

Submit original with signatures + 1 copy + electronic copy to UAF Governance. See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

FORMAT 1

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	UAF College of Rural And Community Development
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vimplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

This class will be used as a requirement within the Child Development and Family Studies B.A. Curriculum and Teaching / Infant and Toddler concentrations as a capstone course. The course is developed for students to synthesize information gained through their area of concentration in conjunction with the CDFS major.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

8. 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 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture and clinical practice: ECE 473 will meet a total of 10 times for 1 hour. Approximately 196 hours of field study which may take place within approved group child care programs, preschools, Head Starts or Public schools.

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE F473 Clinical Practice: Classroom Management 3 credits

Supervised clinical field practice within an early childhood setting; Intent of this course is to provide a capstone for students who have completed all course work within the *Curriculum and Teaching* or *Infant and Toddler* concentration of the Child Development and Family Studies BA program. Practica activity will demonstrate application of appropriate curriculum, assessment and classroom environments developed to enhance the learning and development of all young children.

Prerequisites: Completion of all CDFS core major and concentration course work, excluding ECE 472. (1 + 0 = 14)

11. 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

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

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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

N/A

How many times may the course be repeated for credit?

N/A 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?

N/A CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 472. May be done in conjunction with ECE 480.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

N/A

16. PROPOSED COURSE FEES

\$0.00

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

No

If yes, give semester, year, course #, etc.:

N/A

18. ESTIMATED IMPACT

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

No Impact on budget. ECE 473 will be offered cross-regionally through distance methods and locally from the UAF campus, if offered on campus minor impact on facilities due to need of classroom space.

19. 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

February 1, 2011; Library collections are adequate. If we need anything, let them know.

20. 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)

Not aware of any programs/departments that will be affected by this proposed action.

21. POSITIVE AND NEGATIVE IMPACTS

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

There are no known negative or positive impacts on other courses, programs and departments.

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. Use as much space as needed to fully justify the proposed course.

When the Child Development and Family Studies (CDFS) BA program was established in fall of 2005, there was one practicum course, ECE 470 Advanced Practicum that was intended as a broad opportunity for students to develop a practicum project that demonstrated their knowledge and skills acquired within the CDFS course content.

With the diverse topics of concentrations within the CDFS program, as well as time working with students as they move through their ECE 470 practicum experiences; it has been realized that the students would be supported at a higher level if there were field experience opportunities and practica contained detailed direction and goals that fit the different concentration content areas rather than a broad spectrum of project development. Evaluating the work of students as they have completed the ECE 470 Advanced Practicum has showed the CDFS program faculty and staff that there are three styles of experiences that meet program goals and workforce needs. These styles are 1) organizational research, 2) classroom research and 3) classroom management.

Supporting high program standards, ECE 473 Clinical Practice: Classroom Management is one of two proposed capstone supervised clinical practice / field experiences that students will complete within the Curriculum/Teaching and Infant/toddler concentrations. ECE 473 will focus on curriculum development, assessment and strategies that support children aged infant through 5 years towards school readiness goals; such as physical development and motor skills, social and emotional development, approaches to play and learning, language and communication, and cognitive development and general knowledge.

APPROVALS:

<i>Veronica [Signature]</i>	Date	<i>Sept 29, 11</i>
Signature, Chair, Program/Department of:	<i>Child Dev and Fam Studies</i>	

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

	Date	
Signature, Dean, College/School of:		

	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, 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:		

18. ESTIMATED IMPACT

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

No Impact on budget. ECE 471 will be offered cross-regionally through distance methods and locally from the UAF campus, if offered on campus minor impact on facilities due to need of classroom space.

19. 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

February 1, 2011; Library collections are adequate. If we need anything, let them know.

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What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Not aware of any programs/departments that will be affected by this proposed action.

21. POSITIVE AND NEGATIVE IMPACTS

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

There are no known negative or positive impacts on other courses, programs and departments.

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. Use as much space as needed to fully justify the proposed course.

The proposed action is in response to early childhood workforce demand and the need for development of a clinical practice course specific to the area of study.

