

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>120B</b>	No. of Credits	<b>3</b>
------	------------	----------	-------------	----------------	----------

<b>COURSE TITLE</b>	<b>Curriculum II</b>
---------------------	----------------------

**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
---------------	-------------------------------------	--	-------------	--------------------------

<b>NUMBER</b>	<input checked="" type="checkbox"/>	<b>TITLE</b>	<input checked="" type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREQUISITES</b>	<input type="checkbox"/>	<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>	<b>COURSE CLASSIFICATION</b>	<input checked="" type="checkbox"/>
<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<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 (specify all that apply)</b>	<input type="text"/>					
<b>Mode of delivery (specify lecture, field trips, labs, etc)</b>	<b>Lecture and 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 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 F120B Curriculum II  
3 Credits Offered Spring  
Curriculum and activities to advance the cognitive development of young children with emphasis on science, math and creativity. Includes a variety of approaches to curriculum development, assessment and necessary skills for early childhood teachers. Note: Alternative: ECE F122; ECE F124; ECE F125. (2.5+1)

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 F120B Curriculum II: Thinking, Reasoning, and Discovery  
3 Credits Offered Spring  
Emphasizes culturally and developmentally appropriate curriculum and activities to advance the cognitive development of young children, with emphasis particular focus on science, math and creativity. Includes a variety of approaches to curriculum development, assessment and necessary skills for early childhood teachers. Lab required. Recommended: ECE 104, 107 & 119. Note: Alternative: ECE F122; ECE F124; ECE F125. (2.5+1)

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:  X 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  X 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 reflects consensus among ECE faculty and will eventually eliminate the use of ECE 128 for the degree. The numbering change makes it consistent with UAS and will make it easier for students taking classes from both campuses.**

**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.

**In short, these changes reduce confusion for students and clarify courses across campuses. They will save time and take less room in the catalog while maintaining the high standards of the program.**

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

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

These changes make it easier for students to understand and more accurately, but briefly, describes the course. It reflects unity across all campuses with ECE faculty at UAF and UAS. The changed number matches the UAS system requirements. Course offerings are being increased so it will likely be offered every semester, instead of just in the spring but we prefer not to say that in the catalog, since it is a statewide program and courses are offered on different schedules in different locations.

**APPROVALS :**

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

	Date	
--	------	--

ECE 120 ~ Format 2

Curriculum II

format 2 ECE 120 B = ECE 120

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.

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

<i>P.A. Meent</i> , Co Chair	Date	12/10/10
Signature, Chair, Program/Department of: DHSD		
<i>David R. Cude</i>	Date	10/8/10
Signature, Chair, College/School Curriculum Council for: CRCD		
<i>Patricia Panning</i>	Date	12/15/10
Signature, Dean, College/School of: CRCD		

**ATTACH COMPLETE SYLLABUS (as part of this application).**

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

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

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

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

**1. Course information:**

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

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

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

**3. Course readings/materials:**

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

**4. Course description:**

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

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

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

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

**8. Course calendar:**

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

**9. Course policies:**

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

**10. Evaluation:**

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

**11. Support Services:**

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

**12. Disabilities Services:**

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

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

## ECE 120 Curriculum II Thinking, Reasoning & Discovery

3 credits - Sample Syllabus for Fall 2011



**Instructor:** Patty Meritt, Professor

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

**Course Goal:** Building upon children's natural curiosity, students will be able to develop and implement curriculum which encourages children to think, reason, discover and create. Students will learn how to help children question, explore, experiment and use mathematical and scientific methods to classify, quantify, hypothesize, inquire and draw conclusions, with encouragement for divergent thinking.

**Course Description:** This course emphasizes culturally and developmentally appropriate curriculum and activities to advance the cognitive development of young children, with particular focus on science, math and creativity. It includes a variety of approaches to curriculum development, assessment and necessary skills for early childhood teachers. Labs required. Recommended: ECE 104, 107 & 119. Note: Alternative: ECE F122; ECE F124; ECE F125. (2.5+1)

**Required Textbooks:**

- Worms, Shadows & Whirlpools; Science in the Early Childhood Classroom by Karen Worth & Sharon Grollman; published by Heinemann & NAEYC
- Count on Math, by Pam Schiller & Lynne Peterson; published by Gryphon House

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

**Other recommended reading and resources:**

- Number in Preschool and Kindergarten by Constance Kamii
- Big As Life volume II by Stacey York; published by Redleaf Press
- Emergent Curriculum by Elizabeth Jones & John Nimmo; published by NAEYC
- Early Learning Guidelines from State of Alaska

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

**Student Support Services:**

I encourage you to work with the CTC support services in the learning lab, on the first floor of this building. They have posted hours and tutors available who are very accessible and helpful. In addition, the Writing Center (8th floor, Gruening, 474-5314) and the Math Lab (405 Gruening or 305 Chapman); they provide excellent advice, tutoring and assistance. Many students also find the Office of Student Support Services (508 Gruening, 474-6844) helpful.

