

1/10/08

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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	Social & Human Development (ECE)	College/School	CRCD
Prepared by	Patty Meritt	Phone	455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Patty Meritt

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

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

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

NUMBER	<input type="text"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES	<input type="text"/>			FREQUENCY OF OFFERING	<input type="text"/>
CREDITS (including credit distribution)	<input type="text"/>	<input checked="" type="checkbox"/>		COURSE CLASSIFICATION	<input type="text"/>
CROSS-LISTED	<input type="text"/>	Dept.	<input type="text"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>

OTHER (please specify)

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: 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply) _____
 Mode of delivery (specify lecture, field trips, labs, etc) _____

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

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? CREDIT S

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

ECE F270 Practicum II

3 Credits

An advanced guided field experience in working with a group of young children in a school or center. May include teaching in a team situation and working with families. Prerequisites: ECE F170; placement in ENGL F111X or higher. (0.5+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 F270 Practicum II

3 Credits

An advanced guided field experience in working with a group of young children in a school or center. May include teaching in a team situation and working with families. Prerequisites: ECE F170; placement in ENGL F111X or higher. (0.5+0+15)

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 PASS/FAIL:

10. ESTIMATED IMPACT

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

none

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes No needed for this course

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)

The ECE faculty statewide and the faculty for the BA in Child Development and Family Studies have agreed upon this change.

13. POSITIVE AND NEGATIVE IMPACTS

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

Clarity for students

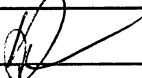
JUSTIFICATION FOR ACTION REQUESTED

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.

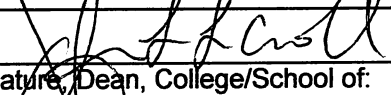
It is a practicum with 200 hours of student teaching type work. The current catalog does not show the on site hours working with children and families. This change just corrects the catalog to accurately reflect the course.

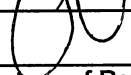
Please note all the ECE CTC syllabi also include the policy document, which provides information about the student services and disability support for students. We find it is more helpful in this format, so the syllabus is limited to just the information about the course and the other pertinent information that applies to all courses is included in the 10 page policies document. Students review the policy document once each semester and sign a paper saying they have received, read and understand the policies. That way students who are taking as many as 5 ECE courses do not have to review the same content information over and over again. However, every CTC student receives the information.

APPROVALS: (Additional signature blocks may be added as necessary.)

 Date 2/28/13
Signature, Chair, Program/Department of: _____

Jean Mair Date 2/27/2013
Signature, Chair, College/School Curriculum Council for: _____

 Date 3/1/13
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.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Date _____

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:		

Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate 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 (or changes to it) may 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.) Publicize UAF regulations with regard to the grades of "C" and below **as applicable** to this course. (This is not required in the syllabus, but it's a convenient way to publicize this if applicable.) Faculty Senate Meeting #171:
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

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 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

ECE 270 Practicum II Credits: 3

Syllabus - to be used in conjunction with the ECE policies

Instructor: Patty Meritt, Professor

Contact: Best text, call or message: 907 978-6626 Work: 455-2883 Home: 474-0841

Office: 604 Barnett St Suite 205

Hours: Flexible, by appointment. For this course I usually come to you, at your placement site

Email: pameritt@alaska.edu

Course Description:

An advanced guided field experience in working with a group of young children in a school or center. May include teaching in a team situation and working with families. Prerequisites: ECE F170; placement in ENGL F111X or higher. (0.5+0+15)

Goals: In PII the student demonstrates skills for assessment, developing curriculum and working with families while maintaining skills demonstrated in PI for building a climate of respect and establishing supportive relationships. Students will demonstrate competence in all of the following NAEYC standards:

Standard 1. Supporting Child Development and Learning

Standard 2. Building Family and Community Relationships

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Standard 6. Becoming a Professional

Standard 7. Early Childhood Field Experiences

Relationship in the broader curriculum: This course is a "capstone" for the AAS degree.

Location and hours: Students are required to complete 200 hours of supervised practicum. Location and schedule are determined on an individual basis.

