**FORMAT 2**

Submit originals (including syllabus) and one copy and electronic copy to **the Faculty Senate Office**

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

***CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL****Attach a syllabus, except if dropping a course.*

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| ***SUBMITTED BY:***   |  |  |  |  | | --- | --- | --- | --- | | **Department** | **Social and Human Development** | **College/School** | **CRCD/CTC** | | **Prepared by** | **Patty Meritt** | **Phone** | **907 455-2883** | | **Email Contact** | **pameritt@alaska.edu** | **Faculty Contact** | **Professor Patty Meritt** | |
| ***1. COURSE IDENTIFICATION: As the course now exists.***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Dept | **ECE** | Course # | **F235** | No. of Credits | **2** |  |  |  | | --- | --- | | ***COURSE TITLE*** | **Screening, Assessment and Recording** | |
| ***2****.* ***ACTION DESIRED: √ Check the changes to be made to the existing course.***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Change Course | **x** | If Change, indicate below what is changing. |  | Drop Course |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***NUMBER*** |  | | **TITLE** | | |  | **DESCRIPTION** | | | |  | | ***PREREQUISITES\**** | **X** | | ***FREQUENCY OF OFFERING*** | | | | | | | |  | | **\***Prerequisites will be *required* before a student is allowed to enroll in the course. | | | | | | | | | | | | | | | ***CREDITS (including credit distribution)*** | | | | | **3** | | | ***COURSE CLASSIFICATION*** | |  | | | | ***ADD A STACKED LEVEL*** *(400/600)*  *Include syllabi.* | |  | | Dept. |  | | | Course # |  |  |  |  | | --- | --- | | **How will the two course levels differ from each other? How will each be taught at the appropriate level?:** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page. | | | | | | ***ADD NEW CROSS-LISTING*** |  | Dept. & No. |  | Requires approval of both departments and deans involved. Add lines at end of form for additional signatures. | | ***STOP EXISTING CROSS-LISTING*** |  | Dept. & No. |  | Requires notification of other department(s) and mutual agreement. Attach copy of email or memo. | | ***OTHER (specify)*** |  | | | |  | |

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| ***3. COURSE FORMAT***  NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee**.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *COURSE FORMAT*:  (check **all** that apply) |  | | *1* |  | *2* |  | *3* |  | *4* |  | *5* | **x** | *6 weeks to full semester* | | OTHER FORMAT (specify all that apply) | |  | | | | | | | | | | | | | Mode of delivery (specify lecture, field trips, labs, etc.) | |  | | | | | | | | | | | | |

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| **4. COURSE CLASSIFICATIONS**: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)   |  |  |  |  | | --- | --- | --- | --- | | H = Humanities |  | S = Social Sciences |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Will this course be used to fulfill a requirement  for the baccalaureate core? | **YES** |  | **NO** | **x** |   IF YES\*, check which core requirements it could be used to fulfill:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | O = Oral Intensive,  **\*Format 6** also submitted |  | W = Writing Intensive, \***Format 7** submitted |  | X = Baccalaureate Core |  | |
| **4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.***   |  |  |  |  | | --- | --- | --- | --- | | ***YES*** |  | **NO** | **x** | |
| **5. COURSE REPEATABILITY:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Is this course repeatable for credit? | **YES** |  | **NO** | **x** |  |  |  | | --- | --- | | 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** | |

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| ***6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)***  ***Example of a complete description:***  **PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies** (s) 3 Credits  Offered As Demand Warrants ~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)   |  | | --- | | **ECE F235 Screening, Assessment and Recording   ~~2~~ 3 Credits    Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress towards goals. Includes a variety of evaluation tools for assessing young children's development. Prerequisites: ECE 104 and ECE 107. ~~Placement in ENGL F111X or higher; or permission of program head.~~ ~~Recommended: ECE F105 or ECE F119. (2+0)~~ (2.5+1)** | |

