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: ECE   Course #: 132   No. of Credits: 1

COURSE TITLE: Young Child & the Family

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

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

| | | | | | |
| --- | --- | --- | --- | --- | --- |
| **NUMBER** | [ ] | **TITLE** | [ ] | **DESCRIPTION** | [ ] |
| **PREREQUISITES** | [ ] | | | **FREQUENCY OF OFFERING** | [ X ] |
| **CREDITS (including credit distribution)** | | | [ X ] | **COURSE CLASSIFICATION** | [ ] |
| **CROSS-LISTED** | [ ] | Dept. | [ ] | (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.) | |
| **STACKED (400/600)** Include syllabi. | [ ] | Dept. | [ ] | Course # | [ ] |
| **OTHER (please specify)** | | | | | |

## 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) _____

## 4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities [ ]   S = Social Sciences [ ]

| Will this course be used to fulfill a requirement for the baccalaureate core? | YES [ ] | NO [ x ] |
| --- | --- | --- |

IF YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6 also submitted [ ]   W = Writing Intensive, Format 7 submitted [ ]   Natural Science, Format 8 submitted [ ]

## 5. COURSE REPEATABILITY:

| Is this course repeatable for credit? | YES [ ] | NO [ x ] |
| --- | --- | --- |

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

How many times may the course be repeated for credit?   [ ] TIMES

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

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

> ECE F132 Young Child and the Family
>
> 1 Credits
> Offered Spring
>
> Introduction to the importance of a positive and productive relationship between families and the child development centers. Emphasis on using this relationship to coordinate child rearing efforts of both the family and the educator. (1+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 F132 Young Child and the Family
>
> 1 Credits
> ~~Offered Spring~~
>
> Introduction to the importance of a positive and productive relationship between families and the child development centers. Emphasis on using this relationship to coordinate child rearing efforts of both the family and the educator. ~~(1+0)~~ (.75 +. 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.

> none

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

No [ x ]  Yes [   ]   | 1 credit course that uses early childhood community library or materials provided by instructor

**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 faculty from Child Development & Family Studies (the ECE BA program) have agreed to this change

**13. POSITIVE AND NEGATIVE IMPACTS**
Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

> This will better inform the students of the work allocation for this course

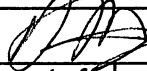## JUSTIFICATION FOR ACTION REQUESTED

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 course is offered in multiple modalities, usually during spring, summer and fall so we prefer not to state an actual offering.

The major, common assignment, for this course requires lab work and should be reflected in the description.

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: | | |

| | 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.

| | 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:

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 <u>denied</u>.

## 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. <u>Be specific</u> 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 <u>as applicable</u> 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.

**University of Alaska Fairbanks**
**Community and Technical College**
**Course Syllabus - to be used in conjunction with the ECE policies document**
**Fall Semester 2011**

**ECE 132- TO1 Young Child & the Family (1 credit)**

**Instructor Information:**
AnneMarie Mattacchione, Assistant Professor
UAF Community and Technical College
604 Barnette St, Room 205, Fairbanks, AK 99701
Email is the best way to reach me during the semester: amattacchione@alaska.edu
Work Phone: 455-2931                    Alternate Phone: 452-4267 Ext 223
Fax: (907)-455-2883
Office Hours: 3-5 PM M, W, TH (Request a time to speak with me and we will arrange a meeting around your schedule when necessary.)

**Course Description:**
Introduction to the importance of a positive and productive relationship between families and the child development centers. Emphasis on using this relationship to coordinate child rearing efforts of both the family and the educator.

**Course Goals:** To emphasis the importance family has regarding their child's educational experiences. Specific activities will be used to illicit family participation and support of the family culture, preferences and child rearing practices during participation in early learning settings.

**Materials Required:**
Text:     "From Parents to Partners- Building a Family-Centered Early Childhood Program"
          Janis Keyser ISBN:978-1-929610-88-4

**Class Meeting Times and Dates:** Saturday 9:00-12:00

About the instructor:
- I am a mother of a teenager.
- I have been in the Early Childhood Profession for 28 years and have enjoyed working with children, families and staff in a variety of settings to include:
    ~ Since 1997, have worked with disabilities service agencies and families who are joyful and challenged by disabilities and health impairments
    ~ Teaching children birth-School age
~ Worked in both profit and non-profit child care programs
~ Director and teacher in my own home child care setting working primarily with military families
~ Supervisor and teacher of an infant/toddler program
~ Director of large non-profit child care center birth-12 yrs. with 25 staff member and 125 families
~ Early Head Start Director- opening the first EHS Center-based program in Fairbanks
~ Early Head Start/Head Start Program Director with 40 staff members and 142 families
~ Hold two Early Childhood Education/Child Development degrees
~ West-Ed Certification Modules 1-5 for the Program for Infant/Toddler Caregivers
~ University instructor since 1998 in Early Childhood Education
- Strong advocate for children and family issues. Experiences working with State of Alaska Department Administration, legislators and Governor's office and locally.

