

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood Education	College/School	CRCD
Prepared by	Patty Meritt	Phone	455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	ECE	Course #	129	No. of Credits	3
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Justify upper/lower division status & number of credits:	Will serve as a course in the major for the AAS in ECE
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3. PROPOSED COURSE TITLE:	Foundations for Nutrition & Physical Wellness
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4. To be CROSS LISTED? YES/NO	no	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO	no	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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6. FREQUENCY OF OFFERING:	At least once per year, probably more often, but different times at different campuses
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)	Fall 2011
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8. COURSE FORMAT:

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

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)												

9. CONTACT HOURS PER WEEK:	2.5	LECTURE hours/weeks	1	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)	
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

Foundations for Nutrition & Physical Wellness - 3 credits
 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 trend to combat malnutrition and obesity in young children. Includes providing positive role modeling and helping families understand the essentials of good health in the home, starting with prenatal maternal health and including breastfeeding and traditional and local foods. Explores space, materials, equipment and activities to promote physical health and fitness.

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

H = Humanities S = Social Sciences

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

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

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

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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

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

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

13. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES none

These will be required before the student is allowed to enroll in the course.

RECOMMENDED none

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS none

16. PROPOSED COURSE FEES \$0

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No n/a

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No Yes?

If yes, give semester, year, course #, etc.: It is currently 2 1 credit courses - ECE 111 Nutrition and ECE 121 Physical Activities

18. ESTIMATED IMPACT

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

none

19. LIBRARY COLLECTIONS

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

No

Yes

These topics are already being covered in ECE 121 and 111

20. IMPACTS ON PROGRAMS/DEPTS

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

CDEV has been consulted and is in agreement

21. POSITIVE AND NEGATIVE IMPACTS

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

This will add depth to this important topic. Eventually it will eliminate the other two courses (111 & 121) to streamline the ECE offerings.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

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. We believe our current 2, one credit courses are inadequate to address this serious problem. A 3 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.

The revisions to the program reflect philosophical changes discussed extensively amongst the ECE faculty across campuses and 2 MAUS to develop a cohesive program with measurable outcomes for students. These changes provide unity across campuses, and ensure integrity of program content, consistent with national professional standards for ECE AAS degree granting 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 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.

Course offerings are being increased so it will likely be offered every semester, instead of just once a year, but we prefer not to say "when" in the catalog, since it is a statewide program and courses are offered on different schedules in different locations.

Format 1 - ECE 129

APPROVALS:

P.A. Meuth, Co-Chair
Signature, Chair, Program/Department of: Dept of Social & Human Dev. Date 12/10/10

[Signature]
Signature, Chair, College/School Curriculum Council for: CRCO Date 10/8/10

Peter P...
Signature, Dean, College/School of: CRCO Date 12/15/10

Signature of Provost (if applicable) Date

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

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: Date

Signature, Chair, College/School Curriculum Council for: Date

Signature, Dean, College/School of: Date

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

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

1. Course information:

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

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

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

3. Course readings/materials:

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

4. Course description:

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

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

6. Student Learning Outcomes (more specific)

7. Instructional methods:

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

8. Course calendar:

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

9. Course policies:

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

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and
 how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

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

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

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

ECE 129 Foundations for Nutrition & Physical Wellness

3 credits - Sample Syllabus for Fall 2011



Instructor: Patty Meritt, Professor

Office: UAF Community & Technical College (CTC), 604 Barnette St, Suite 205
Office phone: **455-2883** Office hours vary, always available by appointment
Home phone: 474-0841; please leave a local number or email, not long distance
Best way to reach me is by **email**: pameritt@alaska.edu

Course Goal: To enlighten the student about the importance of children's physical well being and the interwoven relationship of nutrition and exercise, both in the family and in the ECE program, for children as well as their teachers and caregivers. Emphasis is on providing a good start for a well balanced and long, healthy life.

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 essentials of good health in the home, starting with prenatal maternal health and including breastfeeding and traditional and local foods. Explores space, materials, equipment and activities to promote physical health and fitness.

Required Text: The Well Balanced Child, Movement and Early Learning by Sally Goddard Blythe; Hawthorne Press, 2nd edition

Supplemental reading: Will be supplied in class through handouts and internet links

Other recommended reading and resources:

- Movement Activities for Early Childhood by Carol Totsky Hammett
Published by PE Central and available through the UAF bookstore.
Used copies may also be available through a previously published version by *Human Kinetics Books*, 1992, ISBN 0-87322-352-7. The content is identical in both volumes, although the version by *Human Kinetics Books* is smaller and bound like a book while the PE Central version is spiral bound.
- Your Active Child by Rae Pica ISBN 0-07-140558-5 Out of print but available on line.
- Last Child in the Woods, saving our children from nature deficit disorder by Richard Louv This is a current book which has become a national best seller.
- Early Learning Guidelines from State of Alaska



Supplies: Students are encouraged to get a large binder to maintain handouts and assignments.



Student Support Services:

I encourage you to work with the CTC support services in the learning lab on the first floor of this building. They have posted hours and tutors available who are very accessible and helpful. In addition, the Writing Center (8th floor, Gruening, 474-5314) and the Math Labs (406 Gruening & 305 Chapman), both provide excellent advice, tutoring and assistance. Many students also find the Office of Student Support Services (508 Gruening, 474-6844) helpful.

Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities. Representatives from the office also regularly meet students in the TVCC building. Check with the TVCC student services for more information, 455-2851 or 2849.

Special Needs: If you need accommodation for special needs, please see the instructor as early in the course as possible. Students with special needs are required to provide the necessary paperwork from the office of disability services so I know the best way to make accommodation.

