REVISED Format 2 & Syllabus, received 1/17/2012

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	**Department of Social and Human Development**	**College/School**	**CRCD**
Prepared by	**Veronica Plumb**	**Phone**	**455-2038**
Email Contact	**vmplumb@alaska.edu**	**Faculty Contact**	**Veronica Plumb**

1. COURSE IDENTIFICATION: As the course now exists.

Dept	Course #	No. of Credits
ECE	**320**	**3**

COURSE TITLE	**Environment and Curriculum for Infants and Toddlers**

2. ACTION DESIRED: Changes to be made to the existing course.

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

NUMBER		**TITLE**		**DESCRIPTION**	
PREREQUISITES				***FREQUENCY OF OFFERING***	
CREDITS (including credit distribution)			**X**	***COURSE CLASSIFICATION***	
CROSS-LISTED	**No**	Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED *(400/600)* *Include syllabi.*	**No**	Dept.		Course #	

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 **and** the appropriate Faculty Senate curriculum committee. 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/Practica**										

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).	**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**

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

ECE F320 Environment and Curriculum for Infants and Toddlers (3)
Offered As Demand Warrants
Roles and practices adults take for supporting learning and development in infants and toddlers aged birth - 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships. Prerequisites: ENGL F211X or ENGL F213X Recommended: ECE F104, or ECE 245, ECE F220, ECE F110 (3+0)

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 F320 Environment and Curriculum for Infants and Toddlers (3)
~~Offered As Demand Warrants~~ Offered Fall
Roles and practices adults take for supporting learning and development in infants and toddlers aged birth - 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships. Prerequisites: ENGL F211X or ENGL F213X ~~Recommended: ECE F104, or ECE 245, ECE F220, ECE F110 (3+0)~~ (2.5+0+~~3.5~~) XXX 1.5
(2.5+0+1.5)

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.

The changes for this course should have no additional impact on facilities, budget, or space

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.

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)

No program or department impact

13. *POSITIVE AND NEGATIVE IMPACTS*

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

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.

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 CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

FORMAT 2, ECE 320

There will be no program impact.

13. ***POSITIVE AND NEGATIVE IMPACTS***

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

No changes with negative impact. Positive impact will be improved hands on practice for appropriate curriculum development for infants and toddlers.

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.

With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. ECE 320 was originally developed without a practica piece, The CDFS staff and Faculty have made the changes for all curriculum supporting courses, that are not foundational will have field experience requirements. Through student responses, it is realized that students understand the course content of curriculum development courses better if they have a hands on opportunity for development of hypothesis, experimentation, practice and reflection. This activity not only helps them construct knowledge of their skills and understanding, but also develops understanding of why this same process is valuable for young children as well.

ECE 320 will now have 20 hours of field experience within an infant and toddler environment. As in the Curriculum and Teaching concentration, all Infant and Toddler concentration curriculum courses will contain field experiences that will build as a continuum towards the concentration capstones ECE 472 and ECE 473.

With ECE 320 being a requirement within the new proposed Infant and Toddler concentration, ECE 320 will be offered regularly each fall rather than as demand warrants.

ECE 320 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule.

APPROVALS:

See attachment		Date	
Signature, Chair, Program/Department of:			
[signature]		Date	11/2/11
Signature, Chair, College/School Curriculum Council for:	CRCD		
Peter Pinney		Date	11/3/11
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.

Format 2 ECE 320

The CDFS program has been looking carefully at the courses provided ad is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

Veronica McCurdy — Date 9/14/11

Signature, Chair, Program/Department of: Child Dev & Fam Studies

Date

Signature, Chair, College/School Curriculu 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 Curriculu Council for:

Date

Signature, Dean, College/School of:

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Environment and Curriculum for Infants and Toddlers
Course No: ECE 320
Credits: 3 (2.5 + 0 + 1.5)
Prerequisites: Engl 211X or 213X
Instructor: Gara Bridwell
604 Barnette Street Suite 220

Phone: 455-2908
E-mail: gdbridwell@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.
Location: Distance Delivered possibly in conjunction with local Fairbanks site.
Dates: TBA
Times: TBA
Over the course of 10 weeks, ECE 320 will meet 20 times, for 1 1/2 hours each meeting. 20 hours of pracitca/field experience will be spent in an infant or toddler setting.

Text :
Required

Edwards, C., Rinaldi, C. (2009) *The diary of Laura: Perspectives on a Reggio Emilia Diary*. St.Paul, MN RedLeaf Press. ISBN-13: 978-1933653525

Greenman, J. (2007). *Prime Times.* Redmond, WA. Exchange Press. ISBN-13: 978-09422702330

Johnson. J.A., (2009). *Babies in the rain: Promoting play, exploration and discovery with infants and toddlers.* St.Paul, MN. RedLeaf Press. ISBN-13: 978-1933653846

Lerner, C., Parlakian, R., *Learning Happens* DVD. Zero to Three Press. ASIN: 1934019389

Course Description:
Roles and practices adults take for supporting learning and development in infants and toddlers aged birth – 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships.
ECE 320 is required for the Child Development and Family Studies BA program within the Infant and Toddler concentration

Course Goal:

Understanding of components needed for appropriate development of environments and curriculum for infants and toddlers.

Student Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

1. Explain what is meant by the terms and use of "environment" and "curriculum" for infants and toddlers.
2. Articulate the distinctions between curriculum for infants and toddlers and curriculum for older children.
3. Describe the aspects of early care and education that are a part of an infant/toddler curriculum and environment.
4. Outline strategies for engaging families in developing and implementing individualized curriculum for infants and toddlers.
5. Explain how Individualized Family Service Plans can support curriculum and inclusion of infants and toddlers with special needs.
6. Design an appropriate group space environment for infants and toddlers.
7. Formulate an individual curriculum plan for a specific infant or toddler.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children's characteristics and needs
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building and Community Relationships

Key elements

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

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

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Standard 4: Teaching and learning

Key elements:

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing and field assignments. Students will demonstrate their proficiency of knowledge development and skill through assignments and discussion.

