Internship	S. Pyare	C	Crs	J	activate 491 designation	NA	NA
A&S	11-19	minor change; forwarded to Reg	GEOG S498	Research in Geography	S. Pyare	C	Crs	J	activate 498 designation	NA	NA
A&S	11-20	passed first reading	HIST S390	Intro to Archives & Museums Theory and	R. Walz	N	Crs	J	new course	10.29.10	

2010–2011 Curriculum Proposals

11/10/2010

Unit	Item #	Status	Course or Program	Title	Faculty Member	Type	Crs/ Prog	Campus (J, K, S)	Description of Change	1st Read	2nd Read
A&S	11-21	passed first reading	ODS S134	Intro to Whitewater Kayaking	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-22	passed first reading	ODS S217	Ice Climbing Level II	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-23	passed first reading	ODS S233	Expedition Sea Kayaking	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-24	under consideration	PHIL S313	Eastern Philosophy	K. Krein	N	Crs	J	new course		
A&S	11-25	passed first reading	PE S134	Intro to Whitewater Kayaking	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-26	passed first reading	PE S217	Ice Climbing Level II	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-27	passed first reading	PE S233	Expedition Sea Kayaking	F. Wagner	N	Crs	J	new course	10.29.10	
A&S	11-28	under consideration; see revised text	THR S419	Theatre Performance	S. Strauser	N	Crs	J	new course		
A&S	11-29	under consideration; see revised text	THR S219	Theatre Performance	S. Strauser	N	Crs	J	new course		
A&S	11-30	minor change; forwarded to Reg	ART S495	Career Development for the Artist	P. Dalthorp	C	Crs	J	change grading option	NA	NA
A&S	11-31	under consideration	BA Art	Art courses	P. Dalthorp	D	Crs	J	delete ART courses		
A&S	11-32	under consideration	BA English	BA English	N. Chordas	C	Prog	J	remove 2.75 min GPA from description		
A&S	11-33	under consideration	French minor	Suspension of minor	C. Wakefield	C	Prog	all	temporary suspension		
A&S	11-34	minor change; to be forwarded to Reg	ENVS S101	Intro to Environmental Science	S. Pyare	C	Crs	J	title and number change	NA	NA
A&S	11-35	passed first reading; see revised cat text	ODS Cert	ODS Certificate Program	K. Krein	C	Prog	J	change certificate requirements	10.29.10	
A&S	11-36	passed first reading	ODS S245	Should be: "Outdoor Leadership Capstone"	F. Wagner	C	Prog	J	change credit/lab hours	10.29.10	
ED	11-37	under consideration; see revised text	ECE S119	Curriculum I: Principles & Practices	K. McCarthy	N	Crs	J	new course		
ED	11-38	under consideration; see revised text	ECE S120	Curriculum II: Thinking, Reasoning, & Discovery	K. McCarthy	N	Crs	J	new course		
ED	11-39	under consideration; see revised text	ECE S129	Foundations for Nutrition & Physical Wellness	K. McCarthy	N	Crs	J	new course		
ED	11-40	under consideration	ECE	Delete multiple courses	K. McCarthy	D	Crs	J	delete courses		



CATEGORY A NEW PROGRAM PROPOSAL

Must be approved by Faculty Senate before Curriculum Committee or Graduate Committee consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:

_____ 1st Reading _____ Revised Date: _____ _____ Tabled
 _____ 2nd Reading _____ Revised Date: _____ _____ Not approved
 Referred to: _____ Date: _____ _____ Withdrawn

Program Title: Law Enforcement Certificate

Campus Sitka

Target admission date: Summer 2011

1. Program Outline (use boldface type for **new** courses that would be developed - a Category A New Course Proposal form must be submitted for each new course): **(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)**

Course No.	Course Title	Cr hrs	Required (R) or Elective (E)?	How often offered?	On-campus (C) or Distance- delivered (D)?
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In keeping with the University mandate to provide access for the citizens of the state to a broad array of instructional programs, training for high demand jobs and to facilitate student progress toward achievement of academic goals, with support from the Alaska Department of Public Safety, UAS-Sitka is proposing to offer a Law Enforcement certificate program. With the existing 16-credit Occupational Endorsement in Law Enforcement (a similar program which has been in existence for over two decades) providing the initial Justice courses, this proposal will require additional general education courses that support advanced learning in law enforcement, enhance communication skills, prepare students for further study and allow the students to earn a one-year, 32-credit, Law Enforcement certificate.

Already approved courses will be required, including the following core and general education courses:

CORE:

JUST S102	Fundamentals of CPR and First Aid	1	R	Twice / year	Sitka only
JUST S103	Law Enforcement Procedures	4	R	Twice / year	Sitka only
JUST S104	Ethics and Conduct	1	R	Twice / year	Sitka only
JUST S105	Traffic Law and Enforcement	4	R	Twice / year	Sitka only
JUST S106	Enforcement Techniques	3	R	Twice / year	Sitka only
JUST S107	Criminal Justice	3	R	Twice / year	Sitka only

General Requirements:

CLOS S105	Computer Literacy	3	R	Twice / year	D
COMM S111	Fundamentals of Oral Communication	3	R	Twice / year	D
ENGL S111	Methods of Written Communication	3	R	Twice / year	D
MATH S105	Intermediate Algebra	4	R	Twice / year	D
PSY S101	Introduction to Psychology	3	R		

page 3

Continuation of number 1 - Program Outline (use boldface type for new courses that would be developed)

[illegible]

2. Required courses offered by other academic units that are pre- or co-requisites:

Course No.	Course Title	Cr Hrs	How often offered?	On-campus (C) or Distance-delivered (D)?	
General Requirements:					
C10S S105	Computer Literacy	3	R	Twice / year	D
COMM S111	Fundamentals of Oral Communication	3	R	Twice / year	D
ENGL S111	Methods of Written Communication	3	R	Twice / year	D
MATH S105	Intermediate Algebra	4	R	Twice / year	D
PSY S101	Introduction to Psychology	3	R	Twice / year	D

3. Program options (Course sequences or emphasis areas? Breadth requirements in electives? Articulation with other programs at a lower or higher level? Practicum, internship, research opportunities?)

Articulates with:

Lower -- UAS Law Enforcement OE or UAF Community and Technical College Acceptable Certificate (16 Justice credits transfer)

Higher -- UAF Bachelor of Arts in Justice (Fulfills some of the general university requirements and B.A. degree requirements)

4. New course descriptions for catalog (a Category A New Course Proposal form must be submitted for each course):

Law Enforcement Certificate

Sitka

This law enforcement certificate program allows those who have or will earn Alaska Police Standards Council certification (16 credits), to complete general education courses which will develop knowledge, skills and abilities in applied psychology, writing, interpersonal communication, technology and the human interaction techniques necessary for a career in law enforcement.

Program Requirements

The Alaska Police Standards Council (APSC) is the certifying agency for police officers in Alaska. Students can complete the program requirements for this certificate by earning certification by the APSC through the Public Safety Training Academy in Sitka, Alaska, the UAF Community and Technical College (CTC) Law Enforcement Academy in Fairbanks, Alaska or through the waiver and reciprocity regulations for the APSC. A minimum grade of C (2.0) or better is required in all general education courses.

Admissions Requirements

Students must meet admission requirements of the cooperating agencies, including the University of Alaska Southeast, the Department of Public Safety, and the Alaska Police Standards Council.