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| ***7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:***   |  | | --- | | **ECE F235 Screening, Assessment and Recording**  **3 Credits   Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress towards goals. Includes a variety of evaluation tools for assessing young children's development. Prerequisites: ECE 104 and ECE 107. (2.5+1)** | |

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| ***8. GRADING SYSTEM: Specify only one.***   |  |  |  |  | | --- | --- | --- | --- | | **LETTER**: | **X** | **PASS/FAIL:** |  |   ***9. ESTIMATED IMPACT***   |  | | --- | | *WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.* | | **Will take some adjustments to course, program changes and advising. All faculty from ECE and CDEV have agreed to this change.** | |

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| ***10. LIBRARY COLLECTIONS***  *Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No | **X** | Yes |  |  | **Students do not need the library for this course. The materials are specific to ECE and provided through the course.** | |

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| ***11. IMPACTS ON PROGRAMS/DEPTS:***   |  | | --- | | *What programs/departments will be affected by this proposed action?*  *Include information on the Programs/Departments contacted (e.g., email, memo)* | | **ECE AAS and CDEV.** |   ***12. POSITIVE AND NEGATIVE IMPACTS***   |  | | --- | | *Please specify* ***positive and negative*** *impacts on other courses, programs and departments resulting from the proposed action.* | | **Positive: 1. This change will allow us to more effectively prepare students in data collection, analysis and implementation of assessment tools. 2. It will update the course to include the newest tools being used by Head Start nationwide. 3. It will standardize the course to a 3 credit. 4. It provides time for students to actually use the tools (2.5 +1) 5. The new prerequisites will mean students have to take it in the right sequence and will likely be more successful in the course. 6. It eliminates the “or instructor approval” on the English course, since that is covered by making the 104 and 107 classes prerequisites.**  **Negative: It will require changes to the AAS and CDEV degrees. Instructors have to be informed about the new tool. Changes to the course will decrease flexibility in the degrees, reducing the elective credits in the AAS by one.** | |

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| ***13. JUSTIFICATION FOR ACTION REQUESTED***  The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.   |  | | --- | | **We are adding information about the CLASS tool, being used by Head Start and adding more about the importance and process of data collection. The extra credit will allow us to more effectively cover this topic, which has become a more significant part of the early learning profession. By making it 2.5 +1 we are allowing for field activities the tools** | |

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| ***APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)***   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, Program/Department of: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, College/School Curriculum Council for: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Dean, College/School of: |  | | |   **Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):**   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature of Provost (if applicable) | |

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| **ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**   |  |  |  | | --- | --- | --- | |  | Date |  | | Signature, Chair Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC    \_\_\_Core Review \_\_\_SADAC | | | |

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| ***ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)***   |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, Program/Department of: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Chair, College/School Curriculum Council for: |  | | |  |  |  |  |  | | --- | --- | --- | --- | |  | | Date |  | | Signature, Dean, College/School of: |  | | | |

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:   
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate 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

(or changes to it) may 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.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for “C”:  
<http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf>

**11. Support Services:**

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

**12. Disabilities Services:** Note that the phone# and location have been **updated.** <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.   
  State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655)to provide reasonable accommodation to students with disabilities.

University of Alaska Fairbanks

eLearning and Distance Education

Course Syllabus

Early Childhood Education F235 Screening, Assessment and Recording (3 credit)

**Instructor Information**

AnneMarie Mattacchione, Assistant Professor

UAF eLearning and Distance Education

604 Barnette St, Room 205, Fairbanks, AK 99701

**Email is the best way to reach me:** amattacchione@alaska.edu

**Work Phone:** (907) 455-2931

**Cell Phone: (**907) 687-2294

Fax: (907) 455-2883

**Office Hours:** I am available by phone however, not always in the office to answer directly. Leave a message requesting a call back or contact Kelly, program assistant at (907) 455-2842 to set up an appointment. You can best reach me via email at the address above. I also prefer text messaging when the content is minimal and when responses can be quick, not in need of much detail, email is best for that type of communication. M-W 9:00-1:00

**Course Description**

Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children’s development and provides tools and practice for recording and evaluating children’s progress toward goals. Includes a variety of evaluation tools for assessing young children’s development.

