

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

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	107	No. of Credits	3
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COURSE TITLE	Child Development II: The Preschool and Primary Years (s)
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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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NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)		<input checked="" type="checkbox"/>	COURSE CLASSIFICATION		<input type="checkbox"/>
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please specify)	<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.

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

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?	YES	<input type="checkbox"/>	NO	<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?	YES	<input type="checkbox"/>	NO	<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"/>	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

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

ECE F107 Child Development II: The Preschool and Primary
Years (s)
3 Credits
Foundation in child development ages 3-8. Focuses on physical, cognitive, communication, emotional and social development with an emphasis on indigenous knowledge, and cultural and traditional child care practices. Theories and program models will be examined and critiqued. Covers developmental screenings, referrals, inclusion and services for children with special needs. This course is comparable to ECE F245. Students will receive credit for either ECE F107 or ECE F245. To meet the six credit child development requirement for the AAS degree, students must take either ECE F107 with ECE F104 or ECE F245 with ECE F220. **Prerequisites: ECE F101; ECE F104; placement in ENGL F11X 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 F107 Child Development II: The Preschool and Primary Years (s)
3 Credits
Foundation in child development for the study of children ages 3-8, including developmental domains, theories, milestones and cultural influences, including indigenous and traditional practices. The emphasis is on helping students use their knowledge of child development to predict and promote optimal growth in children. Practical experiences, such as observations, and laboratory participation will be included. (2.5 +1) Recommended ECE 104. Focuses on physical, cognitive, communication, emotional and social development with an emphasis on indigenous knowledge, and cultural and traditional child care practices. Theories and program models will be examined and critiqued. Covers developmental screenings, referrals, inclusion and services for children with special needs. This course is comparable to ECE F245. Students will receive credit for either ECE F107 or ECE F245. To meet the six credit child development requirement for the AAS degree, students must take either ECE F107 with ECE F104 or ECE F245 with ECE F220. **Prerequisites: ECE F101; ECE F104; placement in ENGL F11X 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 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

Same course with different description; no impact on 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 and eliminates the use of 245 as an option in the ECE and CDEV majors. 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.

APPROVALS:

<i>J.A. Meuntt, Co-Chair</i>	Date	12/10/10
Signature, Chair, Program/Department of: DHSD		

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

<i>Peter Punny</i>	Date	12/15/10
Signature, Dean, College/School of: CRCO		

	Date	
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Signature of Provost (if applicable)
 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.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
Signature, Chair, Program/Department of:		

	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 F107 Child Development II: The Preschool and Primary Years (3)

Instructor:

Sharon Trish

UAF/CRCDD/Kuskokwim Campus

P. O. Box 368, Bethel, AK 99559

srtrish@alaska.edu

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

Class Meeting Times and Dates and Audio-Conference Information:

Weekly three hour classes with additional lab hours

Audio-Conference Bridge Number: 1-800-570-3591, PIN: 4757384

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 O

Course Description

Foundation in child development for the study of children ages 3-8, including developmental domains, theories, milestones and cultural influences, including indigenous and traditional practices. The emphasis is on helping students use their knowledge of child development to predict and promote optimal growth in children. Practical experiences, such as observations, and laboratory participation will be included. (2.5 +1) Recommended ECE 104

Texts

Kids: How Biology and Culture Shape the Way We Raise Young Children, Merdith Small, 2001. NY: Anchor Books.

Theories of Early Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky, Carol Garhart Mooney, 2000. Redleaf Press.

Yardsticks: Children in the Classroom Ages 4-14, A Resource for Parents and Teachers 3/E, Chip Wood, 2007. Northwest Foundation for Children.

Recommended:

Helping Little Kids Succeed - Alaskan Style, Association of Alaska School Boards, 2003. Juneau: Alaska Initiative for Community Engagement.

Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. Bredekamp, S. & Copple, C., Eds., 1997. NAEYC.

Early Learning Guidelines, State of Alaska.

Course Overview and Goals

This course covers the growth and development that occurs from ages 3 – 8. Students need this knowledge as a foundation for all of their work with young children. Regular observations of children during this age span provide students with direct child development knowledge in all domains, and the opportunity to notice individual growth patterns. Gathering information for a

child care guide based on traditional and cultural practices allows students to learn from their own as well as others' cultures, providing for sensitivity to diversity and similarities amongst the families and children.