MINIMUM CREDIT HOURS 32

GENERAL REQUIREMENTS 16

Written Communication Skills

ENGL 111 Methods of Written Communication* 3

Oral Communication Skills

Continuation of number 4 - new course descriptions for catalog:

MINIMUM CREDIT HOURS 32

GENERAL REQUIREMENTS 16

Written Communication Skills

ENGL 111 Methods of Written Communication* 3

Oral Communication Skills

COMM 111 Fundamentals of Oral Communication 3

Computational Skills

MATH 105* Intermediate Algebra 4

Computer Skills

CIO 105 Computer Literacy 3

Social Sciences

PSY 101 Introduction to Psychology 3

*Placement testing is necessary to enter at this level.

PROGRAM REQUIREMENTS 16**

JUST S102 Fundamentals of CPR and First Aid 1

JUST S103 Law Enforcement Procedures 4

JUST S104 Ethics and Conduct 1

JUST S105 Traffic Law and Enforcement 4

JUST S106 Enforcement Techniques 3

JUST S107 Criminal Justice 3

**APSC certification is required to fulfill program requirements

5. Projected enrollments and schedule for implementation:

Annual graduates from UAS and UAF with the Law Enforcement Occupational Endorsement number around 100. Most of these graduates are offered immediate employment, and many law enforcement agencies provide salary increases and career advancement opportunities for officers who choose to further their education.

A large pool of additional enrollees include all individuals with Alaska Police Standards Council certification. These potential students are employed as Alaska state troopers, municipal police officers, fire marshals, airport safety officers, and village public safety officers. The potential student population would number in the thousands, with approximately 50 Alaskan police departments, plus all of the federal, military and state departments.

As this certificate builds on credits already earned or currently being earned, and only requires enrollment in GER courses currently being offered, implementation could begin as early as Spring 2011:

Proposed time line-

Prepare proposal and review by curriculum committee member- Summer 2010

Preliminary review by Dean Professional and Technical Education -- September 2010

Faculty Senate review -- September 2010

Career Education's representative on a curriculum committee forwards proposal to the Undergraduate Curriculum Committee

Curriculum Committee Review -- First reading

Curriculum Committee Review -- Second reading/approval

Committee reports its recommendations to the Senate, which must give final approval to Faculty Senate Program Proposals and BOR Program Proposals before providing the Provost with a recommendation

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Continuation of number 5, Projected enrollments and schedule for implementation:

Provost review

Submit proposal to Statewide Office of Academic Affairs 60 days prior to Academic and Student Affairs Committee Meeting
BOR Approval December 9,10 2010

Continuation of number 7, Student learning outcomes assessment:

4. Graduates will gain or continue employment in various law enforcement fields.

4a. Annual survey upon completion of certificate to track employment success, further training and job advancement.

4b. The Department of Public Safety (<http://www.dps.state.ak.us/ast/academy/>) completes an annual employment survey and reports on graduate performance.

Adapted from UAF Outcomes assessments --2009

6. Program outcomes assessment:

There are consistently vacancies for law enforcement personnel in Southeast and around the State of Alaska. Students who complete the current Occupational Endorsement, passing rigorous academic and physical exams will be employable, and/or will continue their law enforcement / justice education. The Alaska Law Enforcement Training Academy (ALET) typically graduates +/- 25 cadets each session, with two sessions offered each year.

Assessment: All academic programs at UAS are required to engage in continuous improvement processes that develop sound recommendations for program enhancements based on critical self review and performance evaluation. This review process determines if the program is:

1. Appropriately aligned with the mission of the university and the academic unit where it resides.
2. Effective in achieving its intended outcomes.
3. Efficient in its operations and a good steward of the resources at its disposal.

Outcomes for the Law Enforcement Certificate include:

Head Count; Student Credit Hours; Graduates; Employment; Job Advancement/Salary Increases linked to educational attainment; Continued Regional Accreditation; Alaska Police Standards Council Accreditation; UAS Program Review to include student outcomes assessment and cyclic program review.

Program Review: on a cycle set by the university, the faculty will produce a self study analyzing program performance and engage a team of evaluators from inside and outside the institution to perform a comprehensive review of the program. The recommendations that arise from each level (faculty, review committee and dean) in this comprehensive review process will be shared with the Provost and incorporated into the long range plan for the program.

7. Student learning outcomes assessment:

Student outcomes assessment: the Law Enforcement program faculty will review the published program outcomes and determine the success with which students have achieved those outcomes. Student outcomes assessments will result in recommendations by the faculty for improvements related to program content or delivery. Plans for assessing student learning outcomes are prepared by program faculty and approved by their college. General education courses will provide normal outcomes assessment. Program assessment will be done as follows:

Law Enforcement Certificate Program Outcomes Assessment**Student Learning Outcomes Assessment and Implementation Plan****Intended Outcomes (#) followed by Assessment Criteria/Procedures Implementation (#a and #b)**

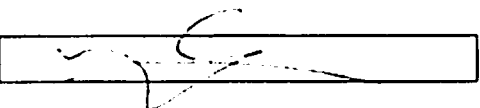

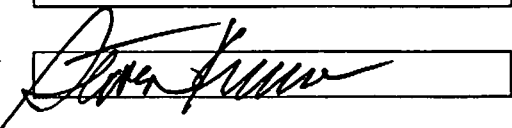

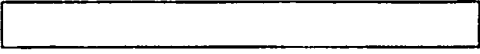
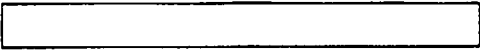
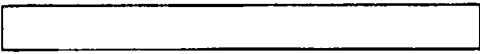
1. Students will pass all classes with a "C" or better.
 - 1a. Classroom assignments, both written and practical.
 - 1b. Instructors will monitor students' progress and advise students of their progress, and provide assistance as needed.
2. Students will pass a final exam at the conclusion of each course which includes.
 - 2a. All testing will be monitored by the program coordinator.
 - 2b. Written exams are given throughout covering applicable blocks of instructional material.
3. All students will have the opportunity to evaluate the courses, instructors and overall program of study.
 - 3a. On-line course and instructor critique system.
 - 3b. The Law Enforcement Certificate Program will ensure students have access to the UAS on-line critique system.

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8. Resource needs (Details of office/lab/classroom space not already available. Equipment or access to equipment needed but not already dedicated to use by the academic unit. Information technology services exceeding those widely available on campus. Additional library resources. Learning Center tutoring/testing services).

There will be no direct additional funding requirements for this certificate. Students completing the Law Enforcement certificate will combine the 16 credits earned with their Alaska Police Standards Certification with an additional 16 general education credits required from courses that are already taught through UAS. No additional staff will be required other than the potential for adjunct faculty whose salary would be covered by tuition. Recruitment for this Law Enforcement Certificate would be done by first updating all catalogs, web sites and registration packets. The information will be highlighted at the Sitka ALET and UAF CTC Academies, career fairs and by notices to all of the chiefs and commanders statewide. This Certificate will increase head count and student credit hours, generating sufficient revenue to cover costs to departments offering the courses. With sufficient enrollment in the proposed certificate program demonstrated, funding from the Technical and Vocational Education Program (TVEP) would be sought to hire a Law Enforcement faculty member who would oversee the certificate, while developing a sustainable *law enforcement associate's degree* program by taking advantage of UAS-Sitka's expertise in developing on-line courses and the availability of law enforcement content experts in Sitka who teach in the ALET program.