**Course Goals**

This course will include a variety of learning approaches which are designed to help the student understand basic assessment and screening tools, analysis of the gathered data, and structuring a quality child portfolio. Each week students will learn a method that will enhance their competency to screen, assess and record children’s development and experiences.

**Materials Required**

**Text**: “Six Simple Ways to Assess Young Children” Gober, Sue Y.; 2002

Delmar, Thomson Learning, Albany NY ISBN: 978-0-7668-3925-0

**Supplemental Reading:** Will be supplied in class through handouts and other resources

**UAF Follett Bookstore**: http://elearning.uaf.edu/go/books

Constitution Hall, PO Box 750127, 504 Tok Lane Fairbanks, AK 99775

Phone: 907.474.7348, Toll Free: 1.888.280.8500, Fax: 907.474.7739

Email: uaf@bkstr.com

**Technical Requirements**

*Students will be required to have on-going access to a computer with Internet connectivity and web browser. Students will interface with Blackboard and Blackboard Collaborate throughout the course.*

**Class Meeting Times and Dates**

Contact assignments are listed in specific lessons with information about whom and how to contact. Blackboard Collaborate will be used as our meeting interface when indicated.

**Methods of instruction**

This course is taught using a combination of video, Audio/Video lecture, reading materials, didactic interactions, reflections and field assignments.

**Estimated Course Schedule**

Each units consist of 5 hours for lesson and texts, 4 hours on related assignments = 9 hours x 14 units = 126 total hours for 3 credits.

**Pacing:** Although actual hours spent each week will vary between individuals, students should expect to spend an average of 9 hours every week for this course.