**Overview of the Course:**
1) **Understanding Family Systems**
   a) What are the different family systems
   b) How do these family systems effect children from birth to eights
   c) How do these family systems effect the community
   d) Understanding your own family system and how that knowledge effects the support given to families in child related services
2) **Family Partnerships**
   a) Engaging Parents
   b) Provide strategies and understanding the importance of involving fathers in child related services.
   c) Individualizing parent involvement.
   d) Importance of involving siblings and extended family.
   e) Give examples of activities, which engage the whole family during child related services.
3) **Strength-based Practices**
   a) Begin a relationship with a family in a way that communicates respect for the family's culture and preferences.
   b) See the strengths in the families you work with and reflect these strengths back to family members.
   c) Explain ways in which the empowerment approach is the opposite of the deficit approach.
   d) Describe various family forms respectfully; showing awareness that adult and child needs can be met by various types of families, all of which have strengths.
4) **Family Supports**
   a) Research and understanding the mission of local community support agencies.
   b) Supporting diverse family systems locally and nationally.
   c) Understanding family challenges of using local family support systems.
   d) Understanding how local support systems impact the families in early childhood programs.
5) **The Three Phases of Family Participation in Early Child Development Programs**
   a) Enrollment
   b) Continuing Services
   c) Transition
   d) Supporting family culture during the three phases of child related services.
   e) Supporting unique family circumstance during the three phases of child related services.

**Class Calendar:**
**September 3, 2011**
**Family Partnerships/Understanding Family Systems/Family Centered Services**
*Assignments:*
1. Self-Reflection #1- follow format provided
2. Read Chapters 1 & 2- "The Importance of Family-Teacher Partnerships" and "Five Principles of Family-Centered Care
3. Begin to work on the lab: Document ten ways to involve families in your program- Pick one, build a process/system, implement process and analyze effectiveness. See end of syllabus for guide. Project will be presented in class on October 1st.   5-7 minutes presentation (Total of 4 hours for this lab)

**September 10, 2011**
**Effective Home-School-Community Relationships & Communications/Strength-Based Practices**
*Assignments:*
1. Self-Reflection #2- follow format provided
2. Read Chapters 3-5 "Effective Communication with Families: An Overview." "Daily Communication" and "Challenges to Communication: Problems Affecting the Child at Home or at School."
3. Continue to work on the lab: Document ten ways to involve families in your program- Pick one, build a process/system, implement process and analyze effectiveness.

**September 17, 2011**
**Family Involvement & Family Support Resources/Focus on Male Involvement**
*Assignments:*
1. Self-Reflection #3- follow format provided
2. Read Chapters 6-8 "Challenges to Communication: Conflict between Family and Program," Formal Communications: Documentation and Conferences" and "Creating Successful Parent Meetings and Events"
3. Continue to work on the lab: Document ten ways to involve families in your program- Pick one, build a process/system, implement process and analyze effectiveness.

September 24, 2011
**The Three Phases of Family Participation in Early Childhood Development Programs**
*Assignments:*
1.  Self-Reflection #4- follow format provided
2.  Read Chapters 11 & 12 "Families as Teaching Partners at Home and School" and "Welcoming Families into the Partnership"

October 1, 2011
**Presentation of class projects & Family Support Resources**
*Assignment:*
Lab Projects Presentations Part 2: "Family Involvement Activities"

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## Student Learning Outcomes:

The student learning outcomes are based on the 2009 national standards for ECE AAS programs. This course is primarily involved with standard #2 Building Family and Community Relationships. Each standard also has key components, which are used to determine our student learning outcomes for this course. The assignments will be related to the outcomes.

By the end of the course students will be able to demonstrate competence in each of the three following outcomes:

**2a Knowing about and understanding diverse family and community characteristics**
Associated Assignment: Written reflection outlining the students' knowledge of diverse family groups and understanding family systems and how those systems (micro and macro) affect the child, family and the early learning center. 75 Points (15%)

**2b Supporting and engaging families and communities through respectful, reciprocal relationships.**
Associated Assignment: Written reflection detailing the characteristics of effective family involvement with early learning programs. Students will provide specific strategies and activities that will encourage family-centered and relationship-based practices between staff and families.
75 Points (15%)

**2c Involving families and communities in their children's development and learning.**
Associated Assignment: Lab- Students will develop and implement projects that will encourage family participation in direct learning with their child and program staff members. Students will develop a total of 10 activities; one implemented according to the guide provided at the end of the syllabus. 75 Points (15%)

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**Grading Policy:**
Students planning to graduate with an ECE degree must obtain a C or better (not a C-) grade in their ECE major courses. If a student repeats a course, the most recent grade (not necessarily the highest) is the one that is applied to graduation and used for determining your GPA.

