

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

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

**1. COURSE IDENTIFICATION:**

Dept	<b>ECE</b>	Course #	<b>104</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>Child Development I: Prenatal, Infants &amp; Toddlers (s)</b>
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**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREQUISITES</b>	<input checked="" type="checkbox"/>			<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>
<b>CREDITS (including credit distribution)</b>		<input checked="" type="checkbox"/>	<b>COURSE CLASSIFICATION</b>		<input type="checkbox"/>
<b>CROSS-LISTED</b>	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
<b>STACKED (400/600) Include syllabi.</b>	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
<b>OTHER (please specify)</b>	<input type="text"/>				

**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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (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
<b>OTHER FORMAT</b> (specify all that apply)	<input type="text"/>					
<b>Mode of delivery</b> (specify lecture, field trips, labs, etc)	<b>Lecture with lab (2.5 +1)</b>					

**4. 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	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>		
Will this course be used to fulfill a requirement for the baccalaureate core?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>	
IF YES, check which core requirements it could be used to fulfill:					
O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>
Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>			
How many times may the course be repeated for credit?	<input type="text"/>	<b>TIMES</b>		

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

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

ECE F104 Child Development I: Prenatal, Infants and Toddlers (s)  
**3 Credits**  
Foundation in child development prenatal to age 3. Focuses on developmental theories and indigenous perspectives in the prenatal, infancy and toddler periods. Emphasis areas include culturally appropriate practices, developmental domains, relationships and bonding, appropriate environments and curriculum, observation, and early intervention. This course is comparable to ECE F220. Will receive credit for either ECE F104 or ECE F220. To meet the six credit child development requirements for the AAS degree, students must take either ECE F104 with ECE F107 or ECE F220 with ECE F245. **Prerequisites: ECE F101; placement in ENGL F111X or higher; or permission of instructor. Recommended: Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed. (2+2)**

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

ECE F104 Child Development I: Prenatal, Infants and Toddlers (s)  
**3 Credits**  
Foundation in child development prenatal to age 3. Includes anticipating the emerging development during the rapid growth of these critical years. Focuses on domains, theories, cultural perspectives and multiple influences on development, with an emphasis on prenatal development, healthy childbirth, the importance of relationships, and meaningful environments. Includes observation, reflection, early intervention and labs. (2.5 +1) Focuses on developmental theories and indigenous perspectives in the prenatal, infancy and toddler periods. Emphasis areas include culturally appropriate practices, developmental domains, relationships and bonding, appropriate environments and curriculum, observation, and early intervention. This course is comparable to ECE F220. Will receive credit for either ECE F104 or ECE F220. To meet the six credit child development requirements for the AAS degree, students must take either ECE F104 with ECE F107 or ECE F220 with ECE F245. **Prerequisites: ECE F101; placement in ENGL F111X or higher; or permission of instructor. Recommended: Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed. (2+2)**

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO  no If Yes, DEPT  NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER:  PASS/FAIL:

10. **ESTIMATED IMPACT**

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

none

11. **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

It is the same course, just a better description. No impact for the library.

12. **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 contacted and agreed

13. **POSITIVE AND NEGATIVE IMPACTS**

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

Positive impact since it aligns with the rural offerings. Simplifies and streamlines the degrees.

**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.

The revisions to the program reflect philosophical changes discussed extensively amongst the ECE faculty over three years, 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. The ECE 104 and 107 courses are a result of having too much information to cover in ECE 245. In looking at other models, discussing student success and matching national standards with student learning outcomes, it became clear that more time was spent on this topic. It was piloted in the rural program for a year and will now be adopted by all campuses.