Organizational Overview within the Broader Curriculum: This course is required in the ECE certificate, AAS and CDEV BA programs. Building on ECE 104, it continues the study of child development in the preschool years. The student learning outcomes for our entire program are based on the 2009 national standards for ECE AAS programs.

Course Objectives/Student 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:

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.

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 young children, and their own knowledge of preschool and primary years.

Evaluation:

(NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)

Grading based on

14% attendance/participation, class discussions on material in the texts and student research/labs (42 points)

26% Observation Reflections (80 points)

60% Written research and papers: Reflection papers (4); Child Care Guide; Child Study (180 points)

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%
	Fless than 60%	

Course Assignments and Calendar:

Date	Topic and Assignment
<p>Week 1</p>	<p>In class today</p> <ul style="list-style-type: none"> ◆ Introductions including what you hope to get out of the course; Review course expectations and assignments ◆ Our perceptions of development and children: what influences us, what do we feel we know about children, what don't we know? <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Review the class calendar and assignments ◆ Read Introduction (p. 1-7) and Chapter 1 The Evolution of Childhood in <u>Kids</u> (p. 9-55) ◆ Read Introduction <u>Theories of Childhood</u> (p. ix-xvi) ◆ Read Pages 16-24 in <u>Early Learning Guidelines</u> ◆ Consider who you will focus on for the Child Study ◆ Gather resources (your CCG from 104, notes, ideas for people to interview) for Child Care Guide assignment <p>Lab (due next class):</p> <ul style="list-style-type: none"> ◆ Observation/Reflection: The best things about “childhood” (After your observation, reflect on and write about what you think are some of the best things about being a child)
<p>Week 2</p>	<p>In class today.</p> <ul style="list-style-type: none"> ◆ Group discussion on building a foundation for child development: <ul style="list-style-type: none"> ○ How does culture influence development, and our views about development? ○ What are some of the factors that influence development in children (positive, negative)? ○ What are the ASSETS (internal and external) that can assist children’s successful development and resiliency? ○ What are the ECE field’s accepted guiding principles of development? <p>Preparation for next class:</p>

	<ul style="list-style-type: none"> ◆ Read The Preschool Years (p. 111-148) in <u>Developmentally Appropriate Practice</u> ◆ Read Chapter 3 Growing Up in <u>Kids</u> (p. 57-76) ◆ In <u>Yardsticks</u> read Introduction (p. 3-9), and “Yardsticks: Broad Guidelines” (p. 39-44) <p>Lab (due next class):</p> <ul style="list-style-type: none"> ◆ Observation of a 3 Year old: in a group setting if possible (Reflect in writing about what you observed this child able to do, interested in, interacting with materials/environment/others) ◆ Begin gathering information for CCG (all domains)
<p>Week 3</p>	<p>In class today</p> <ul style="list-style-type: none"> ◆ Discuss some assumptions we have about 3 year olds who enter preschool programs: <ul style="list-style-type: none"> ○ What do we expect them to be able to already do? ○ What are some of the expectations we have of their development during that first year in preschool? ○ What are some of the “tests and measurements” used to measure their development and success? ○ What are some of the teachings and practices you found in your CCG regarding children this age? <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Erikson (p. 37-57) in <u>Theories of Childhood</u> ◆ Read Four-Year-Olds (p. 47-57) in <u>Yardsticks</u> <p>Lab (due next class):</p> <ul style="list-style-type: none"> ◆ Start gathering information for Child Study: interview with parent, teacher, etc. ◆ Continue gathering information for CCG (all domains)
<p>Week 4</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Discuss Erikson’s theories and Stages of Psychosocial Development: <ul style="list-style-type: none"> ○ What is important for us to understand about children ages 3-8 with regard to emotional and social development? ○ What happens to young children when they are not nurtured, responded to, cared for in ways that meet their developmental needs? ○ What are some comparable beliefs and practices that relate to Erikson’s theories (from CCG)? <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Piaget (59-79) in <u>Theories of Childhood</u> ◆ Read Chapter 5 What Kid’s Know (p. 109-135) in <u>Kids</u> ◆ Write a reflection paper on today’s discussion in class regarding social/emotional development of young children (something you learned, something you are concerned about, reflections on cultural practices, etc.).