Approvals in the order needed:

	Printed Name	Signature	Date
Initiating faculty member:	Pat Hughes		September 10, 2010
		Date consulted Registrar:	9 September 2010
Chair, academic unit:	N/A		
Dean, academic unit:	Dr. Steven Krause		10 September 2010
		Date Dean presented new program to Provost:	10 September 2010
President, Faculty Senate:	Dr. Sherry Tamone		
Chair, Curriculum or Graduate Committee:	Tim Powers		
Registrar:	Barbara Hegel		
Provost:	Dr. Richard Caulfield		

Refer to UA Regulation R10.04.020 for guidelines for the presentation of proposals to the Board of Regents.
<http://www.alaska.edu/bor/policy-regulations/>

University of Alaska Board of Regents
Program Approval Summary Form

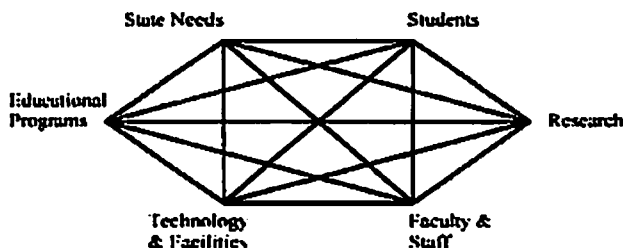
Requirements:

1. 2 pages or less
2. Must be a stand-alone document

MAU: University of Alaska Southeast - Sitka

Title: Law Enforcement Certificate

Target admission date: Spring 2011



How does the program relate to the Education mission of the University of Alaska and the MAU?

***Who promoted the development of the program?**

In keeping with the University mandate to provide access for the citizens of the state to a broad array of instructional programs, training for high demand jobs and to facilitate student progress toward achievement of academic goals, with support from the Alaska Department of Public Safety, UAS-Sitka is proposing to offer a Law Enforcement certificate program. With the existing 16-credit Occupational Endorsement in Law Enforcement (a program which has been in existence at UAS for over two decades) providing the initial Justice courses, this proposal will require additional general education courses that support advanced learning in law enforcement and allow the students to earn a one-year, 32-credit, Law Enforcement certificate.

***What process was followed in development of program (including internal and external consultation)**

The UAS-Sitka Law Enforcement Occupational Endorsement was re-qualified through the UAS Curriculum Committee during Academic Year 2010 with courses and content certified by the Alaska Law Enforcement Training Academy (ALET) and the Alaska Police Standards Council (APSC). Through multiple collaborative planning meetings between UAS-Sitka, ALET, APSC administration, local Sitka Police Department Administration, and coordination with the Alaska Department of Public Safety, the need for educational opportunities for new and incumbent law enforcement officers was established. Originally, during the UAS 2008 Law Enforcement program review, then advisory member Joseph Masters, and now head of the Department of Public Safety, clearly detail the need for (1) increased recruitment of rural Alaskans to law enforcement, (2) a better structured professional development program for law enforcement officers and (3) a post secondary education pathway designed specifically for Alaskan public safety officers—a need this certificate will help meet. Adding general education courses to this currently established curriculum will pave the way for individuals throughout the state to further their professional and law enforcement education as on-campus or on-line students as their situation dictates. The following courses, all available on-line, would be added to the current 16-credit Occupational Endorsement to comprise the 32 credit certificate:

CIOS S105	Computer Literacy	3 credits
COMM S111*	Fundamentals of Oral Communication	3 credits
ENGL S111*	Methods of Written Communication	3 credits
MATH S105*	Intermediate Algebra	4 credits
PSY S101*	Introduction to Psychology	3 credits
* General Education Requirement Course	Total	16 + 16 O.E. credits = 32

***Impact on existing programs and units across MAU and system, including GERs.**

All courses, including the General Education Requirements are taught each semester through UAS by qualified faculty. This Certificate does not directly affect any other unit. There would be no additional cost to offering this one-year Certificate other than when needed, the usual costs associated with offering an additional section of a course.

What State Needs are met by this program?

***Information describing program need and why existing programs in UA system are not able to meet it.**

There is a high demand in the State for individuals trained in criminal justice and law enforcement. This certificate program was designed specifically for the working law enforcement professional, with the general education courses available entirely online from any Alaska location with internet access.

Currently, UAA supports a Master of Public Administration with Criminal Justice emphasis program, and UAF supports a Bachelor of Arts in Justice Program. There is no one-year certificate in Law Enforcement which would articulate with either of these programs. Providing an opportunity for students to begin a law enforcement career with a one-year certificate will provide a pathway to further education within the UA system. This is important, as earning higher police certification requires both time and higher education. For example, with a bachelor's degree, an individual can earn advanced certification seven years earlier than a person without the degree. Additionally, some Alaskan cities/agencies are requiring applicants to have higher education and they will pay officers more for higher education or higher police certification.

What are the Student opportunities and outcomes? Enrollment projections?

There are consistently vacancies for law enforcement personnel with state enforcement agencies and municipal police departments within the State of Alaska. Students who complete the current Occupational Endorsement, passing rigorous academic and physical exams will be employable, and/or will continue their law enforcement / justice education. The Alaska Law Enforcement Training Academy (ALET) typically graduates +/- 25 cadets each session, with two sessions offered each year. The UAF Community and Technical College (CTC) law enforcement academy also offers two sessions each year. The potential student population would number in the thousands, with approximately 50 Alaskan police departments, plus all of the federal, military and state departments.

Describe Research opportunities:

No research opportunities are attached to this proposal.

Describe Fiscal Plan for development and implementation:

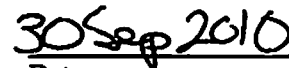
*Identify funding requirement, sources and plan to generate revenue and meet identified costs to include:

- > *Indirect costs to other units (e.g. GERs)
- > *Faculty and Staff
- > *Technology, Facilities and Equipment

There will be no direct additional funding requirements for this certificate. Students completing the Law Enforcement certificate will combine the 16 credits earned with their Alaska Police Standards Certification with an additional 16 general education credits required from courses that are already taught through UAS. No additional staff will be required other than the potential for adjunct faculty whose salary would be covered by tuition. Recruitment for this Law Enforcement Certificate would be done by first updating all catalogs, web sites and registration packets. The information will be highlighted at the Sitka ALET and UAF CTC Academies, career fairs and by notices to all of the chiefs and commanders statewide. This Certificate will increase headcount and student credit hours, generating sufficient revenue to cover costs to departments offering the courses. With sufficient enrollment in the proposed certificate program demonstrated, funding from the Technical and Vocational Education Program (TVEP) would be sought to hire a Law Enforcement faculty member who would oversee the certificate, while developing a sustainable law enforcement associate's degree program by taking advantage of UAS-Sitka's expertise in developing on-line courses and the availability of law enforcement content experts in Sitka who teach in the ALET program.

Signatures for Approval


 Jeffery M. Johnston, Director, UAS-Sitka Campus


 Date

 UAS Curriculum Committee Chair

 Date

 UAS Faculty Senate President

 Date

 John R. Pugh, Chancellor, UAS

 Date



University of
Alaska Southeast

Administrative Use Only

Proposal #

11-13

CATEGORY A NEW PROGRAM PROPOSAL

Must be approved by Faculty Senate before Curriculum Committee or Graduate Committee consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:

_____ 1st Reading _____ Revised Date: _____ _____ Tabled
_____ 2nd Reading _____ Revised Date: _____ _____ Not approved
Referred to: _____ Date: _____ _____ Withdrawn

Program Title: Building Energy Retrofit Technician O.E.