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 2 ECE 104

**APPROVALS:**

<i>P.A. Mevitt, Co Chair</i>	Date	12/10/10
Signature, Chair, Program/Department of:	DHSD	

<i>Shirley R. Cude</i>	Date	10/8/10
Signature, Chair, College/School Curriculum Council for:	CRCD	

<i>Pete Perry</i>	Date	12/15/10
Signature, Dean, College/School of:	CRCD	

	Date	
Signature of Provost (if applicable)		

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

<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.</b>	
	Date
Signature, Chair, UAF Faculty Senate Curriculum Review Committee	

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

	Date
Signature, Chair, Program/Department or:	

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

	Date
Signature, Dean, College/School of:	

**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."

**UNIVERSITY OF ALASKA FAIRBANKS**  
**College of Rural and Community Development**  
**Course Syllabus**

**ECE F104 Child Development I: Prenatal, Infants and Toddlers (3)(2 + 2)**

**Instructor:**

**Sharon Trish**

UAF/CRCDC/Kuskokwim Campus

P. O. Box 368, Bethel, AK 99559

[srtrish@alaska.edu](mailto:srtrish@alaska.edu)

Phone: (907) 543-4555 or 800-478-5822 ext. 555

**Class Meeting Times and Dates and Audio-Conference Information:**

TBA; weekly classes of 3 hours in duration with additional weekly lab time.

**Audio-Conference Bridge Number: 1-800-570-3591, PIN:**

**Audio Help Desk: 1-800-290-5900**

The Encounter Audio Conference System has the following commands:

Mute: \*6; Unmute: #6; During a call, if you need help, dial 0

**Course Description**

Foundation in child development prenatal to age 3. Includes anticipating the emerging development during the rapid growth of these critical years. Focuses on domains, theories, cultural perspectives and multiple influences on development, with an emphasis on prenatal development, healthy childbirth, the importance of relationships, and meaningful environments, Includes observation, reflection, early intervention and labs. (2.5 +1)

**Course Overview and Goals**

This course covers the wondrous growth from the beginning of life through the toddler years, becoming known as one of the most critical periods of development in the human lifespan. Students need this knowledge as a foundation for all study of young children in the early childhood years, as development is cumulative both in a positive and negative way. Observations of newborns, infants and toddlers provide students with direct child development knowledge in all domains, and the opportunity to notice individual growth patterns. The essential development of trust and all domains of development formed through relationships, environments and experiences of infants and toddlers are strong learning goals for this course.

**Organizational Overview within the Broader Curriculum:** This course is required in the ECE certificate, AAS and CDEV BA programs. It provides foundational information for child development. It is recommended full time students take this course in the first year of study, prior to ECE 107. The student learning outcomes for our entire program are based on the 2009 national standards for ECE AAS programs.

**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:

## **Course Objectives/Student Outcomes**

**Standard/Outcome 1.1:** Students can identify children's individual development in the various domains and anticipate emerging development.

**Standard/Outcome 1.2:** Students recognize multiple influences on development and children's individual characteristics and apply this knowledge-to support the needs of each child.

**Standard/Outcome 1.3:** Students refer to and incorporate guiding principles of child development when working with children and families.

**Standard/Outcome 1.4:** Student use knowledge of development and learning to create environments that are healthy, respectful, supportive, challenging for all children, and reflect the context of their lives.

**Standard/Outcome 3.2:** Students use systematic observation, authentic documentation, reflection, and other effective, ethical assessment strategies in a responsible way.

**Standard/Outcome 4.1:** Students establish a positive, authentic relationship with each child as the foundation for their work with children.

**Standard/Outcome 6.3:** Students are continuous, collaborative learners who demonstrate inquiry, and knowledgeable, reflective and critical perspectives on their work.

## **Texts**

### **Required**

- ◆ Gonzales-Mena, J. & Eyer, D. (2009). Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education, 8/E. NY: McGraw Hill Publishers.
- ◆ Gonzales-Mena, J. (2009). The Caregivers Companion, 8/E. NY: McGraw Hill Publishers.
- ◆ Small, M. (1998). Our Babies, Ourselves: How Biology and Culture Shape How We Parent. NY: Anchor Books.
- ◆ Association of Alaska School Boards (2003). Helping Little Kids Succeed - Alaskan Style. Alaska Initiative for Community Engagement.
- ◆ Early Learning Guidelines, State of Alaska, 2008.