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| **Week** | **Readings From:**  **“Six Simple Ways to Asses Young Children”** |  | **Assignments Due** | **Effort** | **Due Dates**  **Check when Completed** |
| 1 |  | **Course Introduction**  Assessment- Searching for Authenticity | 1. Lesson Folder 1 and Texts 2. Introductory Activity- First Contact Assignment | 8 hrs  1 hr | 9-9  9-9 |
| 2 | Part 1  Pages 1-14 | **The Art of Making it Simple**  NAEYC Assessment/Screening Code | 1. Lesson Folder 2 and Texts 2. Journal Assignment #1 | 7 hrs  2 hrs | 9-16  9-16 |
| 3 | Part 2  Pages 15-38 | **Developmental Checklist**  Use a developmental checklist to assess a child’s development  Evaluate Screening Resources | 1. Lesson Folder 3 and Texts 2. Journal Assignment #2 3. Second Contact Assignment | 6 hrs  2 hrs  1 hr | 9-23  9-23  9-23 |
| 4 | Part 2  Pages 39-50 | **Parent Interviews**  Use a parent interview to assess a child’s development  Anecdotal Recordings- Assess Samples | 1. Lesson Folder 4 and Texts 2. Journal Assignment #3 | 7 hrs  2 hrs | 9-30  9-30 |
| 5 | Part 2  Pages 51-60 | **Child Self-Portraits**  Gather Samples of Child’s Work- Assess Samples  Complete Normative Chart- Assess Samples | 1. Lesson Folder 5 and Texts 2. Journal Assignment #4 3. Third Contact Assignment | 6 hrs  2 hrs  1 hr | 10-7  10-7  10-7 |
| 6 | Part 2  Pages 61-70 | **Writing, Drawing, Other Samples**  Collect Writing Samples- Assess  Anecdotal Recordings- Assess Samples | 1. Lesson Folder 6 and Texts 2. Journal Assignment #5 | 7 hrs  2 hrs | 10-14  10-14 |
| 7 | Part 2  Pages 71-86 | **Audio (or Video) Tapes and Anecdotal Records**  Collect Audio/Video Samples- Assess | 1. Lesson Folder 7 and Texts 2. Journal Assignment #6 3. Fourth Contact Assignment | 6 hrs  2 hrs  1 hrs | 10-21  10-21  10-21 |
| 8 | Handout:  Understanding Environmental Screening Tools | **Using Environmental Screening Tools to Assess Classroom Instruction**  Collect Writing Samples- Assess  Using environmental screening tools to determine child goals | 1. Lesson Folder 8 and Texts 2. Journal Assignment #7 | 7 hrs  2 hrs | 10-28  10-28 |
| 9 | Handout:  Understanding teacher instruction screening tools | **Using the CLASS Tool for Assessing Quality Classroom Instruction**  Anecdotal Recordings- Assess Samples  Introduction to the CLASS tool Part 1 | 1. Lesson Folder 9 and Texts 2. Journal Assignment #8 3. Fifth Contact Assignment | 6 hrs  2 hrs  1 hrs | 11-4  11-4  11-4 |
| 10 | Handout:  Understanding teacher instruction screening tools | **Using the CLASS Tool for Assessing Quality Classroom Instruction**  Specific Observations of Development  Introduction to the CLASS tool Part 2 | 1. Lesson Folder 10 and Texts 2. Journal Assignment #9 | 7 hrs  2 hrs | 11-11  11-11 |
| 11 | Handout:  Understanding teacher instruction screening tools | **Using the CLASS Tool for Assessing Quality Classroom Instruction**  Specific Observations of Development  Introduction to the CLASS tool Part 3 | 1. Lesson Folder 9 and Texts 2. Journal Assignment #10 3. Sixth Contact Assignment | 6 hrs  2 hrs  1 hrs | 11-18  11-18  11-18 |
| 12 | Handout:  “Data Wise” | **Data Collection and Analysis**  Practice using the process of data wise to assess and plan instructional outcomes for children | 1. Lesson Folder 12 and Texts 2. Journal Assignment #11 | 7 hrs  2 hrs | 11-25  11-25 |
| 13 | Part 3  Pages 87-96 | **Putting it All Together**  Creating a Narrative Summary | 1. Lesson Folder 13 and Texts 2. Journal Assignment #12 3. Seventh Contact Assignment | 6 hrs  2 hrs  1 hrs | 12-01  12-01  12-01 |
| 14 |  | **Portfolio Presentation**  Complete Your Final Narrative Summary  Evaluate and Reflection of the Development and Presentation of the Child Portfolio | 1. Lesson Folder 14 and Texts 2. Portfolio Presentation | 6 hrs  3 hrs | 12-8  12-8 |

**Assignments**

Each lesson has an accompaniment reflection paper that will include all the assignments for that lesson for you to include your answers and comments unless otherwise noted. The reflection document is specific to each lesson. Students must email the completed reflection instead of using Blackboard drop boxes. I will respond using the review feature in word. In order to see my comments you must open the document and go to the review tab. I will respond both written and verbally.

**Course Policies**

* Ask questions when needed. There are no stupid questions. Be sure you have read the course syllabus many times and refer to it before contacting the instructor. Many times the answer to your question is found in the syllabus.
* **I discourage texting during meeting times. It is important to be fully present during our brief time together. Please save texting, surfing and checking Facebook during breaks after meeting concludes.**
* Quality Issues: Homework and Field assignments are to be typed (computers and word processor) unless otherwise stated. This is an important professional standard in ECE and students are expected to demonstrate their competence in this area in this course.

**Participation**

Students are expected to organize and attend the scheduled synchronize times outlined in the course syllabus. Be sure to give yourself some time prior to meeting times to log on to Blackboard Collaborate for this course. I will provide further guidance in the course shell.

**Late Work Policy**

In an effort to help students keep up with the pace of the class, late assignments will not be accepted. One waiver will be given. Request to use the late assignment must be made in writing indicating which assignment you would like a waiver. Waiver cannot be used for Blackboard Collaborate meeting or the final assignment. Assignments are considered late if received after 11:59 PM on the day the assignment is due. Issues with email, printers etc. will not be considered when determining late assignment. Well prepared students are expected for college level course work.