Outcomes:

Upon completion of this course, students will have demonstrated the following skills related to the above standards:

1. Appropriate assessment practices with young children, including sharing the information with families. (standards 1, 2, 3, 4) Related assignments: child assessment, home visit & family conference
2. The ability to plan, develop and evaluate a unit or project with young children, including family contributions to planning, implementing and evaluation. (1, 2, 3, 4, 5) related assignment: curriculum implementation and lead teaching for 2 weeks
3. Cooperatively working with supervisors, other staff and parents for the benefit of children. (6) related tasks: dependable attendance, professional attitude and behavior, utilizing constructive feedback, reflection and analysis for improvement

4. Comprehension of the complexity of the early childhood profession (6) Related assignments: essay on academic growth and reflections; completed portfolio
5. Awareness & commitment to the profession (6) related assignments: membership in a professional organization; resume; future goals
6. Application of the professional code of ethical conduct. (6) Statement of philosophy & reflections
7. Documentation of multiple field experiences with different age groups and settings (7)

Required Textbook: Developing & Presenting a Professional Portfolio in Early Childhood Education by Wiltz, Watso-Thompson, Cawley & Skelley; published by Pearson, 2009. Other supplementary readings may be provided by faculty or site supervisors, as needed on an individual basis.

Supplies: A very large 3 ring binder for your portfolio. Also a flash drive or CD for an electronic version.

Teaching Methods: Students attend the orientation with faculty and work with faculty individually to arrange a placement site in advance. Students then meet with placement site supervisors to completion of employment paperwork and establish hours. Students work collaboratively with site employees, supervisors and faculty to support the children and families of the program. Student maintains a record of progress and accomplishments. Faculty observe the student and give feedback totaling a minimum of six hours in addition to the orientation.

Reading Assignments: Read the textbook as soon as possible. You will want to refer to the information as you document your work and prepare your final portfolio.

Paperwork Requirements:

1. background check; on-site application and employment packet
2. timesheet
3. essay for your growth in the AAS*
4. philosophy of early childhood education*
5. develop a professional resume and include it in your notebook*
6. documentation of PII modules
7. accumulated samples demonstrating competence with national standards

*It is best to start these in the beginning of your practicum.

Your Portfolio:

Maintain a record of your practicum in a large 3 ring binder as well as an electronic version. Your grade will not be posted until both completed versions are received. The completed portfolio is in two parts; together they should provide a view of your overall experience in the AAS program. The first part documents your work on site during the Practicum II experience. The second part documents your accumulated evidence of competence on the national standards, which has been growing since you entered the program.

Part I documents your competence to be a teacher of young children, including assessment, curriculum development and working with families. Organize Part I by the modules for Practicum II. Photos, lesson plans, correspondence, newsletters, samples of the children's projects and written entries will all be valuable. Thinking of it as a scrapbook may help you visualize the desired end.

Part II of your portfolio should be organized by the naeyc standards; use tabs to separate sections. The textbook should be especially helpful as you develop this part of your portfolio. Since it is a professional document you will of course use a word processor. For each standard include any relevant evidence, such as graded assignments from prior courses, as well as your reflections, references from your site or other relevant documentation.

Work at the site is intended to be primarily direct work with children and their families. This may include preparing the environment and obtaining the necessary materials, if approved by the on-site teacher. It is expected that the student will do the majority of planning time and paperwork documentation (journal etc.) as the "homework" for practicum.

Summary of Evaluation:

Source	Percent	Documentation
Part I Observation & Feedback	15%	Written evaluation by faculty and site supervisor
Part I Family Relationships	10%	Documentation & reflection of home visit & family conference
Part I Child Assessment	10%	Documentation of child assessment and family conference with reflection of the process
Part I Lead Teaching minimum of 2 weeks	25%	Photo documentation of environment changes, lesson plans, children's active exploration and engagement. Reflection and evaluation
Part II Professionalism	10%	Statement of philosophy; professional resume; goals; proof of membership in an EC professional organization; ethics
Part II Accumulated Growth	30%	Scholarly essay on academic growth, accumulated evidence on the standards

Calendar: will vary by individual placement. This suggested timeline gives "hours"

Task	Timeline	Comments
Get to know the families	By 40 hrs	
Do a home visit	By 60 hr	This should be completed early
Assess a child	From 60-100 hours	This is on-going but should be well underway by 100 hours; may continue until the conference
Lead Teaching for 2 weeks	Usually around 120-160 hours	Please let your faculty know when you are lead teaching
Family Conference	About 180 hours	
Complete portfolio	By 200 hours	
Faculty Observation #1	By 60 hours	
Faculty Observation #2	By 110 hours	
Faculty Observation #3	By 160 hours	This still leaves time for further observation

Part I

Observation and Feedback The university faculty and site supervisor will be observing and giving you on-going feedback, both orally and in writing. The observations and your professional response to the feedback is an important part of the course.