### **Recommended**

- ◆ Sue Bredekamp, Editor (2009). Developmentally Appropriate Practice, 3/E. NAEYC.

## **Methods of Instruction**

This course is taught through audio-conference and Blackboard. The once-weekly meeting time in class is very important, and attendance will be critical. The format for each week's class will include small group discussions, presentations by individual students, and whole class discussions. The Blackboard component is important, and students are urged to identify ways they can regularly and successfully be on-line/internet to submit reflections and assignments, read what others have posted, and respond to these posts. Students who do not have internet at home or work are encouraged to contact their local school or regional campus to identify resources so they have access. Students will be expected to contribute to weekly discussions from their research for the Child Care Guide, their observations of infants and toddlers, and their own knowledge of prenatal, infancy and toddlerhood.

## **Evaluation:**



Grades will be determined as follows. Note that you must achieve a C or higher for this course to count towards your ECE Degree.

42 points, or 16% Participation, Preparation and Discussions

120 points, or 45% Observations,

100 points, or 38% Child Care Guide and written reflections

Letter grades for the course will be determined as follows and will reflect the *Grading System and Grade Point Average Computation* policy stated in the current UAF Catalog.

A+ .....100–97%	A ..... 96–93%	A- .....92–90%
B+ ..... 89–87%	B ..... 86–83%	B- .....82–80%
C+ ..... 79–77%	C ..... 76–73%	C- .....72–70%
D+ .....69–67%	D ..... 66–63%	D- .....62–60%
	F .....less than 60%	

Please note that grades for each assignment have specific criteria for scoring.

### Course Assignments and Calendar:

Date	Topic and Assignment
Week 1	<p><b>In class today</b></p> <ul style="list-style-type: none"> <li>◆ Introductions including what you hope to get out of the course; Review course expectations and assignments</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Review the class calendar and assignments</li> <li>◆ Read Chapter 1 Infants, Toddlers &amp; Caregivers</li> <li>◆ Identify Observation Settings/Children</li> <li>◆ Identify elder(s) to interview for Child Care Guide (see below)</li> </ul>
Week 2	<p><b>In class today.</b></p> <ul style="list-style-type: none"> <li>◆ Go over any student questions regarding the class calendar and assignments.</li> <li>◆ Group discussion: Chapter</li> <li>◆ Lecture topic: Culture and Biology in Child Development and Care</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 2 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 1 Caregivers Companion</li> <li>◆ Begin interviews for Child Care Guide</li> <li>◆ Child Care Guide, Part I (See below)</li> </ul>
Week 3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topics: History and care of infants and toddlers</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 1 Our Babies, Ourselves</li> <li>◆ Read Section 1 Helping Little Kids Succeed</li> <li>◆ Reflection #1 (See below)</li> <li>◆ Observation 1 and Interview: Family and infant/toddler</li> <li>◆ Child Care Guide, Part II (See below)</li> </ul>
Week 4	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Parents, The Family and Community</li> </ul>

