FORMAT 2

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	**AnneMarie Mattacchione**	**Phone**	**455-2931**
Email Contact	**amattacchione@alaska.edu**	**Faculty Contact**	**AnneMarie Mattacchione**

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	140	No. of Credits	3

COURSE TITLE	**Positive Social Development**

2. ACTION DESIRED:

Change Course	X	If Change, indicate below what change.	Drop Course	

NUMBER		**TITLE**	X	**DESCRIPTION**	X
PREQUISITES				***FREQUENCY OF OFFERING***	X
CREDITS (including credit distribution)		X		***COURSE CLASSIFICATION***	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED *(400/600) Include syllabi.*		Dept.		Course #	
OTHER (please specify)	**Currently an alternative to ECE 141, 142 and 143 (each 1 credit)**				

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)		*1*		*2*		*3*		*4*		*5*	X	*6 weeks to full semester*
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc)	**Lecture and Lab (2.75 + 0.5)**											

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 ☐ S = Social Sciences ☐

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

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

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

5. COURSE REPEATABILITY:

Is this course repeatable for credit? **YES** ☐ **NO** X

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

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

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

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

ECE F140 Positive Social Development
(3 credits) Offered Fall
Classroom management techniques for teachers working with groups of children 3-8 years old. Explores the importance of a strong self-concept and methods for helping children develop positive self-esteem and a pro-social orientation. Includes skills necessary to provide appropriate guidance including: setting limits, use of logical and natural consequences and helping children learn social problem solving, conflict resolution and negotiation. Note: Alternative: ECE F141; ECE F142; ECE F143 (2.5 + 0.5)

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 F140 ~~Positive Social Development~~ Positive Social and Emotional Development
(3 credits) ~~Offered Fall~~
Explores the importance of self-regulation, a strong self-concept and methods for helping children develop positive self-esteem. Focus on emotional intelligence, pro-social orientation, and social competence. Anti-bias curriculum is included. ~~Classroom management~~ Techniques explored for working with groups of children birth-8 years old including social problem solving and developing skills for making friends. ~~Explores the importance of a strong self-concept and methods for helping children develop positive self-esteem and a pro-social orientation. Includes skills necessary to provide appropriate guidance including: setting limits, use of logical and natural consequences and helping children learn social problem solving, conflict resolution and negotiation.~~ Note: Alternative: ECE F141; ECE F142; ECE F143 ~~(2.5 + 0.5)~~ ~~XXXXXXXXX~~ Course distribution is (2.5+1) per Curriculum Review Committee, 2/4/2011.

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.

No negative impact. Ultimately, when we eliminate the 1 credit alternatives it will reduce time and paperwork

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 and title . 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 because it reflects the rising national awareness on the importance of social and emotional development in the early years.

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. 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 that in the catalog, since it is a statewide program and courses are offered on different schedules in different locations.

ECE 140 ~ Format 2
Positive Social Development
Format 2-ECE 140

APPROVALS:

P.R. Mutt, Co Chair — Date 12/10/10
Signature, Chair, Program/Department of: DSHD

Date 10/8/10
Signature, Chair, College/School Curriculum Council for: CRCD

Pat Pinn — 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.

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

Date
Signature, Chair, CAF 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."

ECE 140 Positive Social and Emotional Development

3 credits – Sample Syllabus for Fall 2011

Instructor: AnneMarie Mattacchione, Assistant Professor

Office: UAF Community & Technical College (CTC), 604 Barnette St, Suite 205
Office phone: **455-2931** Office hours vary, always available by appointment
Home phone: 474-0752; please leave a local number or email, not long distance
Best way to reach me is by **email:** amattacchione@alaska.edu

Course Goal: To emphasize the importance of children's social and emotional development from infancy. Goals include highlighting emotional attachment and constructive social scaffolding and how to support positive social and emotional development through play. This course provides the information and practice for this important aspect of teaching.

Course Description:
Explores the importance of self-regulation, a strong self-concept and methods for helping children develop positive self-esteem. Focus on emotional intelligence, a pro-social orientation and social competence. Anti-biased curriculum is included. Techniques explored for working with groups of children birth-8 years old including social problem solving and developing skills for making friends. Note: Alternative: ECE F141; ECE F142; ECE F143 (2.75 + 0.5)

Required Text:

Text: Guiding Children's Social Development and Learning, sixth edition
by Kostelnik, Whiren, Soderman & Gregory 2009.
Published by Demar/Cengage Learning
ISBN-10: 142833694X

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

Other recommended reading and resources:
Alaska's Early Learning Guidelines

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

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

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

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

Organizational Overview within the Broader Curriculum: This course is required in the ECE certificate, AAS and CDEV BA programs. It provides foundational information about social development and environments. It is recommended full time students take this course in the first year of study. 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 #1 – Supporting Child Development & Learning and Standard #4 – Using Developmentally Effective Approaches to Connect with Children and Families

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

1.1 Students can identify young children's social and emotional characteristics and can anticipate the key elements of emerging social competence.
1.2 Students recognize multiple influences on development and children's individual characteristics and apply this knowledge to support the social and emotional needs of each child
1.4 Students use knowledge of development and learning, including the use of anti-bias attitudes and curriculum, to create environments, that are healthy, respectful, supportive, challenging for all children, and reflect the context of their lives
4.1 Students establish a positive, authentic relationship with each child as the foundation for their work with children and serve as models for appropriate pro-social interactions.
4.2 Students demonstrate effective strategies and techniques to establish positive and authentic relationships with children.

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

Grading

Attendance, participation	50 pts	10%
Chapter Guides (12 x 10 points)	120pts	24%
Homework Activities (12 X 12.5 points)	150 pts	30%
Final	80 pts	16%
4 labs @ 25pts each	100 pts	20%
Total points	500 pts	100%

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

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

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

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

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

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

Honor Code:

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

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

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

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

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.

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

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.

Estimated Course Calendar

14 class meetings x 3 hours = 42 hours + 8 hours of labs (at 50% = 4 hours) = 46 total for 3 credits.

Week	Readings	Topic	Assignments Due
1	Chapter 1 in class	Ecological Theory	
2	Chapter 2	Infancy	Chapter Guide Chapter Activity
3	Chapter 3	Non-verbal Communication	Chapter Guide Lab 1 Due Chapter Activity
4	Chapter 4	Verbal Communication	Chapter Guide Chapter Activity
5	Chapter 5	Emotional Development	Chapter Guide Chapter Activity
6	Chapter 6	Stressful situations	Chapter Guide Lab 2 Due Chapter Activity
7	Chapter 7	Play	Chapter Guide Chapter Activity
8	Chapter 8	Friendships	Chapter Guide Chapter Activity
9	Chapter 10*	Fostering Self Discipline	Chapter Guide Lab 3 Due Chapter Activity
10	Chapter 11	Implementing Consequences	Chapter Guide Chapter Activity
11	Chapter 12	Aggressive Behaviors	Chapter Guide Chapter Activity
12	Chapter 13	Promoting Pro-Social Behavior	Chapter Guide Lab 4 Due Chapter Activity
13	Chapter 14 & 15	Special Circumstances & Ethical Judgments	Chapter Guide Chapter Activity
14	Course Synthesis	Challenge Final	Prepare for the Competition!

- Intentionally out of sequence. We will not be discussing Chapter 9. Reading it may be of interest but is not required.