Campus Juneau only

Target admission date: Fall 2011

1. Program Outline (use boldface type for **new** courses that would be developed - a Category A New Course Proposal form must be submitted for each new course): *(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)*

Course No.	Course Title	Cr hrs	Required (R) or Elective (E)?	How often offered?	On-campus (C) or Distance- delivered (D)?
CT S122	Residential Renovation, Retrofit and Repair	3 (3+0)	R	S	CD
CT S185	Building Diagnostics and Testing	3 (2+2)	R	F	C
CT S201	Cold Climate Construction	3 (3+0)	R	FS	CD

3. Program options (Course sequences or emphasis areas? Breadth requirements in electives? Articulation with other programs at a lower or higher level? Practicum, internship, research opportunities?)

The curriculum of the Building Energy Retrofit Technician (BERT) Occupational Endorsement is planned on being offered live, broadcast across the university statewide satellite television, web-based, and via DVD. Multiple delivery options increase the flexibility, access, and expand vocational education opportunities to secondary schools, communities, and industry. The goal of the department is to provide the three courses that comprise this Occupational Endorsement both Fall and Spring semesters. Two of the courses (CT S201, CT S122) are planned to be offered both via distance and live while CT S185 is an intensive hands-on training component requiring students to attend on campus. While not a requirement for completion of the Occupational Endorsement, the BERT curriculum has been reviewed and approved as meeting the training to sit for the Building Performance Institute (BPI) Building Analyst certification. UAS is an educational affiliate to BPI. To earn certification a participant must score at least 70% on both the written and field testing modules.

4. New course descriptions for catalog (a Category A New Course Proposal form must be submitted for each course):

NA

Continuation of number 4 - new course descriptions for catalog:

5. Projected enrollments and schedule for implementation:

The related instruction and work processes are strongly supported by the Alaska Housing Finance Corporation (AHFC). AHFC is a quasi-state entity and serves as the key entity in Alaska, responsible for all housing issues that residents face. In addition, there is broad stakeholder support in Alaska for this curriculum. Contractors and Tribal housing authorities need a qualified and skilled workforce to participate in home energy efficiency and weatherization programs. The BERT curriculum was submitted in late 2009 to the USDOL Office of Apprenticeship, Employment and Training Administration for a one-year apprenticeship, if approved, this could spur a broad statewide demand for the curriculum. The department is optimistic that with marketing, awareness, and flexible delivery options that enrollments will be strong for several years. Hopefully, the current surge of money available, along with an increased commitment for energy survival, particularly in rural Alaska will be met within the next decade making this training no longer necessary.

6. Program outcomes assessment:

This Occupational Endorsement is the fastest way in jump starting the creation of Green collar jobs in Alaska. Rural and urban Alaskans will benefit from immediate energy savings and the income from weatherization training. Weatherization and energy efficiency training responds to the needs of communities, contractors and tribal housing authorities needing a skilled workforce to participate in home energy efficiency rebate and weatherization programs. Program success should be measured by responding with a skilled workforce that incorporates a systems approach to energy efficiency. The student outcomes follow the Core Competencies of the USDOE Weatherization Assistance Program for Installer. Additionally, the curriculum provides the training to sit for the Building Performance Institute, Building Analyst certification.


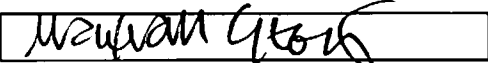

7. Student learning outcomes assessment:

Students will be prepared to sit for BPI examinations and hold national certified credentials. Students will possess the fundamental knowledge of building science and building systems, how to analyze systems and components of buildings, and to improve buildings without doing harm to the structure or the occupants.

8. Resource needs (Details of office/lab/classroom space not already available. Equipment or access to equipment needed but not already dedicated to use by the academic unit. Information technology services exceeding those widely available on campus. Additional library resources. Learning Center tutoring/testing services).

The development of this Occupational Endorsement has been awarded TVEP funding. This funding allows the program to recruit one new term faculty member and receive new staff support for outreach and marketing efforts. Award of the TVEP funding provides the ability for the program to advance and deliver this training. No other new resources are necessary.

Approvals in the order needed:

	Printed Name	Signature	Date
Initiating faculty member:	Marquam George		09/13/2010
		Date consulted Registrar:	08/18/2010
Chair, academic unit:	Marquam George		09/13/2010
Dean, academic unit:	Dr. Steven Krause		09/30/2010
		Date Dean presented new program to Provost:	
President, Faculty Senate:	Dr. Sherry Tamone		
Chair, Curriculum or Graduate Committee:	Tim Powers		
Registrar:	Barbara Hegel		
Provost:	Dr. Richard Caulfield		

Refer to UA Regulation R10.04.020 for guidelines for the presentation of proposals to the Board of Regents.
<http://www.alaska.edu/bor/policy-regulations/>

Print Form

#11-37

ECE S119 Curriculum I: Principles and Practices**3 credits (2+2) J**

Methods to create and facilitate individually and culturally appropriate curriculum for young children, and to establish integrated, meaningful experiences applied to the area of language and literacy. Includes a balance of individual and small group experiences, child-centered curriculum, and teacher-directed activities, as well as transitions. Focuses on emergent curriculum, active learning, and play. Incorporates use of local materials and resources. Lab hours required.

Note: This new course replaces ECE S127 in the CDA O.E, the ECE Certificate, and the AAS in Early Childhood.

#11-38

ECE S120 Curriculum II: Thinking, Reasoning, and Discovery**3 credits (2+2) J**

Emphasizes culturally and developmentally appropriate curriculum and activities to advance the cognitive development of young children, with particular focus on science, math, and creativity. Includes a variety of approaches to curriculum development, assessment, and necessary skills for early childhood teachers. Lab hours required.

Note: This new course will be required in the CDA O.E., and replaces ECE S128 in the ECE Certificate and the AAS in Early Childhood.

#11-39

ECE S129 Foundations for Nutrition and Physical Wellness**3 credits (2+2) J**

Appropriate ways to meet the physical needs of infants and young children in the areas of nutrition, movement, and exercise. Covers laws, regulations, and appropriate practices in child nutrition, as well as initiatives to combat malnutrition and obesity. Includes positive role modeling and helping families understand the essentials of good health in the home, from prenatal through infancy and early childhood, incorporating traditional and local foods. Explores spaces, materials, equipment, and activities to promote physical health and fitness.

Note: This new course replaces ECE S118 in the ECE Certificate and the AAS in Early Childhood.

#11-40

ECE courses to be deleted -

Also delete ECE S109 CDA Assessment Preparation

(1 cr), and remove it from the CDA O.E.

ECE S294 will be stripped of specific attributes and returned (active) to generic status like all other 294's.

Child Development Associate (CDA) O.E.

Occupational Endorsement
Juneau, Distance Delivery

The Child Development Associate (CDA) is the first step in the UAS early childhood education career ladder. The CDA credential is awarded by the Council for Early Childhood Professional Recognition based in Washington, D.C. The Council awards the credential based upon assessment of competency. UAS offers early childhood courses (one credit each) that prepare students to demonstrate the required competencies. These courses apply toward the Early Childhood Certificate and the A.A.S. degree in Early Childhood Education.