All assignments will be communicated through assignments within the content section of the course Bb site. Other communication outside of class will be completed through email, phone or face to face visits.

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course. Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

- **Written Assignments:** There will be 5 written assignments which respond to readings, class discussion and videos that will be watched. Topics for written responses will be developed out of the class discussions that take place throughout the class meetings.

- **Discussion Facilitations:** The class will be divided into small groups. Each person within the group will be responsible for planning and facilitation of small group discussions. The lead person will turn in their facilitation plan and discussion questions to the instructor and shared with small group participants at least 3 days prior to the small group meeting.

- **Course Project:** The final course project will be divided into two parts.
  An in-depth environment plan inclusive of complete written description detailing all parts and reasons for the parts.
  An individualized curriculum plan designed for a specific child aged infant through 2 years of age. A complete description of the child, specific learning outcome goals, specific activity plans and reflection on why this is the appropriate plan for this child. Inclusion of parents as partners in their child's education and development as well as home activity will be included.

- **Final Reflection:** This will be a complete documentation of your knowledge acquisition and skill growth around the area of environment and curriculum development for infants and toddlers. Remember, as in other classes, your work may be something you wish to include in your final program portfolio as you share your own development and learning around child development and the infant/toddler concentration.

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Writing Assignments (5 @ 15 points each)	75	25 %
Discussion facilitation	50	17 %
Course Project Part 1 (Environment Design)	75	25%

Course Project Part 2 (Individualized Curriculum Plan)	75	25%
Final reflection	25	8%
Total	**300**	**100%**

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	269-240	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	209-180	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 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Calendar – Tentative – Monday Wednesday schedule

Date	Topic and Assignment
Monday, Class 1	**In class today** • Review course expectations; introductions; and discussion regarding final assignments and lab time. **All classes will be recorded** To retrieve recording at a later date: *Dial 1-800-230-8546* *Use your normal participant pin which is 8653144.* *You will be asked to give the date in a 6 digit number. For the September 26 class meeting it would be 092611.* *You will then be asked to give the chapter code. We will use 0.* **Preparation for next class:** • Read in ***The Diary of Laura*** **–** pg. 1- 53, Parts 1 & 2.
Wednesday, Class 2	**In class today:** Regio Emilia and Laura • Introduce Small groups and call in information **Preparation for next class:** • Read in ***The Diary of Laura*** **–** pg. 57 – 136. • Small Group Breakouts begin next class.
Monday, Class 3	**In class today: Themes worldwide** • **Small Group Discussion 1 -** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 3 – Foundations of

	Quality, Visions, Goals, Characteristics and Fundamental Assumptions. •
Wednesday, Class 4	**In class today: Foundations of Quality** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 4,5,6 for next class.
Monday, Class 5	**In class today: What do Infants and Toddlers Need?** • **Small Group Discussion 2 -** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 7 for next class.
Wednesday, Class 6	**In class today: Time and Space – Indicators of Quality** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 8 and 9 for next class.
Monday, Class 7	**In class today: Infants/Toddlers, and Relationships with Parents** • **Small Group Discussion 3 –** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 10 for next class.
Wednesday, Class 8	**In class today: A Great Place for Staff** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 11 and 12 for next class.
Monday, Class 9	**In class today: Infants/Toddlers and Routines.** • **Small Group Discussion 4 –** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 13 and 14 for next class.
Wednesday, Class 10	**In class today: Environments for Infants and Toddlers that are Safe, Healthy and Encourage Self Regulation** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 15 for next class.
Monday, Class 11	**In class today: Interactions with Infants/Toddlers** • **Small Group Discussion 5 –** **Preparation for next class:**

	• Read in ***Prime Times*** **–** Chapter 16 for next class. • Think of questions / challenges you will have completing projects
Wednesday, Class 12	**In class today: Curriculum and Learning Birth through Toddlerhood** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 17 and 18 for next class.
Monday, Class 13	**In class today: Infants and Toddlers, Indoors and Outdoors** • **Small Group Discussion 6 -** • What kind of environment will you design? **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 19 for next class.
Wednesday, Class 14	**In class today: Planning for Learning** **Preparation for next class:** • Read in ***Prime Times*** **–** Chapter 20 for next class.
Monday, Class 15	**In class today: Program Evaluation and Change** • **Small Group Discussion 7 -** **Preparation for next class:** • Read in ***Babies in the Rain*** **–** Intro. and Chapter 1 for next class.
Wednesday, Class 16	**In class today: What's going on in there?** **Preparation for next class:** • Read in ***Babies in the Rain*** **–** Chapter 2 and 3 for next class.
Monday, Class 17	**In class today: Mindful Choices for Infants and Toddlers** • Check in, Projects Status. **Preparation for next class:** • Read in ***Babies in the Rain*** **–** Chapter 4 for next class.
Monday, Class 18	**In class today: Play, Exploration and Discovery** **Preparation for next class:** • Finish up and be ready to share projects in class on Wednesday.
Wednesday, Class 19	**Presentations**

Monday, Class 20	Complete presentations Celebrate! and take time for final student opinion survey

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 American with Disabilities Act (ADA), and insures that the 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, Chuckchi, Interior-Aleutions, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at 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, Alaska 99775-5590
Phone: (907) 474-5655| TTY: (907) 474-1827 | FAX: 474-5688 Email: fydos@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