**Instructors Response Time**

Assignment Return- Generally students can expect assignment returns within a week excluding holidays.

Email/Phone Response- Generally students can expect a return response within 24-48 hours. However, it is likely responses will be sooner excluding holidays.

**Assignment Submittal**

Students can submit assignments either through email (amattacchione@alaska.edu) Meetings may be conducted via Blackboard Collaborate interface as well as presentation of your final field assignment. If you submit your assignment through email and I do not reply within 24 hours, it may mean I did not receive it. Please double check with me to ensure I have received the assignment. I will respond and note that I received your email.

**Checking Your Grade**

Students are strongly encouraged to check grades frequently to ensure accuracy of grade and assignment submittal. Check your grades by clicking on the ‘My Grades’ link on the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

**Grading Policy**

 Students planning to graduate with an ECE degree must obtain a C or better grade in their ECE major courses. If a student repeats a course, the most recent grade (not necessarily the highest) is the one that is applied to graduation and used for determining your GPA.

**Grading and Student Involvement:**

**Collaboration:** Contact Assignments: (7 meetings X 10) 70 Pts 14%

**Instruction/Assignment:** Lessons: (14 X 25) 350 Pts 70%

**Final Assignment:** Child Portfolio Presentation and Reflection 80 Pts 16%

**Total** 500 Pts 100%

**Evaluation Policy**

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| **Grade** | **Points** | **Definition** |
| A =  100% - 90% | 500 - 450 | An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise. Student enthusiastically participates and offers examples for discussion. All work is completed on time. |
| B =  89% - 80% | 449 - 400 | Better than the average. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A”. Student participates knowledgeably in discussion. Work is completed on time. |
| C =  79% - 70% | 399 - 350 | Average. The student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in discussion. Minimum grade for ECE majors. |
| D =  69% - 60% | 349 - 300 | Below average. Student misses significant aspects of the assignment. Much of the material is not turned in on time; student is unprepared to present project or participate in discussions. Cannot be applied to the ECE degree; must be repeated. |
| F =  below 60 % | 299 - 250 | Student was unable to complete the assignment on time with at least a 60% understanding and presentation. Student does not participate significantly in discussion. |
| NB =  No basis |  | Since fall 2006 this grade option has been reinstated. It will be awarded if there is insufficient progress and/or attendance. No credit is given and this grade is not calculated in the GPA. It is a permanent grade and cannot be removed later by completing outstanding assignments. |

**Explanation of W, NB, I grades**

**Withdrawals**Successful, timely completion of this course starting and establishing your progress through this course early can help to encourage your successful completion of the course.Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

1. The first contact assignment is due one week after the first day of instruction. *Failure to submit this assignment within the first week of the course could result in withdrawal from the course.*
2. *Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result* ***in instructor initiated withdrawal from the course (W****).*

**No Basis Grades**This course adheres to the UAF eLearning Procedure regarding the granting of NB Grades.The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

**Incompletes**Following the University of Alaska Fairbanks Incomplete Grade Policy:

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, the student has not been able to complete the course during the regular semester. Negligence or indifference is not acceptable reasons for an “I” grade.”

**Support Services**

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907- 479-3444 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: <https://elearning.uaf.edu/contact/>

**Title IX**

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

**UAF Help Desk**

Click here (http://www.alaska.edu/oit/) to see about current network outages and news.

Reach the Help Desk at:

E-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)· fax at (907)-450-8312  
Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

**Disabilities Services**

The **UAF Office of Disability Services** operates in conjunction with eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.



If you believe you are eligible, please visit their web site (<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail ([fydso@uaf.edu](mailto:fydso@uaf.edu)).