Minimum credit hours **12**

ECE S109 CDA Assessment Preparation	4
ECE S110 Safe, Healthy Learning Environments	3
ECE S115 Responsive and Reflective Teaching	3
ECE S120 Curriculum II: Thinking, Reasoning, and Discovery	3
ECE S122 Young Children and Cognitive Development	4
ECE S127 Language and Creative Expression	3
ECE S140 Positive Social Development	3

Admitted AAS Early Childhood students with a current CDA credential may be awarded 6 credits of electives:

ECE S100 Fundamentals of Early Childhood Practice	3
ECE S193 CDA Techniques	3

The AAS advisor will submit to the Registrar a copy of the current credential together with a letter confirming the award to be posted.

Early Childhood Education Certificate

Juneau, Distance Delivery

This paraprofessional certificate is designed to give intensive training in a specific occupational area. Skills gained are entry level in nature, and work completed may apply toward undergraduate degree programs in the field. Courses in this certificate articulate to the 30 credits of major requirements for the Associate of Applied Sciences in Early Childhood Education. Certificate students must demonstrate a level of competence in English equivalent to ENGL S111 and a mathematics competency through MATH S054 in order to graduate from this program. English and mathematics placement exams are required.

Minimum Credit Hours **33**

ECE S101 Introduction to the Early Childhood Profession	3
ECE S104 Child Development I: Prenatal, Infants and Toddlers	3
ECE S107 Child Development II: The Preschool and Primary Years	3
ECE S110 Safe, Healthy Learning Environments	3
ECE S114 Effective Learning Environment	4
ECE S115 Responsive and Reflective Teaching	3
ECE S118 Nutrition, Health, and Safety	3
ECE S119 Curriculum I: Principles and Practices	3
ECE S120 Curriculum II: Thinking, Reasoning, and Discovery	3
ECE S127 Language and Creative Expression	3
ECE S128 Thinking, Reasoning, and Discovery	3
ECE S129 Foundations in Nutrition and Physical Wellness	3
ECE S140 Positive Social Development	3
ECE S240 Adaptive and Inclusive Early Learning Environments	3
ECE S242 Child and Family Ecology	3

Early Childhood Education, A.A.S.

Associate of Applied Science

Juneau, Distance Delivery

Early Childhood Education courses are designed to prepare students for work in preschools, child care programs, Head Start schools, and as assistants in public school primary grades. The credits earned in the CDA and the certificate program can be part of the A.A.S. degree. Students are advised to take general education

courses early in their program of study. The associate degree is offered as a statewide program with an emphasis in Early Childhood through the Juneau campus and the College of Rural Alaska by distance delivery.

Degree Requirements

All program courses must be passed with a C or higher, and an overall minimum GPA of 2.0.

Minimum Credit Hours	60	
GENERAL EDUCATION REQUIREMENTS (PG. 58)	15	
Written Communication Skills		
ENGL S111 Methods of Written Communication	3	
<i>Select one from the following (3 credits):</i>		
ENGL S211 Intermediate Composition: Writing About Literature	3	
ENGL S212 Technical Report Writing	3	
CIOS S260 Business Communications	3	
Oral Communication Skills		
<i>Select one from the following (3 credits):</i>		
COMM S111 Fundamentals of Oral Communication*	3	
COMM S235 Small Group Communication and Team Building*	3	
COMM S237 Interpersonal Communication*	3	
COMM S241 Public Speaking*	3	
*Grade C or better		
Other Skills		
___ S___ Advisor-approved GERs* (pg. 58)	6	
*Humanities, social sciences, mathematics, or natural sciences		
MAJOR REQUIREMENTS	37*	*Needs adjustment to match
hours		
ECE S101 Introduction to the Early Childhood Profession	3	
ECE S104 Child Development I: Prenatal, Infants and Toddlers	3	
ECE S107 Child Development II: The Preschool and Primary Years	3	
ECE S110 Safe, Healthy Learning Environments	3	
ECE S115 Responsive and Reflective Teaching	3	
ECE S118 Nutrition, Health, and Safety	3	
ECE S119 Curriculum I: Principles and Practices	3	
ECE S120 Curriculum II: Thinking, Reasoning, and Discovery	3	
ECE S127 Language and Creative Expression	3	
ECE S128 Thinking, Reasoning, and Discovery	3	
ECE S129 Foundations in Nutrition and Physical Wellness	3	
ECE S130 Culture, Learning and the Young Child	2	
ECE S140 Positive Social Development	3	
ECE S210 Child Guidance	3	
ECE S235 Screening, Assessment and Recording	2	
ECE S240 Adaptive and Inclusive Early Learning Environments	3	
ECE S242 Child and Family Ecology	3	
ECE S270 Practicum	3	
ECE S271 Seminar	1	
ELECTIVES	4	
___ S___ Advisor-approved electives	4	



University of
Alaska Southeast

Administrative Use Only

Proposal #

11-37

CATEGORY B NEW COURSE PROPOSAL

Use for new course(s) **not** affected by pre-requisites/co-requisites offered by another academic unit

Submit to Curriculum or Graduate Committee for consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:

☐ 1st Reading ☐ Revised Date: _____ ☐ Tabled
☐ 2nd Reading ☐ Revised Date: _____ ☐ Not approved
☐ Referred to: _____ Date: _____ ☐ Withdrawn

Course title: Curriculum I: Principles and Practices

Course subject & no.: ECE S119

Lecture hours per week: 1 hour per credit

Lab hours per week: 2 hours per credit

Credits: 3 credits (2+2) J

Grading mode: Letter Grade

Campus Juneau only

1. Rationale (include details of prior consultation with other affected academic units):

(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)

The revisions to the program reflect philosophical changes discussed extensively with the Early Childhood Education Faculty within the State of Alaska to develop a cohesive program with measurable outcomes for students. These changes provide unity across Campuses, and ensure integrity of program content, consistent with the National Professional Standards for A.A.S. Early Childhood Education Programs.

Significant efforts are being made to link and assessment and student learning outcomes with program standards and curriculum. Courses have individual outcomes identified and linked to course assessments, as well as program standards. The program outcomes are anchored by the capstone practicum course. Program assessment will be documented in multiple ways, including student portfolios.

These changes will make it easier for students to understand, and more accurately describes the course.

ECE S119 replaces ECE S127: Language and Creative Expression, 3 credits (2+2) J. This will be accomplished through a separate Proposal B form.

ECE S127 Language and Creative Expression

3 credits (2+2) J

Emphasizes culturally and developmentally appropriate integrated curriculum to promote language and literacy, creativity, and physical development. Focuses on emergent curriculum, active learning, movement, and creative expression in varied methodologies such as storytelling, performing arts, music, dance, and play. Fosters understanding of emergent literacy and how to support each child's development. Emphasizes incorporating indigenous knowledge, local resources and community members in addressing language and creative development. Formerly offered as three one-credit classes: ECE S121, S123, and S124. Prerequisite: ENGL S092 (C or higher 2.0).

2. Course description:

Methods of creating and facilitating, individually and culturally, appropriate curriculum for young children. Establishes integrated, meaningful, and relevant experiences applied to the area of language and literacy. Includes a balance of individual and small group experiences, child-centered curriculum, and teacher-directed times, as well as transitions. Focuses on emergent curriculum, active learning, and play. Use of local materials and resources is incorporated. Labs required.

3. Catalog copy (course description as it should appear in the academic catalog):

UAS Academic Catalog 2011 - 2012**ECE S119: Curriculum I: Principles and Practices**
3 credits (2+2) J

Methods of creating and facilitating, individually and culturally, appropriate curriculum for young children. Establishes integrated, meaningful, and relevant experiences applied to the area of language and literacy. Includes a balance of individual and small group experiences, child-centered curriculum, and teacher-directed times, as well as transitions. Focuses on emergent curriculum, active learning, and play. Incorporates use of local materials and resources. Labs required.