Module #1: Family Relations Meet with one family in a home visit early in the practicum to establish a positive relationship. Ideally this will be a family new to the program or the group and the same one you will work with for your assessment. This home visit is not to provide information or judgments. It is just to get to know each other a little better. The selection of the family and the arrangement of the meeting must be made in conjunction with the site. Document your home visit with a feedback form by the supervising teacher. Write a self-evaluation about the process.

Module #2: Assessment Do an in depth assessment of a child, based on observation, demonstrated skills and portfolio sampling. Selection of the child and assessment tool is to be coordinated with the supervising teacher and program management. Ideally this will be the same family you visited for the home visit. After compiling the information, you will meet with parents to share your assessment information and hear the parent's perspective, in a formal parent teacher conference. Usually this happens near the end of the practicum.

Development of a portfolio of children's work is strongly encouraged for assessment documentation. If you use a different process, discuss how and why that decision was made. Include a sample of the blank form if you use a formal assessment or screening tool. Regardless of your choices, it is important to include the completed assessment or a copy or photos of the child's portfolio. Write in your journal what you learned. How would assessments help you plan lessons and the class environment for children?

Family Conference A family conference (or parent teacher conference - PTC) is when you share information about the child's progress and development as you see it in your setting. Children may be included at the discretion of the program and family. We are not qualified to do any diagnosis; if there are developmental issues that need more attention, your site supervisor will encourage the family to seek further professional services. With your site supervisor, you will share the assessment and samples of child's work with the family in a formal parent-teacher conference. Document your conference with a feedback form by the supervising teacher. Write a self-evaluation about the process. Include copies of any written materials you shared with the family in the conference, such as the evaluation or brochures.

Module #3 Teaching: This module is to demonstrate you are able to be a classroom teacher with a group of young children.

Begin by developing a unit of study for a minimum of 2 weeks and, serving as lead teacher. Integrate the topic of your unit across all aspects of the curriculum such as dramatic play, blocks, fine motor, math, science literature etc. Making appropriate environmental changes is an important part of a good unit. Document your environment changes with a map, list or photos. Take photos, throughout the unit of you and the children exploring the different activities and ideas.

Using the format from your curriculum class with the example from Big as Life by Stacy York, develop a unit for your group on a topic relevant and interesting to the children. Your informal observations as well as your formal assessment should be used in determining your unit and the various activities and lessons you create. Good topics are often related to the children themselves

(my body, making friends, my family) or the world around them (pets, balls, dog mushing, gardening). Avoid topics that are abstract or lack relevance for children in the interior of Alaska (the solar system, sharks). Be sure the curriculum is broad enough to cross all learning labs or interests areas. A topic such as The Three Bears, using the favorite story book, would be too narrow. It is better to choose a topic of bears and incorporate the story in your literacy activities. Your site supervisor will approve your topic. Serve as a lead teacher for at least 2 weeks, implementing the curriculum, using developmentally appropriate practice. Include lesson plan copies/activities using a format similar to the one described in the curriculum II class. Identify a list of specific concepts you think the children learned. Include your reflections on the lessons and activities in the unit.

Part II

Academic Growth: This should be placed at the beginning of part two in your portfolio. In essay format, reflect on how you have grown as a professional during your AAS studies. This should be a scholarly essay of approximately 2-3 pages (600-900 words). If you include a bulleted list or photo journal, it must include substantive captions and explanations. This will be used to document your writing competence as well as your ECE growth.

Standards: For each of the following standards, document your competence with your accumulative work in the program. At the end of this document is a complete listing of the standards and the key indicators, to guide your collection process and some likely assignments you may want to include from your coursework

- Standard #1 Promoting Child Development & Learning
- Standard #2 Building Family & Community Relationships
- Standard #3 Observing, Documenting & Assessing to Support Young Children & Families
- Standard #4 Promoting Child Development & Learning
- Standard #5 Using content Knowledge to Build Meaningful Curriculum
- Standard #6 Becoming a Professional
- Standard #7 Early Childhood Field Experiences

Professionalism In standard 6, document your membership in NAEYC or other professional EC organization. Include your professional resume. Include examples of ethical conduct or use of the professional code of ethics. Describe your immediate use of your AAS degree. Where are you working or do you plan to go for a higher degree? Identify future long-term education or professional goals (3-10 years). List possible job opportunities to explore in the next 6-12 months.