	<p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 3 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Section 2 Helping Little Kids Succeed</li> <li>◆ Observation 2: Reflexes</li> <li>◆ Child Care Guide, Part III (See below)</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 5	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Prenatal Development, Brain Development</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 4 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 2 Caregivers Companion</li> <li>◆ Observation 3: Attachment/Perception/Emotional Development</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 6	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Attachment/Perception/Emotional Development</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 3 Our Babies, Ourselves</li> <li>◆ Observation 4: Motor development</li> <li>◆ Reflection #2 (See below)</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 7	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Motor Development</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 5 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 5 Our Babies, Ourselves</li> <li>◆ Observation 5: Language and Communication</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 8	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Language and Communication</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 6 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 4 Our Babies, Ourselves</li> <li>◆ Observation 6: Social Development</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 9	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Social Development</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 7 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 7 Caregivers Companion</li> <li>◆ Observation 7: Cognitive Development</li> <li>◆ Reflection #3</li> <li>◆ Continue interviews and gathering information for Child Care Guide Part 4</li> </ul>
Week 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Lecture topic: Cognitive Development</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 8 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 8 Caregiver’s Companion</li> <li>◆ Observation 8: “Curriculum” and play; environment</li> <li>◆ Child Care Guide, Part 4</li> </ul>
Week 11	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Caregiving as Curriculum, Play as Curriculum, Environments</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Section 3 Helping Little Kids Succeed</li> <li>◆ Read Chapter 9 Infants, Toddlers &amp; Caregivers</li> <li>◆ Prepare for discussion on critical issues for pregnancy, infants and toddlers</li> </ul>
Week 12	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Group discussion on reading</li> <li>◆ Lecture topic: Critical Issues for Pregnancy, Infants and Toddlers</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 10 Infants, Toddlers &amp; Caregivers</li> <li>◆ Read Chapter 10 Caregiver’s Companion</li> <li>◆ Prepare for discussion on programs and services for infants, toddlers and families</li> </ul>
Week 13	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Lecture Topic: Programs and Services for Infants and Toddlers and Families; Developmental screenings and early intervention</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>◆ Prepare your Child Care Guide for presentation to the class and to turn in as a final product</li> <li>◆ Reflection #4</li> </ul>
Week 14	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>◆ Share Child Care Guides, Reflections, Evaluation</li> </ul> <p>All tasks completed and class is done!! ☺</p>

## Course Assignments and Grading Rubrics

### **Preparation, Participation and Small Group/Class Discussions**

Participation and discussion in a course of this importance is critical. Each of you has experience that can be shared with others to help them understand infants and toddlers. Each student will have questions and ideas about pregnancy, infants, toddlers, families as well as the reading and assignments. We will be working in small groups each class, and you will be responsible for keeping up the assigned reading as well as preparing for the weekly discussions. You will be giving input about your fellow small group participants for part of this grade.

#### **Participation Grading Rubric:**

2-3 pts per class	Responsive to group and each member, shares work assignments with the group, discusses assignments and reading content with other group members, dependable, helpful and supportive.
0-1 pt per class	Not ready for discussion; minimal participation with the small group, does not share in assignments; not in attendance

### **Child Care Guide: 4 Parts**

This Child Development Guide is a very important part of this course. You will find this assignment challenging, useful and very interesting. You are developing something that doesn't exist but is very needed today. You are expected to focus on your own cultural background, but also include a compare-contrast with the culture where you live and work, if that is different. It will be expected that each of you will find the need to compare and contrast traditional teachings and ways with what you see in today's world.

Notes about format and final product: The format for this assignment is a narrative, with quotes and information from the interviewing process, or from your own knowledge and research. There are five sections, and each should have a heading. Each assignment will have its own due date, and the final product can contain any photos, quotes, formatting that you want to add to make it more like a real guide that you can use in your community. I may ask permission to utilize your guide in future courses if you consent. Grading rubric: To get the full points, cover the topics as noted.

#### **Grade Rubric for Each Part**

12-15 pts	Covers the topic(s) well; thorough and thoughtful; Interviewed at least two knowledgeable individuals/elders; Summarized the information clearly, with quotes and "teachings" or practices.
8-11 pts	Covers some of the topics, minimally thorough and thoughtful, less organized than required; Interviewed less than two individuals with knowledge to advise the Guide; Less specific about the topic or teachings/practices; revisions not made after comments by instructor
0-7 pts	Late entry, minimal effort in gathering information for the guide, unorganized material.

#### **Child Care Guide Part I: Introduction (Who I am as author/editor of this guide)**

This is an opportunity to explain who you are, as the author of your Child Development Guide. It is up to you to explain what you think is important. Certainly some information about your ancestors and parents, where you were raised, your schooling and how you came to be someone who cares about young children. If you weren't raised in the community where you now live, or are not of the culture of the community where you live/work, please write about how you got to the community and how you have been impacted by the culture and ways of the community where you now live. You may write about your philosophy on young children's care and development; your concerns about young children and families; and your goals for your own growth and development.