APPROVALS:

<i>Veronica A. Cumb</i>	Date	9/29/2011
Signature, Chair, Program/Department of:		Child Dev and Fam Studies

<i>Janet D. Cumb</i>	Date	10/5/2011
Signature, Chair, College/School Curriculum Council for:		CRCD

<i>Prof. Panning</i>	Date	10/7/11
Signature, Dean, College/School of:		CRCD

	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		

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Clinical Practice: Classroom Management

Course No: ECE 473

Credits: 3 (1 + 0 + 14)

Prerequisites: Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 472. May be done in conjunction with ECE 480.

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmlumbalaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local site.

Dates: TBA 2012

Times: TBA

ECE 473 will meet a total of 7 times for 2 hours. Approximately 196 hours of field work will be completed. Field work may take place within approved group child care programs, preschools, Head Starts or Public schools.

Text:

Machado, J.M., Botnarescue, H.M. (2010). *Student Teaching: Early Childhood Practicum Guide*. Florence, KY Cengage Learning, Wadsworth Publishing.
ISBN: 978-0495813224

Helm, Judy, Beneke, S., Steinheimer, K. (2007). *Windows on Learning: Documenting Young Children's Work*. (2Ed) New York, NY. College Teachers Press
ISBN-13 978-0807747865

State of Alaska. (2008) *Early Childhood Learning Guidelines*. Juneau Alaska

Assorted articles that may be handed out in class.

Supplemental Text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.).

Course Description:

Supervised clinical field practice within an early childhood setting. Intent of this course is to provide a capstone for students who have completed all course work within the *Curriculum and Teaching* or *Infant and Toddler* concentration of the Child Development and Family Studies BA program. Practica activity will demonstrate application of appropriate curriculum, assessment and classroom environments developed to enhance the learning and development of all young children. . Students should expect to be involved in the classroom setting for some or all of the school day for the entire university semester; approximately 196 hours.

Course Goal:

Students will actively develop appropriate curriculum, assessment and environment for the young children within the clinical practice site to enhance development and learning. Demonstration of appropriate practices within Alaska or other early learning guidelines and the National Association for the Education of Young Children Standards.

Student Outcomes:

By the end of this course students will be able to:

1. Apply knowledge known about child development and learning to develop and facilitate a complete classroom curriculum plan that permits general predictions about experiences likely to promote learning and development within practica site.
2. Application of skill that demonstrates what is known about each child as an individual that implicates how best to adapt and be responsive with individual variation.
3. Strategically use knowledge about the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant and respectful for each child and family.
4. Design of developmentally appropriate learning objectives for children with appropriate assessment opportunities.
5. Demonstrate understanding and skills to involve families and communities in different aspects of children's development and learning.

NAEYC Standards addressed in this course:

Standard 1: Supporting child development and learning

Standard 2: Building family and community relations

Standard 3: Observing, documenting and assessing to support young children and their families

Standard 4: Using developmentally effective approaches to connect children and families

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a Professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing with a large classroom management/curriculum based project. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and

proficiency of skill through assignments, discussion and final projects. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

- **Reflection, writing, and dialogue** on assigned text(s), class sessions, field placement experiences.
- **Application of Classroom Management Plan and Curriculum project in field placement:** Additional time within your field placement site used to facilitate classroom term project.
- **Classroom Curriculum project:** (20-30 pages minimum) each student will design a classroom management and curriculum project. This project will be developed out of a question coming from the children out of interests that have been observed through initial observation. When completed, a copy of your paper will be attached to the proper assignment within the assignments section of Blackboard. Please make sure I receive your paper no later than Sunday (DATE).
Curriculum project will be developed out of a complete plan, inclusive of topic and how it was decided upon, steps leading up to Phase 1: Developing the curriculum project, Phase 2: Developing the project, and Phase 3: Concluding the project. Parent and family participation will also be an important piece to include.
- **Documentation Boards for site classroom and local community:** Each student will develop a documentation board for the site classroom that explains the project, shows developmental progress towards child learning outcomes (goals), of children within the classroom. This will be much more than the typical bulletin board commonly seen in classrooms. Photographs as well as family and community response to your complete project and documentation will be incorporated into your final capstone project that will be finalized in ECE 480.
- **Final program portfolio note:** Final project will need to be kept for possible inclusion in final program portfolio which will be completed within the ECE 480 Child Development and Family Studies Portfolio course.