**UAF Writing Center**The Writing Center is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation.

<http://www.alaska.edu/english/writing-center/>

Phone: (907) 474-5314

**Academic Integrity**

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of “F.” For more information go to Student Code of Conduct (http://www.uaf.edu/catalog/catalog\_08- 09/academics/regs3.html#Student\_Conduct)

**Student outcomes and standards**

This program follows the NAEYC standards for AAS ECE degree granting institutions. These standards apply to the entire degree program, not just an individual course. Each standard has a few specific sub standards within it. The sub standards are similar to the student “outcomes”, which is what we expect students to know and be able to do at the end of the entire degree program.

In the AAS program we generally anticipate students will follow a learning process of gaining “knowledge, comprehension and application”. You will probably not master any individual skill in a single course, but rather throughout the degree program. The practicum courses serve as a capstone where students demonstrate their composite abilities. During practicum, in addition to the practical work in the classroom with children, assignments from your entire course of study in the AAS program will be submitted in a portfolio. Some of these assignments will be written in this introductory course.

**Student Learning Outcomes:**

The student learning outcomes are based on the 2010 national standards for ECE AAS programs. This course is primarily involved with standard #2 Building Family and Community Relationships and #3 Observing, Documenting and Assessing to Support Young Children and Families. Each standard also has key components, which are used to determine our student learning outcomes for this course. The assignments will be related to the outcomes.

By the end of the course students will be able to demonstrate competence in each of the following:

**Outcome 1:** Students seek and use knowledge of diverse family and community characteristics to develop respectful, reciprocal relationships that support and empower each family. (NAEYC Standard: 2a)

Associated Assignment: Weekly Chapter Activities associated with gathering assessment documents using appropriate practice and knowledge of Early Childhood Education. Samples of collected work will be assessed each class, 135 pts. 27% of grade.

**Outcome 2:** Students involve all families in their child’s development and learning, acknowledging there are a multitude of ways to engage families to participate and contribute (NAEYC Standard: 2b)

Associated Assignment: This written assignment includes assessment of student’s interview with the parent by the parent and another professional, 15 pts. 3% of grade.

**Outcome 3:** Students can articulate the goals, benefits, and uses of assessment. (NAEYC Standard: 3a)

Associated Assignment: Demonstrate through in-class demonstration techniques used during assessment process, 30 pts. 6% of grade.

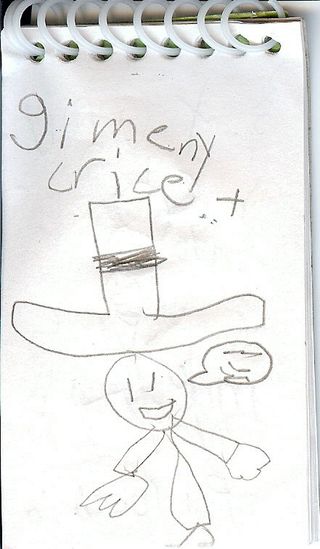
**Outcome 4:** Students use systematic observations, authentic documentation, reflection, and other effective ethical assessments strategies in a responsible way, including using assistive technology for children with disabilities. (NAEYC Standard: 3b)

Common Assignment: Students will provide an example of a child portfolio with screening tool(s) and analysis of work samples. Further recommendation of child development activities and individualize curriculum based on the analysis of the portfolio will be included, 100 pts. 17% of grade. ***This activity is this courses common assignment; save for your portfolio.***

**Supportive Skills:** Support associate degree students’ ability to gain competence in relation to the core standards. With these skills students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

This course includes the following supportive skills:

* **Verbal:** Students have effective skills in written and verbal communication demonstrated by a competent and complete verbal presentation of the final child portfolio.
* **Identifying and Using Professional Resources:** Students know how to identify and use credible professional resources from multiple sources to include screening and assessment tools, recording documents and ways in which they can track observations of children.
* **Making Connections between Prior Knowledge/Experience and New Learning:** Students respect and draw upon their past or current work experiences through the process of implementing and demonstrating content knowledge in previous coursework. Students will use their understanding of child development, curriculum strategies and theory to make critical analysis of children’s behavior in context to assessment and recording. Students will articulate specific milestones in several developmental areas.

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5/21/2013