Some examples are provided in the course packet. You may use an essay you used in another class, perhaps ECE 101, as appropriate. This should be something you can live with if you ever published your Guide for others to use and read.

#### **Child Care Guide Part 2: The History of Children in My Community:**

This is an essential part of the guide: How children got to be where and who they are today. Most written texts on ECE only include part of the history of young children – your local history is a very important piece of the story. For this assignment you are to interview someone, preferably an elder or someone who really knows the history of your community, and to investigate some of the local ways that young children were cared for and educated in the past. You may compare and contrast this history with your own upbringing and experiences, if you did not grow up in the community.

At a minimum you are to identify the following information, and **summarize** in a written 2-3 page typed paper (**this is not just an interview paper**). If you use information directly from those you interview, please include their name, or include information as an addendum on who you interviewed. Include the following information in an essay format:

- ◆ Introduce your community: where is it located, describe it, and tell about its history and makeup
- ◆ How were young children taken care of before “school” began in your community?
- ◆ When did “school” begin, what grades did it include, and when did Kindergarten begin (approximate years)? Who started the school? When did the federal or state educational system start in the community (BIA, REAA, etc.)
- ◆ When did your community first get preschool services (was there a Head Start? A preschool program, child care?)?
- ◆ When did women in the workplace begin to effect children and their need for “childcare”?
- ◆ What are some of the resources in your community for young children and families? What seems to be lacking?
- ◆ What have been the changes to young children and their services over time? (You can give some opinions here too)
- ◆ References: Include one page where you note the person, resource and date.

If you did this assignment in ECE 101, you can use it in your Child Development Guide. If so, review it and make any adjustments so that it fits into the requirements for this guide.

### **Child Care Guide Part 3: Pregnancy, Birth, Newborn and Infant Care**

This is another investigative part of understanding child development from a cultural and community perspective. Interview elders or others to research and find out practices that existed in the past, and perhaps still are followed regarding pregnancy for a woman, and her mate. Are there particular teachings or taboos that were followed?

Becoming pregnant, and the pregnancy, itself had/has many practices to follow to ensure the health, well-being and survival of the baby. Your task is to find out what some of these teachings were. Include the reasons for the teaching (what would/wouldn't happen if one followed/didn't follow the teachings). Are any of these teachings still practiced today? Include: The health and well-being of the fetus and the mother; Any taboos for the father of the baby; Any milestones or rituals done throughout the pregnancy; The birthing process and practices.

The birth itself was very important for the family and community, and the survival of the baby and mother were never assured. What were some of the important health/traditional practices regarding the birth, the afterbirth, newborn and infant care? Are any of these practices still followed? Include any songs, stories or materials that were used.

### **Child Care Guide Part 4: Child Guidance and Traditional Teachings, and References**

Many cultures consider the child a “baby” until around age 7. This section will address the toddler, and will continue in ECE 107. What were some of the traditional ways to guide his/her knowledge and skill development? Are any of these still in place today, do you think families still engage in any of these practices? Include as many of the following areas as possible to gather appropriate and useful information: Safety, independence and supervision; Physical development; Self-help/including feeding, dressing, toileting; Language; Guidance and discipline; Abilities; Mixed age and sibling/family play and socialization; Learning (and teaching); Traditional songs, stories, games, toys.

You should include a Reference Section at the end of your Child Care Guide. The Reference section should recognize the individuals that contributed to your knowledge for the Guide (as personal interviews, and include their name and dates of the interviews). You may include yourself as a reference (as personal recollections). Also include any written reference materials including any from the web.