Course Evaluation:

A letter grade will be issued for participants. Note that you must receive a B or higher for this course to count towards your CDFS BA Degree. Grading is based on:

Blackboard Journaling	100	20%
Class discussion participation meeting and Bb	65	13%
Classroom Curriculum Project – Inclusive of additional Field Time	200	40%
Development of classroom and community documentation board	135	27%
Total	500	100%

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	449-400	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	399-350	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	349-300	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	299- below	Student was not able to meet 60% or more of criteria (a) through (f).

Course Calendar: 2013

This schedule is fluid and may be updated during the semester. The instructor will inform students of changes in a timely manner. Any changes will be updated on the class Bb site. Students are responsible for keeping track of schedule changes once announced.

Date	Topic and Assignment
1) Class 1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; Following discussion will include thoughts for field experiences work and placement <p>Preparation for next class: Reading Assignment: Chapters 1, 2 and 3 <i>Student Teaching: Early Childhood Practicum Guide</i></p>
2) Class 2	<p>In class today:</p> <ul style="list-style-type: none"> • Questions and discussion around values, teaching style and the worry of being observed. Forms for observation that will be used to ensure a quality experience. • Portfolio issues and questions. <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignments: <ol style="list-style-type: none"> 1. Thinking about personal goals. • Action activity Identify four important goals you would like to work towards during your clinical practice activities <p>Reading Assignment Chapters 4 and 5 <i>Student Teaching: Early Childhood Practicum Guide</i></p>
3) Class 3	<p>In class today:</p> <ul style="list-style-type: none"> • Ethics <p>Preparation for next class:</p>

	<ul style="list-style-type: none"> • Specific field assignments: <ol style="list-style-type: none"> 1. Philosophy: Reflect on and begin a draft of your personal philosophy in regards to <ol style="list-style-type: none"> a. ethical responsibilities to children, b. families, c. community and society • Reading assignment: Chapters 6 and 7 <i>Student Teaching: Early Childhood Practicum Guide</i>
4) Class 4	<p>In class today:</p> <ul style="list-style-type: none"> • How do you find patterns in research data? Now that you have your information, how will you interpret it? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: <ol style="list-style-type: none"> 1. Observe and make notes of children's group activity. 2. Make field notes of on child's activity. • Action planning: Consider your notes, look for patterns and interpret what you have found. Do you have an idea for a curriculum topic? IF not, what will be your next step? • Reading assignment: Chapters 8 and 9 <i>Student Teaching: Early Childhood Practicum Guide</i>
5) Class 5	<p>In class today:</p> <ul style="list-style-type: none"> • What is a learning community? How does curriculum and class management fit in? What about family and community? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: <ol style="list-style-type: none"> 1. Consider the parents and community in regards to the classroom community. Outline how families and community will be invited into the curriculum topic as it is facilitated. • Action planning: Outline how families and community will be invited into the curriculum topic as it is facilitated. • Develop outline for curriculum plan; set in motion • Reading Assignment: Familiarize yourself with <i>Windows on Learning: Documenting Young Children's Work</i>
6) Class 6	<p>In class today:</p> <ul style="list-style-type: none"> • Documentation: How does it fit in with your curriculum project? • Share beginning stages of curriculum plan <p>Preparation for next class: Continued facilitation of classroom curriculum and management plan in conjunction with documentation board. Be prepared to share weekly steps on Bb.</p>
7) Class 7	<p>In class today:</p> <ul style="list-style-type: none"> • Sharing of curriculum plan projects. How did it go? <p>Preparation for next class: Complete Formal Report of classroom curriculum and management project and community documentation board. Have turned in no later than (Date).</p>

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

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. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@alaska.edu

Writing Center

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

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* 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 and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

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.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at 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

Problem: 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 it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/>
Office of Information Technology Help Desk 474.6564 or 1.800.478.4667