	<p>Lab (due next class):</p> <ul style="list-style-type: none"> ◆ Observation of a 4 Year old in a group setting (Reflect in writing about what this child is able to do, what he’s interested in, how he interacts with materials/environment/others AND the developmental differences between the 3 year old you observed and this 4 year old) ◆ Continue gathering information for CCG (all domains) and Child Study
<p>Week 5</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Discuss Piaget’s Stages of Cognitive Development: <ul style="list-style-type: none"> ○ What can enhance cognitive development and what can negatively affect it in young children? ○ Is cognitive development more of an emphasis in schools and preschool programs than other subjects (and if so, why)? ○ What are some comparable beliefs and practices that relate to Piaget’s theories (from CCG)? ◆ The Four Year Old and development <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Vygotsky (p. 81-95) in <u>Theories of Childhood</u> ◆ Read Chapter 4 Kidspeak (p. 77-107) in <u>Kids</u> ◆ Read Five-Year-Olds (p. 57-73) in <u>Yardsticks</u> <p>Lab:</p> <ul style="list-style-type: none"> ◆ Observation of a 5 Year old in a group setting (Reflect in writing about what this child is able to do, what he’s interested in, how he interacts with materials/environment/others AND the developmental differences between the 3 and 4 year olds you observed and this 5 year old) ◆ Continue gathering information for the Child Study
<p>Week 6</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on learning and language: <ul style="list-style-type: none"> ○ How children learn by observing, by getting help from others, by trial and error ○ How important language is in the process of learning. ○ Bilingual development in young children ○ What are some comparable beliefs and practices that relate to Vygotsky’s theories? ◆ The Five Year Old and development <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Chapter 6 Little Citizens (p. 137-160) in <u>Kids</u> ◆ Read Dewey (p. 1-20) In <u>Theories of Childhood</u> <p>Lab:</p> <ul style="list-style-type: none"> ○ Continue gathering information for Child Study: observations, collecting developmental data and information on child

<p>Week 7</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion Dewey’s Theories ◆ Group discussion on social and moral development ◆ How to write your Child Study ◆ Submit CCG final product <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Six-Year-Olds (p. 73-85) in <u>Yardsticks</u> ◆ Complete Child Study (turn in draft by March 24 for feedback) <p>Lab:</p> <ul style="list-style-type: none"> ○ Observe a six year old at school or at play with other children (Reflect in writing about what this child is able to do, what he’s interested in, how he interacts with materials/environment/others AND the developmental differences between the 3, 4 and 5 year olds you observed and this 6 year old)
<p>Week 8</p>	<p>In class today:</p> <ul style="list-style-type: none"> ○ The Six Year Old and development <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Chapter 7 Girls and Boys (p. 161-181) in <u>Kids</u> ◆ Read Montessori (p.) in <u>Theories of Childhood</u>
<p>Week 9</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on gender and learning: <ul style="list-style-type: none"> ○ Do girls learn differently than boys? ○ What if children had a different type of education in the Kindergarden and First Grade (and beyond) based on Montessori methods? ◆ What can we learn about children from doing a Child Study? <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Seven-Year-Olds (p. 85-97) in <u>Yardsticks</u> ◆ Read Chapter 8 The Dark Side of Childhood (p. 183-209) in <u>Kids</u> <p>Lab:</p> <ul style="list-style-type: none"> ○ Observe a seven year old at school or at play with other children(Reflect in writing about what this child is able to do, what he’s interested in, how he interacts with materials/environment/others AND the developmental differences between the 5 and 6 year olds you observed and this 7 year old)
<p>Week 10</p>	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on stress and young children ◆ The Seven Year Old <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Read Eight-Year-Olds (p. 97-107) in <u>Yardsticks</u> ◆ Read Chapter 9 Childhood’s End (p. 211-229) in <u>Kids</u> <p>Lab:</p> <ul style="list-style-type: none"> ○ Observe an eight year old at school or at play with other children