Part I Personal Reflection - Home Visit

Some might find it easier to document into a recorder and then transfer this to paper. It is acceptable to use clerical help. Using the computer, please answer the following:

1. How many hours of your practicum were completed when you did the HV?
2. Describe what you planned to do. Include details of where you will meet, who will be there, how long it will take and what will be covered.
3. How did you feel prior to the meeting?
4. Describe the actual meeting. (Did it go the way you planned?)
5. What was the family's reaction?
6. How were children included in the process?
7. What did you learn about this family?
8. How could your new knowledge help you to be a better teacher with these children?
9. Identify the advantages of doing a home visit. Compare the relationship you have with this child and family to the relationship you have with another child in the group, who you have not known at home.
10. On the following scale, how would you rate the value of home visits for ECE teachers?
 1. Not worth the time and trouble
 2. Nice but not necessary
 3. Valuable
 4. Essential
11. Other relevant thoughts or comments on your experience as a home visitor should also be included.

Part I Personal Reflection - Assessment Process

Using the computer, please answer the following:

1. Describe the child you selected for this portion of your practicum:
2. Why did you choose this child?
3. Describe the assessment tool(s) you selected.
4. How did you choose the tool(s)?
5. Why was this appropriate for these children at this time in their lives?
6. Describe the assessment process (How long did it take? Where did you do it? Who helped you? What did you learn that helped you be a better teacher for this child?)
7. How did you factor the children's culture into the process?
8. How were families included in the assessment process?
9. How could your new knowledge help you to be a better teacher with these children?
10. What is your reaction to doing assessments with young children?
11. Attach a copy of the child's portfolio or photos of the entries, if possible.
12. Other thoughts, comments or insights you gained.

Part I Personal Reflection - PTC

(Children may be included or not, at your discretion. Complete one)

Using the computer, please answer the following:

1. How many hours of your practicum were completed when you did the PTC?
2. Describe what assessment info you plan to share. Include a copy.
3. How did you feel prior to the meeting?
4. Describe the actual meeting. (Did it go the way you planned?)
5. What was the family's reaction?
6. How were children included in the process?
7. Identify the advantages of doing parent teacher conferences. Describe any disadvantages.
8. Include copies of any materials or resources you shared with the parents.
9. On the following scale, how would you rate the value of PTC for ECE teachers?
For Parents?
 1. Not worth the time and trouble
 2. Nice but not necessary
 3. Valuable
 4. Essential
10. Other relevant thoughts or comments on your experience doing a PTC should also be included.

Part I Personal Reflection – Curriculum & Teaching

Complete the documentation for your unit and include it in your notebook. At a minimum this will include:

- Why you chose the topic (relate it back to the children)
- How you involved parents
- Your web with questions by the children
- The materials you gathered
- Changes you made to the environment
- Responses in play by the children
- Independent activities in all interest centers/learning labs
- Circle time related to the topic (music and movement)
- Stories and books related to the topic
- Science activities
- Cooking activities
- Art & craft (NOT worksheets!)
- Activities for physical development (both fine motor and large muscle)

Then in essay form, evaluate the success of this unit for children's development. How did it promote their development in all aspect of the PIES? Did you meet your objectives; they learn what you had hoped they would? How do you know? What might you do differently next time and why? What areas were especially successful and why? If relevant, compare this teaching experience with previous teaching or curriculum experience, such as the activities based PI. What did you learn from doing this unit?

Part II Personal Reflection – Academic Growth

Include your essay on your growth since beginning the AAS program. Please be specific about this. Which courses or experiences were the most helpful. What was inspiring? Was there any course or approach that was not helpful for you? If you took courses in a variety of formats, such as web based, audio, intensives etc., please comment on the format and scheduling that was most helpful for you. What obstacles did you encounter in the university, the program or the courses? What did you think coming into the ECE program? How has your view been changed or affirmed? What strengths would you credit to the academic program?

Part II Professionalism

- Describe your immediate use of your AAS degree. Identify your current employment or academic plans. List possible job opportunities to explore in the next 6-12 months.
- Describe your professional goals for the next year and for the next 5 years. Include your professional resume.
- Include examples of ethical conduct or use of the professional code of ethics.