[See revised catalog text]

4.

Course content by topic: List main topic areas and apportion lecture and/or lab hours for each topic. Total hours must meet the minimum required hours to support the course credits (12.5 lecture hours per credit; 25 lab hours per credit). For example, a 3-credit lecture class with no lab would need 37.5 hours. Distance delivered courses should indicate the approximate number of hours for students to be involved in each topic (37.5 hours per credit for a lecture type course). For example, a 3-credit distance course with no lab would need a minimum total of 113 student hours. (If this format does not work for your topics and hours, please see alternate page 2 after signature page).

Topic	Lec Hrs	Lab Hrs
Introductions, discuss overview, syllabus, homework, and labs.	2	0
History of DAP; NAEYC position statement "Core Considerations," literary trends.	2	2
The twelve Principles of Child Development that inform practice in ECE.	2	2
The five Guidelines and Policy considerations.	2	2
Becoming an Excellent Teacher.	2	2
Developmentally Appropriate Practice (DAP) for 0-3.	2	2
What does this mean for language and literacy, for 0-3?	2	2
Developmentally Appropriate Practice (DAP) for Preschool.	2	2
What does this mean for language?	2	2
How do we support developing literacy?	2	2
Creating materials to use with children.	2	2
Developmentally Appropriate Practice (DAP) in Kindergarten.	2	2
Developmentally Appropriate Practice (DAP) in Primary Grades.	2	2
Supporting DAP Language and Literacy K-3.	2	2
Finals: Share project - DAP use of a classic tale to promote language and literacy.	2	2
Totals	30	28

You must click in the Totals boxes for final calculations to appear

5. Academic or technical pre-requisite; technology required for access to course materials

1. There are no prerequisites.
2. Telephone; computer with internet access; printer

6. List grading criteria that comprise a student's final grade (by percentage or points)

	Points	Percent
▪ Attendance & participation	25	8%
▪ Reading reflections	25	8%
▪ 2 labs working with children	50	17%
▪ Other homework	150	50%
▪ Project	<u>50</u>	<u>17%</u>
Total:	300	100%

Grade Definition

- A = 100% - 90% An honor grade. Demonstrates originality, independence, and a thorough mastery of the subject, completing more work than is regularly required; on time. Demonstrates a deep understanding, Presents with exceptional clarity and poise.
- B = 89% - 80% Better than average. Above the average expectation. Presents projects or papers neatly, thoroughly, and on time, but does not have the depth and originality for an "A."
- C = 79% - 70% Average. The student grasps the essential information; material is complete and presented satisfactorily on time.
- D = 69% - 60% Below average. Student misses significant aspects of the assignments. Material is not turned in on time; student is unprepared to present project to class.
- F = below 60% Student was unable to complete the assignments on time with at least a 60% understanding and presentation.

7. Identify (1) required texts (2) optional recommended texts for students, and (3) supplemental references and materials to be made available by the library.**Required Texts:**

- 1.1 Developmentally Appropriate Practice by Sue Bredekamp and Carol Copple
- 1.2 Children's Language: Connecting, Reading, Writing and Talk by Judith Wells Lindsfors

Recommended Texts:

- 2.1 The Languages of Learning by Karen Gallas
- 2.2 Storytime by Lawrence R. Sipe

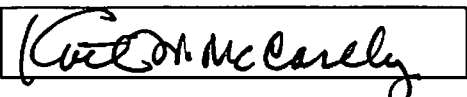
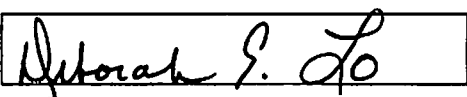
Supplemental References and Materials:

- 3.1 Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction by Billie J. Enz and Lesley Mandel Morrow
- 3.2 Literacy and the Youngest Learner: Best Practices for Educators of Children, Birth to 5 by V. Susan Bennett Armistead, Nell K. Duke, and Annie M. Moses

8. List additional space, facilities, or supplies the University is expected to furnish for this course.

None

Approvals in the order needed:

	Printed Name	Signature	Date
Initiating faculty member:	Kathrin W. McCarthy		10 / 1 / 10
Chair, academic unit:			
Dean, academic unit:	Deborah E. Lo		10/20/10
Chair, Curriculum or Graduate Committee:	Erica Hill		
Registrar:	Barbara A. Hegel		
Provost:	Richard A. Caulfield		



University of
Alaska Southeast

Administrative Use Only

Proposal # 11-38

CATEGORY B NEW COURSE PROPOSAL

Use for new course(s) **not** affected by pre-requisites/co-requisites offered by another academic unit

Submit to Curriculum or Graduate Committee for consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:

☐ 1st Reading ☐ Revised Date: _____ ☐ Tabled
☐ 2nd Reading ☐ Revised Date: _____ ☐ Not approved
☐ Referred to: _____ Date: _____ ☐ Withdrawn

Course title: Curriculum II: Thinking, Reasoning, and Discovery

Course subject & no.: ECE S120

Lecture hours per week: 1 hour per credit

Lab hours per week: 2 hours per credit

Credits: 3 credits (2+2) J

Grading mode: Letter Grade

Campus: Juneau only

1. Rationale (include details of prior consultation with other affected academic units):

(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)

The revisions to the program reflect philosophical changes discussed extensively with the Early Childhood Education Faculty within the State of Alaska to develop a cohesive program with measurable outcomes for students. These changes provide unity across Campuses, and ensure integrity of program content, consistent with the National Professional Standards for A.A.S. Early Childhood Education Programs.

Significant efforts are being made to link assessment and student learning outcomes with program standards and curriculum. Courses have individual outcomes identified and linked to course assessments, as well as program standards. The program outcomes are anchored by the capstone practicum course. Program assessment will be documented in multiple ways, including student portfolios.

ECE S120 replaces ECE S128: Thinking, Reasoning, and Discovery, 3 credits (2+2) J. This will be accomplished through a separate Proposal B form.

ECE S128 Thinking, Reasoning, and Discovery

3 credits (2+2) J

Developing and implementing appropriate curriculum in the area of cognition that fosters children's development in numeracy, problem solving, autonomous decision making, and inquiry into physical and natural science. Emphasizes individual and developmental needs of young children, and use of culturally appropriate local knowledge and resources. Formerly offered as three one-credit classes: ECE S105, S122, and S125. Prerequisite: ENGL S092 (C or higher 2.0).

2. Course description:

Emphasizes culturally and developmentally appropriate curriculum and activities to advance the cognitive development of young children, with particular focus on science, math, and creativity. Includes a variety of approaches to curriculum development, assessment, and necessary skills for Early Childhood teachers. Lab required. Recommended: ECE S104; ECE S107, and ECE S119. Note: Alternative: ECE S122; ECE S124; ECE S125.

[See revised catalog text]

3. Catalog copy (course description as it should appear in the academic catalog):

UAS Academic Catalog 2011 - 2012

ECE S120 Curriculum II: Thinking, Reasoning, and Discovery

3 credits (2+2)J

Emphasizes culturally and developmentally appropriate curriculum and activities to advance the cognitive development of young children, with particular focus on science, math, and creativity. Includes a variety of approaches to curriculum development, assessment, and necessary skills for Early Childhood teachers. Lab required. Recommended: ECE S104; ECE S107, and ECE S119. Note: Alternative: ECE S122; ECE S124; ECE S125.