	(Reflect in writing about what this child is able to do, what he's interested in, how he interacts with materials/environment/others AND the developmental differences between the 6 and 7 year olds you observed and this 8 year old)
Week 11	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on what is facing young children today, implications for the future. ◆ The Eight Year Old ◆ Finalize Child Study <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Reflection paper on Chapter 9 in Kids, and our discussion today: What are you very concerned about, and what can be done (what do you commit to do about it?)? ◆ Read chapter on families
Week 12	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on the importance of families in the lives of the young child <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Reflection paper on Chapter 9 in Kids, and our discussion today: What are you very concerned about, and what can be done (what do you commit to do about it?)? ◆ Read the information about the UN Convention on the Rights of the Child
Week 13	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Group discussion on the UN Convention on the Rights of the Child. <p>Preparation for next class:</p> <ul style="list-style-type: none"> ◆ Reflection paper on what you think is so important about the US ratifying the UN Convention on the Rights of the Child.
Week 14	<p>In class today:</p> <ul style="list-style-type: none"> ◆ Share your papers on the UN Convention. ◆ Reflections on child development, this class, and the future. ◆ Course evaluation

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,
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	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

Traditional Child Care Guide: 60 points

- 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. 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.
- Many cultures consider the child a “baby” until around age 7. We will use that in this assignment, unless the cultural background you are focusing on does not.
 - 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, particularly in programs/schools for preschoolers/school-age children?
 - 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, skills and responsibilities/”chores”;
 - Mixed age and sibling/family play and socialization;
 - Learning (and teaching);
 - Traditional songs, stories, games, toys

Grade Rubric

50-60 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.
35-49 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
0-34 pts	Late entry, minimal effort in gathering information for the guide, unorganized material.

Child Study – 60 points possible

You will be developing a child study of a child of your choice. The child must be between the ages of 3 and 8. Choose a child you are wondering about (perhaps a behavior issue or a disability), or a child who is particularly interesting to you. Use the first week or two to get to know the child and family. After this, begin to gather as much developmental information as possible through interviews with the parent(s), others who know the child, and through observations.

Your Child Study will be covering

- Birth and family history (as appropriate)
- Health and development
- Developmental domains (Physical/Motor, Cognitive, Communication/Language, Emotional, Social): For **each area** identify the child's:
 - abilities
 - emerging skills
 - challenges and struggles
 - any concerns of parent/teacher, etc.

In addition, reflect on the assignment of doing a child study: How was it challenging? What did you learn? How could you use a child study in your work with young children?

Grade Rubric:

50-60 pts	Complete attention to all required domains of development; thorough and thoughtful; well researched and organized
39-49 pts	Covers some of the required domains, somewhat thorough and thoughtful, lacking in organization.
0-38 pts	Late entry, minimal effort in research, unorganized material.

Reflections and Papers (4)

You will be writing four reflection papers. Each should be 2-3 pages, typed and double-spaced.

Your papers will be on:

- ◆ What's so Great About Childhood? (reflection from observations)
- ◆ Social Emotional Development (from discussion and reading Feb. 10)
- ◆ Reflection paper on Chapter 9 in Kids "Childhood's End": What are you very concerned about, and what can be done (what do you commit to do about it)?
- ◆ Reflection on why the US should ratify the UN Convention on the Rights of the Child

Grade Rubric Per Paper:

12-15 pts	Complete thoughts and point; thorough and thoughtful; well researched and organized; typed and double-spaced; checked for grammar, punctuation and organization; emailed or posted on Blackboard.
0-11 pts	Somewhat thorough and thoughtful, lacking in organization.

Observations (6)

You will need to complete six observations on children of the ages 3-8. What I am most interested in here is development, and the difference you see in development of these age children. You will need to submit your observations and a reflection for each age that includes

- What the child is able to do and is interested in (from what you observed)
- How this child's development differs from the previous observations you completed on children of a younger age.

- 3 year old – due Feb. 3
- 4 year old – due Feb. 17
- 5 year old – due Feb. 24
- 6 year old – due March 24
- 7 year old – due March 31
- 8 year old – due April 7

Grade Rubric per observation:

8-10 pts	Observation reflection is complete, included comparison and conclusions, turned in on time; typed and submitted via email or posted on Blackboard
0-7 pts	Observation minimally complete, late, not reflective or comparative

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. For more off campus help go to: 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.