**Points Offered for Requirements:**                                           **Total:**
*   Attendance: (5 classes X 25)                                        125     Points
*   Self-Reflections: (4 X 75)                                          300     Points
*   Final Project Presentation                                           75     Points
Total                                                                   500

| Grade | Points | Definition |
|-------|--------|------------|
| A = 100% - 90% | 500 - 450 | 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. Student enthusiastically participates and offers examples for class discussion. All work is completed on time. |
| B = 89% - 80% | 449 - 400 | Better than the average. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A". Student participates knowledgeably in class discussion. Work is completed on time. |
| C = 79% - 70% | 399 - 350 | Average. The student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in class discussion. Minimum grade for ECE majors. |
| D = 69% - 60% | 349 - 300 | Below average. Student misses significant aspects of the assignment. Much of the material is not turned in on time; student is unprepared to present project to class or participate in the class discussions. Cannot be applied to the ECE degree; must be repeated. |
| F = below 60 % | 299 - 250 | Student was unable to complete the assignment on time with at least a 60% understanding and presentation. Student does not participate significantly in class discussion. . |
| NB = No basis | | Since fall 2006 this grade option has been reinstated. It will be awarded if there is insufficient progress and/or attendance. No credit is given and this grade is not calculated in the GPA. It is a permanent grade and cannot be removed later by completing outstanding assignments. |

Methods of instruction: This course is taught using a combination of video, lecture & discussion, reading materials, didactic and group activities, and a lab.

Typical Class:
- Housekeeping items
- Review of syllabus and class agenda
- One of the following: Lecture, Group Discussions and Activities
- Hands-on activity specific to application of class concepts
- Large group synthesis and class outcomes

Late assignments: In an effort to help students keep up with the pace of the class, points will be taken off for late assignments. One waiver will be given. Assignments are considered late if received after 11:59 PM on the day the assignment is due. Issues with email, printers etc. will not be considered when determining late assignment. Well prepared students are expected for college level course work.

Classroom Etiquette:
- Class will start promptly at 9:00. Be ready to participate in all activities. Please be respectful to those individuals who come on time and want to begin learning on time.
- When possible, report tardiness and absenteeism to the instructor prior to the start of class. You may reach me by email or the numbers listed above. Email is preferred and you have a greater chance of getting a quicker response. You will be responsible for acquiring classroom assignments and handouts.
- Ask questions when needed. There are no stupid questions. Keep comments and questions to 1-2 minutes. Please give all students an opportunity to participate. Remember: We can learn from **everyone.**
- Report distractions to the instructor at the end of class or via phone call. Your learning experiences are very important to me. Please switch pagers and cell phone to inaudible/vibrate.
- During class time, ***computers must be put away and not used*** without expressed approval from the instructor.
- **I discourage texting during class time. It is important to be fully present during our brief time together. Please save texting, surfing and checking Facebook during breaks..**

Quality Issues: Homework, lab reports and projects are to be typed (computers and word processor okay) unless otherwise stated in class. This is an important professional standard in ECE and students are expected to demonstrate their competence in this area in this course. Computers and assistance are available in this building as well as on main campus.

**Final Project:** Family Involvement Activity Lab

You will research a total of 10 family involvement activities which include the following elements:

- Specific characteristics that encourage family members to get involved with their child's early learning program.
- An activity that is developmentally appropriate and offers some kind of hands-on learning objective.
- Positive climate that will support acceptance and respect for the family members.

You will hand out a copy (word processed document) of the 10 activities for a quick review by the students.

Copies can be made at the university computers lab at CTC and on campus. Part of your grade will be determined by your adequate preparation of documentation.

For documentation of all ten activities include the name and purpose reflecting the educational aspect of the activity.

For one of the ten activities, implement and describe the following:



1. **What:** Name your activity and main purpose

2. **Preparation:** What you need to do to get ready for implementation of the activity. Supplies, equipment, logistics of space, time, recruitment of family members, how will they be invited and encouraged to attend, working with the child care provider or other adult if applicable.

3. **How:** Specifically what was the activity, what was expected from the adults, children, and family members? What do you expect them to gain from participation? How are you providing a positive climate?

4. **Evaluation:** How did it go? Ask the children, family members and adult what worked, what could be improved. From your perspective what worked and what would you change or improve if you were to do the activity again. Did people seem interested? Was it enjoyable? What was challenging? What kind of benefit was gained by family's participation? What did the participating members learn?

5. **Evidence:** Provide some evidence of participation such as pictures, sign-in logs etc. Some visual idea of the concept is necessary and very helpful. You may even bring the activity to demonstrate.
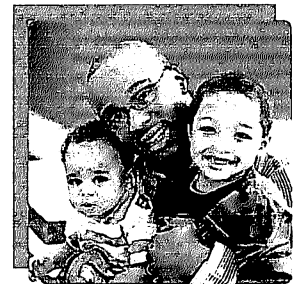
You have 5-7 minutes for the presentation. Documentation of activity must be word processed outlining the five steps above. This document will be used as your notes for your presentation.