**Disabilities Services:**

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

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

**Organizational Overview within the Broader Curriculum:** This course is one of the curriculum courses which can be applied to the 6 credits of curriculum needed for ECE certificate, and AAS degree programs. It generally follows the ECE 119 Curriculum I Principles and Practices course. The student learning outcomes for our entire program are based on the 2009 national standards for ECE AAS programs. This course is primarily involved with Standard #4 - Using Developmentally Effective Approaches to Connect with Children and Families, and Standard #5 - Using Content Knowledge to Build Meaningful Curriculum.

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

- 4.1 Students establish a positive, authentic relationship with each child as the foundation for their work with children, with an emphasis on cognition.
- 4.2 Students demonstrate effective strategies and the use of equipment, materials and other tools for early childhood education, specific to course content.
- 4.3 Students reflect on their own practice to promote positive outcomes for each child.
- 5.1 Students use their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate relevant, challenging curricula to promote cognition in each child.
- 5.2 Students use their content knowledge of academic disciplines, technology skills, and resources to develop curriculum meaningful to each child's interest and development, with an emphasis on science, math, and creativity.
- 5.3 Students incorporate core concepts and inquiry methods relative to the research base and professional standards in each content area, especially science, math, and the arts, to analyze and critique early childhood experiences and curriculum.





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

	Points	Approx. Percent
▪ Attendance & participation	25	8%
▪ Field Trip (2)	50	17%
▪ 3 labs working with children	75	25%
▪ Other homework	80	27%
▪ Science project	<u>70</u>	<u>23%</u>
Total:	300	100%

Grade	Definition
A = 100% - 90%	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required; on time. Demonstrates a deep understanding, presented with proper grammar, spelling, & exceptional clarity.
B = 89% - 80%	Better than the average. Above the average expectation. Projects or papers are presented neatly, thoroughly & <u>on time</u> , but they do not have the depth and originality for an "A". Grammar and spelling are correct and professional.
C = 79% - 70%	Average. The student grasps the essential information; material is complete and presented satisfactorily, <u>ON TIME</u> .
D = 69% - 60%	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	Student was unable to complete the assignments on time with at least a 60% understanding and presentation.

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



**Incomplete "I" grades:** The instructor does not intend to give any "incomplete" grades in this course. If an exception is made for extenuating circumstances, the best possible grade would be a C, since the assignments were not on time. If an incomplete grade is awarded, the student would have to clearly identify the complete assignment, along with the points at the top of the assignment. Students do not get graded feedback returned to them on assignments that are turned in after the end of the course.

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

**Withdrawal & drops:** Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an "F". The instructor appreciates hearing from students who drop or withdraw; your feedback can sometimes make the course better for others. A drop does not appear on the student's transcript; withdrawal shows a "W" on record.



**Honor Code:**

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

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

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

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

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

**Getting Started:**

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

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



**Approximate Schedule:**

Week	Topic
1	Introductions, discuss overview, syllabi and homework and labs. Discuss how to adopt a program, or organize a play group. Read Worms text Ch 1& 2
2	Science in the ECE classroom, the use of inquiry. Process of discovery. Read Worms Ch 3
3	Life sciences. Read Worms Ch 4
4	Physical sciences. Read Worms Ch 5
5	Earth and space science. Math pre-test
6	Blocks & games to promote math and logic; Field Trip
7	Using Count on Math, create math materials for young children to use in order to explore concepts of sets and classification
8	Create math materials to promote shapes, (parts & whole) space & measuring
9	Create math materials to promote 1:1 correspondence & numeracy, post test
10	Promoting creativity through visual arts; responding to children's art
11	Promoting creativity through dramatic play; Field Trip
12	Promoting creativity through music & dance
13	Promoting creativity though puppetry
14	Share projects
Finals	Continue sharing projects and final questions



Thinking



Reasoning



Discovery