Course content by topic: List main topic areas and apportion lecture and/or lab hours for each topic. Total hours must meet the minimum required hours to support the course credits (12.5 lecture hours per credit; 25 lab hours per credit). For example, a 3-credit lecture class with no lab would need 37.5 hours. Distance delivered courses should indicate the approximate number of hours for students to be involved in each topic (37.5 hours per credit for a lecture type course). For example, a 3-credit distance course with no lab would need a minimum total of 113 student hours. (If this format does not work for your topics and hours, please see alternate page 2 after signature page).

Topic	Lec Hrs	Lab Hrs
Introductions; review the syllabus, homework, and labs.	2	0
Culturally relevant materials,using local knowledge to foster science,math, creativity	2	2
Observation, learning how to record factual descriptive observations.	2	2
The graphic arts.	2	2
Three dimensional creativity.	2	2
Coloring, designing, and developing the creative curriculum.	2	2
Developing the science curriculum.	2	2
Inquiry and life science.	2	2
Physical science.	2	2
Earth space science.	2	2
Early math and applying appropriate teaching methods.	2	2
Number and operations.	2	2
Algebra and patterns.	2	2
Geometry, shapes and space.	2	2
Measurement and Data Analysis.	2	2
Totals	30	28

You must click in the Totals boxes for final calculations to appear

5. Academic or technical pre-requisite; technology required for access to course materials

1. There are no prerequisites.
2. Technology: Telephone; computer with internet access; printer

6. List grading criteria that comprise a student's final grade (by percentage or points)

	<u>Points</u>	<u>Percent</u>
Participation	75	29%
Activity Plans	60	23%
Integrated Unit Plans	75	29%
Reading Responses ECE S105	25	10%
Reading Responses ECE S122 and S125	<u>25</u>	<u>9%</u>
Total	260	100%

Grade Definition:

- A = 100% - 90% An honor grade. Demonstrates originality, independence, and a thorough mastery of the subject, completing more work than is regularly required; on time. Demonstrates a deep understanding. Presents with exceptional clarity and poise.
- B = 90% - 80% Better than average. Above the average expectation. Presents projects or papers neatly, thoroughly, and on time, but does not have the depth and originality for an "A."
- C = 79% - 70% Average. The student grasps the essential information; material is complete and presented satisfactorily on time.
- D = 69% - 60% Below average. Student misses significant aspects of assignments. Material is not turned in on time, student is unprepared to present project to class.
- F = below 60% Student was unable to complete the assignments on time with at least a 60% understanding and presentation.

7. Identify (1) required texts (2) optional recommended texts for students, and (3) supplemental references and materials to be made available by the library.Required Texts:

1. The Young Child and Mathematics by J.V. Copley (2000). Washington, D.C.: NAEYC
2. Worms, Shadows, and Whirlpools by K. Worth and S. Grollman (2003). Washington, D.C.: NAEYC.
3. The Story in the Picture: Inquiry and Art Making with Young Children. New York: Teachers College

Recommended Texts:

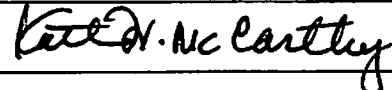
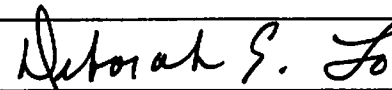
1. Spotlight on Young Children and Math by D. Koralek (Ed. 2003). Washington, D.C.: NAEYC
2. Building Structures with Young Children by I. Chalufour and K. Worth (2004). Washington, D.C.: NAEYC
3. Spotlight on Young Children and Science by D. Koralek and L.J. Colker (Ed. 2003). Washington, D.C.: NAEYC

Supplemental References and Materials:

1. In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia Leila Gandini, Lynn Hill, Louise Boyd Cadwell and Charles Schwall. New York: Teachers College
2. Visions of Creativity in Early Childhood, American Edition: Connecting Theory, Practice and Reflection by Joy Lubawy. Redleaf.
3. Discovering Nature with Young Children by Ingrid Chalufour and Karen Worth

8. List additional space, facilities, or supplies the University is expected to furnish for this course.

Approvals in the order needed:

	Printed Name	Signature	Date
Initiating faculty member:	Kathrin W. McCarthy		10/11/10
Chair, academic unit:			
Dean, academic unit:	Deborah E. Lo		10/20/10
Chair, Curriculum or Graduate Committee:	Erica Hill		
Registrar:	Barbara A. Hegel		
Provost:	Richard A. Caulfield		



University of
Alaska Southeast

Proposal No.: ECE-B-100110-03 (New)

Administrative Use Only

Proposal # 11-39

CATEGORY B NEW COURSE PROPOSAL

Use for new course(s) **not** affected by pre-requisites/co-requisites offered by another academic unit

Submit to Curriculum or Graduate Committee for consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:

☐ 1st Reading ☐ Revised Date: _____ ☐ Tabled
☐ 2nd Reading ☐ Revised Date: _____ ☐ Not approved
☐ Referred to: _____ Date: _____ ☐ Withdrawn

Course title: Foundations for Nutrition and Physical Wellness

Course subject & no.: ECE S129

Lecture hours per week: 1 hour per credit

Lab hours per week: 2 hours per credit

Credits: 3 (2+2) J

Grading mode: Letter Grade

Campus: Juneau only

1. Rationale (include details of prior consultation with other affected academic units):

(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)

The revisions to the program reflect philosophical changes which have been discussed extensively with the Early Childhood Education Faculty within the State of Alaska to develop a cohesive program with measurable outcomes for students. These changes provide unity, ensure integrity of program content, and are consistent with National Professional Standards for the A.A.S. Early Childhood Education Programs. This is also an attempt to streamline our courses and keep up-to-date with the changing times. This course will add depth to this important topic. Eventually it will eliminate the other two Courses ECE S111: Nutrition for Young Children, 1 credit (.5+1)J; and ECE S121: Physical Development of Young Children, 1 credit (.5+1) J.

America is experiencing a frightening trend in obesity, especially with young children. This will cause serious health problems with increases in cancer and heart disease if the trend continues. Teachers of young children need to learn more about healthy nutrition and the importance of physical activity. Our current two one-credit courses are inadequate to address this serious problem. A three-credit course, linking these two important topics, will better serve the students, the children, and, ultimately, the society. We want to get them away from excessive screen time and fat food, and into healthy activity and good eating habits. More time in class is needed to achieve this goal.

Significant efforts are being made to link assessment and student learning outcomes with program standards and curriculum. Courses have individual outcomes identified and linked to course assessment, as well as program standards. The program outcomes are anchored by the capstone practicum course. Program assessment will be documented in multiple ways, including student portfolios.

2. Course description:

Appropriate ways to meet the physical needs of infants and young children, including nutrition, movement, and exercise. Includes laws, regulations, and appropriate practices in child nutrition, as well as initiatives and trends to combat malnutrition and obesity in young children. Includes providing positive role modeling and helping families understand the essential of good health in the home, starting with prenatal maternal health and including breast-feeding, and traditional and local foods. Explores space, materials, equipment, and activities to promote physical health and fitness.