Organizational Overview within the Broader Curriculum: This course is required in the ECE certificate, AAS and CDEV BA programs. It provides foundational information in physical wellness. It is recommended full time students take this course in the first year of study, prior to, or concurrent with, the curriculum courses. The student learning outcomes for our entire program are based on the 2009 national standards for ECE AAS programs. This course is primarily involved with Standard #4 - Using Developmentally Effective Approaches to Connect with Children and Families and Standard #5 Using Content Knowledge to Build Meaningful Curriculum.

Outcomes: Each standard identifies key components, which are used to determine our student learning outcomes. A student learning outcome (SLO) is what you should "know and be able to do" by the end of the course. For this course the SLO are as follows:

- 1.2 Students recognize multiple influences on development and children's individual characteristics and apply this knowledge to support the needs of each child relative to physical wellness.
- 4.1 Students establish a positive, authentic relationship with each child as the foundation for their work with children, with an emphasis on physical wellness.
- 4.2 Students demonstrate effective strategies and the use of equipment, materials and other tools for early childhood education, specific to course content.
- 4.3 Students reflect on their own practice to promote positive outcomes for each child.
- 5.1 Students use their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate relevant, challenging curricula for each child, specific to physical wellness.
- 5.2 Students use their content knowledge of academic disciplines, technology skills, and resources to develop curriculum meaningful to each child's interest and development.

Evaluation: The assignments will be related to the outcomes. Through participation, papers, projects, presentations and labs, by the end of the course the student will have demonstrated competence in each of the five outcomes identified earlier. It is good practice in all courses to always keep your graded assignments, at least until you receive the final grade for the course.

	Points	Approx. Percent
▪ Attendance & participation	25	8%
▪ Reading 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%

Grade	Definition
A = 100% - 90%	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required; on time. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	Better than the average. Above the average expectation. Projects or papers are presented neatly, thoroughly & <u>on time</u> but do 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, <u>ON TIME</u> .
D = 69% - 60%	Below average. Student misses significant aspects of the assignment. 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.

All students majoring in ECE or BA in CDEV must have a C or better in all classes in the major. Unfortunately, a C- is less than a C and does not meet the minimum requirement.

Incomplete "I" grades: The instructor does not intend to give any "incomplete" grades in this course. If an exception is made for extenuating circumstances, the best possible grade would be a C, the student would have to clearly identify each assignment, along with the points at the top of the assignment and would not get graded feedback returned to them.

No basis "NB" grades: Students who cannot complete the course may be awarded a "no basis" grade if there was inadequate participation or advancement to warrant a letter grade.



Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an "F". The instructor appreciates hearing from students who drop or withdraw; your feedback can sometimes make the course better for others.

For late start classes the last day to drop with 100% refund is the first Friday of the course. (A drop does not appear on the student's transcript; withdrawal shows a "W" on record.)



Honor Code:

As a student you are subject to the "student code of conduct". It is found in the UAF catalog which is also available on line. Please follow this code. It is especially important, in all classes, to appropriately cite any sources you use. Several of our students have had trouble with this over the years. Failure to follow the code can cause you to fail a class, be dismissed from the ECE program or be temporarily or permanently expelled from the college.

Attendance: Attendance is essential. Students who miss more than 25% of the class will not receive credit for the class.

Participation: "Participation" grades are based on being on time, staying for the whole class, participating in group activities, discussion and small group projects. Side conversations, texting and using computers for non-class activities are distracting for the instructor and the other students; points may be deducted for this type of behavior as well as for non-participation.

Preparation: Students are to be prepared for class. They should have read the material scheduled to be discussed and have completed required assignments prior to the class period. When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending at all!

Late assignments: In an effort to help students keep up with the pace of the class, points will be taken off for late assignments.

Getting Started:

Students should "adopt one program" for doing the labs. Getting to know the children and staff is helpful in preparing your best lessons. Plan to spend time most weeks (on average about 1 hour per week) at your lab site. Bunnell House, the learning lab on campus, is the preferred option as it is designed for this purpose. Call Paige McLaughlin to schedule lab time at Bunnell House 474-6393. Most of the labs require an outside observer to approve plans in advance, and give feedback; it is necessary that this person be qualified to provide professional guidance. Bunnell House has qualified staff, prepared and hired to help ECE students. Your labs may also be completed in other formal EC settings, including where you work, if they can provide qualified support; see the list of community agencies that work with the UAF ECE students. Please request approval in advance for alternate sites.



Breaks We may have an organized break mid-way through the class students may leave and stretch at other times if they need to. Come prepared to participate the whole class time.

Approximate Schedule:

Week	Topic
1	Introductions, discuss overview, syllabi and homework and labs. Discuss how to adopt a program; or organize a play group. Establish schedule for reading reports.
2	Prenatal nutrition & maternal health, including cultural practices
3	Laws, regulations & appropriate practice in group care
4	Nutrition for infants and toddlers, including culture, breast feeding & family focus. Addresses allergies and individual health conditions
5	Nutrition for preschool and primary grade children, including positive role modeling, local and traditional foods. Addresses allergies and individual health conditions
6	Sensory development and activities
7	Developing reflexes, when they are inhibited and the connection to later disabilities
8	Activities to promote balance on the 3 planes of gravity
9	Large muscle activities including space and materials for locomotion and gymnastics
10	Rhythm activities, including space & equipment
11	The role of balls and sports, including activities, skill development & equipment
12	Fine motor development, activities linked to school readiness
13	Barriers to healthy physical development and action steps
14	Physical space, schedules and transitions
Finals	Share project