Site mentor comments

Regarding the home visit:

1. Describing the child assessment and parent teacher conference
2. Discussing the curriculum project
3. Addressing the special project for the program
4. Discussing professional ethics
5. Student's competence as a potential employee; including a letter of reference if possible

Including other comments as relevant

Time Sheet Example Name: _____ Site _____

Date	Associated Modules and Activities	Time	Hours	Total Hours
9/2/00	Child observation & assessment	9 - 12	3	3
9/3/00	Environment preparation & changes	"	"	6

2010 NAEYC Key components of the Standards for AAS degrees:

Standard #1 Promoting Child Development & Learning

- 1a Knowing and understanding y. c. characteristics and needs
- 1b Knowing & understanding the multiple influences on development and learning.
- 1c Using developmental knowledge to create healthy respectful, supportive and challenging learning environments.

Standard #2 Building Family & Community Relationships

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

Standard #3 Observing, Documenting & Assessing to Support Young Children & Families

- 3a Understanding the goals, benefits and uses of assessment
- 3b Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments, including using assistive technology for children with disabilities
- 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3d Understanding and practicing responsible assessment to promote positive outcomes for each child including using assistive technology for children with disabilities

Standard #4 Promoting Child Development & Learning

- 4a Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b Knowing and understanding effective strategies and tools for early education. Including appropriate use of technology
- 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d Reflecting on own practice to promote positive outcomes for each child

Standard #5 Using content Knowledge to Build Meaningful Curriculum

- 5a Understanding content knowledge and resources in academic disciplines: language & literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health & safety; and social studies.
- 5b Knowing, and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child

Standard #6 Becoming a Professional

- 6a Identifying and involving oneself with the early childhood field
- 6b Knowing about and upholding ethical standards and other professional guidelines
- 6c Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource.
- 6d Integrating knowledgeable, reflective and critical perspectives on early education
- 6e Engaging in informed advocacy for children and the profession

Standard #7 Early Childhood Field Experiences

- 7a Opportunities to observe and practice in at least two of the three early childhood age groups (birth-3, 3-5, 5-8)
- 7b Opportunities to observe and practice in at least two of the three of the main types of early childhood settings (early school grades, child care centers and homes, Head Start programs)

In the past year ECE faculty from around the state have agreed upon general topics or common assignments that should be included in each course. Depending upon when you took the class, this might give you some good ideas of work to consider including in your portfolio.

Course #	Course Name	Cr.	Common Assignment
101	Intro	3	Code of Ethics
104	CD Infants and Toddlers	3	Child case study ages 3 mo – 2.5 years
107	CD Preschool-Primary Human Relations Requirement	3	3 observations of children ages 3-8 with recommendations for further development
110	Safe, Healthy Learning Environs	3	Design an indoor and/or outdoor learning environment
119	Curriculum I (DAP Literacy)	3	DAP Storytime lab
140	Positive Social Development	3	Identify topics/questions for future study and research answers relative to each chapter. Include questions & answers in a written paper.
170/115	Practicum or Reflective Teaching	3	Reflections on teaching and relationships with young children
210	Child Guidance	3	3 reflections on specific guidance situations
213	Curriculum II (Thinking/Reasoning/Discovery)	3	Unit of study

214	Curriculum III (I/T Curriculum)	3	Document the actual implementation of an emotionally, socially and physically supportive environment for infants and/or toddlers
229	Foundation Nutrition & Wellness	3	Reflection of nutrition and physical activity lesson(s) done with children to promote wellness
230/240	Special Needs Course	3	Document adapting materials or environments for children with specific special needs
235	Screening/Assessment/Recording	2	Example of a child portfolio with a screening tool & analysis of work samples
242	Family Ecology	3	Reflection and documentation of family home visit
270	Practicum II	3	Philosophy Statement
Eng 111X	Academic Writing	3	Written paper on student's growth in ECE throughout the AAS program
Eng 211X or 213X	Writing about social science or literature	3	Research paper on a health or other relevant topic (ECE 110)
ECE 117	Computation for ECE	3	Assignment from the class and document math lab with children
Comm 131X or 141X	Oral Communication	3	Include a feedback form on a presentation given during your AAS course of study
	CTC courses only		
130	Culture	2	
132	Y C & the Family	1	Develop, implement and evaluate a family involvement activity with an emphasis on learning some aspect of child development