[See revised catalog text]

3. Catalog copy (course description as it should appear in the academic catalog):

UAS Academic Catalog 2011 - 2012

ECE S129 Foundations for Nutrition and Physical Wellness

3 credits (2+2) J

Appropriate ways to meet the physical needs of infants and young children, including nutrition, movement, and exercise. Includes laws, regulations, and appropriate practices in child nutrition, as well as initiatives and trends to combat malnutrition and obesity in young children. Includes providing positive role modeling and helping families understand the essential of good health in the home, starting with prenatal maternal health and including breast-feeding, and traditional and local foods. Explores space, materials, equipment, and activities to promote physical health and fitness.

Topic	Lec Hrs	Lab Hrs
Intro; discuss overview, syllabus, homework, labs, adopt a program, play group, and reading reports.	2	0
Prenatal nutrition and maternal health.	2	2
Laws, regulations, and appropriate practice in group care.	2	2
Nutrition for infants and toddlers, including breast-feeding and family focus.	2	2
Nutrition for preschool and primary grade children, including positive role modeling.	2	2
Sensory development and activities.	2	2
Developing reflexes, when they are inhibited, & the connection to later disabilities.	2	2
Activities to promote balance on the 3 planes of gravity.	2	2
Large muscle activities, including space and materials for locomotion and gymnastics.	2	2
Rhythm activities, including space and equipment.	2	2
The role of balls and sports, including activities, skill development, and equipment.	2	2
Fine motor development; activities linked to school readiness.	2	2
Barriers to healthy physical development and action steps.	2	2
Physical space, schedules, and transitions.	2	2
Finals: Share project.	2	2
Totals	30	28

You must click in the Totals boxes for final calculations to appear

5. Academic or technical pre-requisite; technology required for access to course materials

1. There is no prerequisite.
2. Technology: Telephone; computer with internet access; printer

6. List grading criteria that comprise a student's final grade (by percentage or points)

	<u>Points</u>	<u>Percent</u>
Attendance and Participation	25	8%
Reading and Reflection	25	8%
Reflection on Personal Health	20	7%
Field Trip (2)	50	17%
3 Labs working with Children (20+20+30)	70	23%
Other Homework	40	14%
Nutrition Project	<u>70</u>	<u>23%</u>
Total	300	100%

<u>Grade</u>	<u>Definition</u>
A = 100% - 90%	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completes more work than is regularly required; on time. Demonstrates a deep understanding. Presents with exceptional clarity and poise.
B = 89% - 80%	Above the average expectation. Presents projects or papers neatly, thoroughly, and <u>on time</u> , but does not have the depth and originality for an "A."
C = 79% - 70%	Average. Grasps the essential information; completes and presents material satisfactorily; on time.
D = 69% - 60%	Below average. Misses significant aspects of assignments. Material not turned in on time.
F = below 60%	Unprepared to present project to class.
	Unable to complete assignments on time, with at least a 60% understanding and presentation.

7. Identify (1) required texts (2) optional recommended texts for students, and (3) supplemental references and materials to be made available by the library.

Required Text: The Well Balanced Child, Movement and Early Learning by Sally Goddard Blythe

Recommended Texts: Movement Activities for Early Childhood by Carol Totsky Hammett
Your Active Child by Rae Pica
Lost Child in the Woods by Richard Louv.


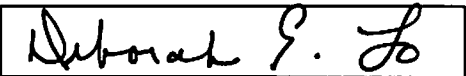
Supplemental Reference and Materials:

Follow Me by Marianne Torbert and Lynne B. Schneider
Dance, Turn, Hop, Learn by Connie Bergsteen Dow
Brain Boys by Kate Kuper

8. List additional space, facilities, or supplies the University is expected to furnish for this course.

None.

Approvals in the order needed:

	Printed Name	Signature	Date
Initiating faculty member:	Kathrin W. McCarthy		10/1/10
Chair, academic unit:			
Dean, academic unit:	Deborah E. Lo		10/20/10
Chair, Curriculum or Graduate Committee:	Erica Hill		
Registrar:	Barbara A. Hegel		
Provost:	Richard A. Caulfield		



University of
Alaska Southeast

Administrative Use Only

Proposal # 11-40

CATEGORY B CURRICULUM CHANGE PROPOSAL

Use for substantial change(s) to course(s) already offered by an academic unit, e.g. changing credit hours or course topics

Submit to Curriculum or Graduate Committee for consideration

ATTENTION: Adobe Professional 7 is needed to save as an editable PDF.

Curriculum/Graduate Committee Use:				
_____ 1st Reading	_____ Revised	Date: _____		_____ Tabled
_____ 2nd Reading	_____ Revised	Date: _____		_____ Not approved
				_____ Withdrawn
Referred to: _____		Date: _____		

Sponsoring academic unit: Education Course or program: Early Childhood Education

Campus: Juneau only Type of proposal: Delete

1. Summarize the proposed change(s): **(To enter text in bold, underlined, etc. go to View>Toolbars>Properties Bar)**

This is combining the thirteen (13) Course Curriculum deletions onto one form:

1. ECE S105: Developmentally Appropriate Practice
2. ECE S118: Nutrition, Health and Safety
3. ECE S127: Language and Creative Expression
4. ECE S128: Thinking, Reasoning, and Discovery
5. ECE S130: Culture, Learning, and the Young Child
6. ECE S141: Classroom Management for Young Children
7. ECE S142: Social Development for Young Children
8. ECE S143: Developing Positive Self-Concepts in Young Children
9. ECE S171: Program Management
10. ECE S172: Professional Issues
11. ECE S173: Reflective Teaching
12. ECE S271: Seminar
13. ECE S294: Practicum: Young Children with Special Needs

2. Rationale for change(s):

1. ECE S105: Has been integrated into and replaced by new proposed Course ECE S119: Curriculum I: Principles and Practices
2. ECE S118: Has been integrated into and replaced by ECE S110: Safe, Healthy, Learning Environments, and new proposed Course ECE S129: Foundations for Nutrition and Physical Wellness.
3. ECE S127: Has been integrated into and replaced by new proposed Course ECE S119: Curriculum I: Principles and Practices.
4. ECE S128: Has been integrated into and replaced by new proposed Course ECE S120: Curriculum II: Thinking, Reasoning, and Discovery.
5. ECE S130: Has been integrated into all the Early Childhood Education courses.
6. ECE S141: Has been integrated into ECE S140: Positive Social Development.
7. ECE S142: Has been integrated into ECE S140: Positive Social Development
8. ECE S143: Has been integrated into ECE S140: Positive Social Development
9. ECE S171: Has been integrated into ECE S115: Responsive and Reflective Teaching
10. ECE S172: Has been integrated into ECE S115: Responsive and Reflective Teaching
11. ECE S173: Has been integrated into ECE S115: Responsive and Reflective Teaching
12. ECE S271: Statewide has never adopted this Course. This Course is being deleted to provide uniformity among the Early Childhood Education Faculty across Campuses within the State of Alaska.
13. ECE S294: Has been integrated into ECE S235: Screening and Assessment. This Course is not being offered.

3. **Existing** catalog text (paste current catalog copy & page no.):**Proposed** catalog text as it should appear in the new catalog:

See attached Exhibit I for descriptions of each of the thirteen (13) Courses being deleted.

Approvals in order needed:

Printed Name

Signature

Date

Initiating faculty member:

Kathrin W. McCarthy

Chair, academic unit:

Dean, academic unit:

Deborah E. Lo

Chair, Curriculum
or Graduate
Committee:

Erica Hill

Registrar:

Barbara A. Hegel

Provost:

Richard A. Caulfield

Print Form