### **Observations (8)**

You will complete eight observations of infants and toddlers. You may choose the same child to observe over time or a few other children. What is most important is that you begin to notice the subtle and dramatic development of infants and toddlers, and to become skilled observers. The information you gain from the observations will be shared each week with your fellow students as we focus on development. When doing an observation, make sure that it is objective, complete, includes descriptions of the environment as well as what the child (and adult) says or does. Because infants and toddlers are not necessarily verbal, non-verbal communication is essential to note. Always include: The setting (who's there, where child/adult are, time of day, age of child); no identifying names; factual evidence (what is seen and heard, objective); detail; and dialogue, monologue, non-verbal, action. You may observe a gathering of children, or a home visit. You may observe the same child more than once, but make sure you observe a newborn, young infant, mobile infant and toddler (various ages and stages from birth to age three). Each observation should be a minimum of ½ hour and a maximum of 1 hour. Complete an Observation Summary form for each observation which will include reflection of your observation. See Course Schedule for focus of observations per week

Grading rubric for observations:

13-15 pts	Observation thorough, objective, reflective, complete and on time
10-12 pts	Observation minimally complete, or late
0-9 pts	Minimal or no entry

### **Written Reflections(4)**

These are reflective papers based on discussions in class and due dates will correspond to this. It is expected that these will be approximately 1-2 pages (double-spaced, typed) per paper.

#### **# 1 - Family Strengths and Assets**

Reflect on the value of assets and resiliency for young children when they are supported (and their families supported). How can families be supported so they can support their children's positive development?

#### **#2 – The importance of environment and exploration**

Reflect on what you've been observing in how an infant or toddler uses their body to learn. How important is the environment, and allowing the baby to explore? What happens to a baby when they are not allowed this exploration? How would you explain this to a parent or caregiver?

#### **#3 - Reflection on "Want A Brainier Baby?"**

Reflect on this article and the claims of the "educational benefits" of videos for infants and toddlers in contrast to findings about television/videos' effects on the infant and toddler's development. What would you tell parents about letting their child under the age of 3 watch television or videos?

#### **#4 - Reflections on Infants and Toddlers**

Reflect on all of the observations, research and study you've completed in this course. What are some of the most important things you've learned about infants and toddlers?

Grading Rubric:

8-10 pts	Thorough and thoughtful, reflective, covers topic; typed and double-spaced, posted on Blackboard or emailed to instructor as attachment
0-7 pts	Minimally thorough and thoughtful, less organized

## **Course Policies**

1. Attendance: As part of the “Learning Community” all students are expected to attend and participate in all classes and small group discussions.
2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor. Students who must miss class may listen to the recorded class and write up a reflection to submit to the instructor to receive credit for that class. The reflection must include what was learned, and what more they would like to know about the topic(s) discussed.
3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor when it is appropriate, without disturbing the class.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. Assignments: All assignments must be received by the Instructor as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment/attachment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. **Students are expected to submit assignments to the instructor via email or posting on Blackboard. Faxing is strongly discouraged and only acceptable with instructor permission.**
6. Extra credit assignments: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.
7. Graded Assignments: It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may contact the instructor and ask what you received on a specific assignment if you haven’t yet received it back.
8. Reporting Grades: All student grades, transcripts and tuition information are available on line at <http://ww.uaonline.alaska.edu>. If you have difficulty accessing this web site, contact the registrar at your local campus.
9. Written paper assignments: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to all students in this class (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.
10. Plagiarism: Plagiarism is using what another person has written, and using it as your own words and thoughts without giving that person the credit (like copying). Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.” Plagiarism can result in a failing grade and other UAF sanctions.
11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.
12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.
13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated

Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is issued if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. **Ethical Behavior:** It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

## Student Support Services

You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

## Disabilities Services

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.

## Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department. The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper (800-478-5246) and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free. It is located at 801 Gruening Bldg., P.O. Box 755720, Fairbanks, Alaska 99775-5720.

## Library Services for off campus students

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning. Contact <http://library.uaf.edu/offcampus>. Off-Campus Services, Elmer E. Rasmuson Library, 310 Tanana Loop, PO Box 756800, Fairbanks, Alaska USA 99775-6800  
Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu). For more off campus help go to: [http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html)

## Computer, Internet, and software Problems:

**If you cannot get your email:** Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads. If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. **If you forgot your password:** For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. **If you are having problems with Blackboard:** You will need to contact the Blackboard administrator, <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667.