

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 and Human Development	College/School	College of Rural and Community Development
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

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	TITLE	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*		FREQUENCY OF OFFERING	<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution) COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600) Dept. Course #

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (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 6 weeks to full semester

OTHER FORMAT (specify all that apply) Face to Face, Audio/Blackboard

Mode of delivery (specify lecture, field trips, labs, etc.) Small amount of lecture and course meetings to assure student is competently working with portfolio template. After which student will be working independently to complete portfolio in entirety.

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

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

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

O = Oral Intensive,
*Format 6 also submitted

W = Writing Intensive,
*Format 7 submitted

X = Baccalaureate Core

- 4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

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).

N/A

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. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ECE F480 Child Development and Family Studies Portfolio

1 Credit

Offered Fall and Spring As Demand Warrants

Entry into development of a capstone project that documents the graduating candidate's professional development as a result of the Child Development and Family Studies program ~~documenting teaching or professional practices congruent within~~ the standards set by the National Association for the Education of Young Children. The portfolio is ~~recommended~~ required for final completion of the Child Development and Family Studies BA degree program in lieu of a written comprehensive exam or thesis. ECE 480 introduces students to the portfolio process, which will be completed with final assessment as the finishing piece of the Child Development and Family Studies Program. Also may be offered via eLearning and Distance Education. Prerequisites:-ENGL 211X or 213X and admittance to the CDFS BA program. ~~Required completion of all CDFS core major and concentration course work.~~ This course may be taken in conjunction with ECE F471, F472 or F473. (0.5+0+1)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ECE F480 Child Development and Family Studies Portfolio

1 Credit

Offered Fall and Spring As Demand Warrants

Entry into development of a capstone project that documents the graduating candidate's professional development as a result of the Child Development and Family Studies program within the standards set by the National Association for the Education of Young Children. The portfolio is required for final completion of the Child Development and Family Studies BA degree program in lieu of a written comprehensive exam or thesis. ECE 480 introduces students to the portfolio process, which will be completed with final assessment as the finishing piece of the Child Development and Family Studies Program. Also may be offered via eLearning and Distance Education. Prerequisites:-ENGL 211X or 213X and admittance to the CDFS BA program (0.5+0+1)

8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

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

None

10. **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

The same library collections would be necessary as when the course was developed. The Library collections were more than adequate then and continues to be in the present.

11. **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)

Only the CDFS BA Program. No other programs will be affected.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

There will be no change for any other courses, programs or departments.

13. **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 current course proposal supports minor course changes that will allow completion of the ECE 480 1-credit course earlier within the program than the prior stated requirement that would have completion coincide with completion of the capstone clinical practices.

ECE 480 is a newer class that was approved during the spring of 2011 for admissions into the 2012-2013 academic catalog as a CDFS program requirement. The course was developed to introduce a standardized program portfolio template. Because of course pre-requisites, there were not any students ready to take the course until spring of 2014.

ECE 480 was introduced with an e-portfolio template and piloted with a small group of 2 students during spring 2014 and again with a group of 3 students during summer 2014. Student feedback led to the understanding that this course would be more supportive to students if they were allowed to begin the portfolio process earlier in the program. Earlier access to the portfolio template and expectations for completion will allow students to be introduced to the template, become familiar with use and then follow through with reflective, strategically planned submissions of program artifacts as they progress through program requirements.

The thought has come up regarding the question; "Should the course remain a 400 level number if anyone can take the course?" and "Would the course better serve students if it were a lower number?" The answer to these questions is no. The course should remain with the current number of 480 since the completed portfolio is the last form of assessment for graduating candidates. Leaving the number as 480 – the last number within the program sequence stresses the message that the portfolio is the last assessment of importance within the program sequence.

Though completion of this Pass (P) Fail (F) course does have specified course outcomes that lead into the beginning phases of portfolio development, the course is currently re-designed as an introduction so that students can understand expectations of the portfolio as a whole and get started with development.

Final assessment of the program portfolio will take place towards the end of the final semester; once a student has completed all program requirements and is an upcoming graduation candidate. The final portfolio will be assessed by three people using a specifically developed rubric. The people chosen for this role will be the CDFS program head, 1 other faculty member (chosen by the CDFS program), and a third person of the student's choice. After completion, rubric documents will be collected by the CDFS program head, who will average the points received. Final program expectations would be a norm final score with a minimum of 80% possible points; equal to a letter minimum grade of B.

Each student will choose their own artifacts demonstrating their competencies within the standards set by the National Association for the Education of Young Children. The portfolio template is located at the following web link should you choose to peruse.

<https://sites.google.com/a/alaska.edu/uaf-cdfs-e-portfolio/>

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

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			
Offerings above the level of approved programs must be approved in advance by the Provost:			
		Date	
Signature of Provost (if applicable)			

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

		Date	
Signature, Chair			
Faculty Senate Review Committee:		___ Curriculum Review	___ GAAC
		___ Core Review	___ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<i>Kevin D. Bondwell</i>		Date	9/29/2014
Signature, Chair, Program/Department of:		Social & Human Development	
<i>Jakmaier</i>		Date	10/01/2014
Signature, Chair, College/School Curriculum Council for:		CRCD	
<i>Pete Panning</i>		Date	10/1/14
Signature, Dean, College/School of:		CRCD	

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development

Child Development and Family Studies (CDEV)

Course Syllabus

Course Title: Child Development and Family Studies Portfolio

Course No: ECE 480

Credits: 3 (.5 + 0 + 1.5)

Prerequisites: Engl 211X or 213X and Completion of all CDFS major and concentration requirements.

Instructor: Veronica Plumb
2175 University Ave. #220C

Phone: 455-2038

E-mail: vmplumbalaska.edu

Office or Contact hours: I will be available through email or at this Fairbanks phone number (907) 455-2038.

Location: Audio / Blackboard

Dates: Beginning Fall 2015

Times: Day / Time Audio Access 1-800-570-3591 PIN 8930368 – First meeting will be held with the entire group on Date; we will hold another group meeting the following week. We will have one additional meeting with the group to share and discuss the portfolio process and expectations for completing. Additional meetings will be made accordingly between individually between students as students need assistance

The student will have the entire semester to complete portfolio assigned work. Students will be expected to continue to work on them through out their program; turning it in following the completion of their concluding CDFS course.

The instructor will be available for any discussion and trouble-shooting as needed by the student.

Text:

No specific text required for ECE 480.

Portfolio template is located within Alaska.edu sites – Google Sites at this web link:

<https://sites.google.com/a/alaska.edu/uaf-cdfs-e-portfolio/>

Additional Resource Information:

NAEYC Standards for Early Childhood Professional Preparation Advanced Programs. Available at the following web site.

http://www.naeyc.org/files/ncaate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206_2011-final.pdf

Course Description:

Entry into development of a capstone project that documents the graduating candidate's professional development as a result of the Child Development and Family Studies program within the standards set by the National Association for the Education of Young Children. The portfolio is required for final completion of the Child Development and Family Studies BA degree program in lieu of a written comprehensive exam or thesis. ECE 480 introduces students to the portfolio process, which will be completed with final assessment as the finishing piece of the Child Development and Family Studies Program. Also may be offered via eLearning and Distance Education. Prerequisites:-ENGL 211X or 213X and admittance to the CDFS BA program (0.5+0+1)

Course Goals:

Students will analyze and synthesize their Child Development and Family Studies course work. They will have opportunity to reflect, learn and grow as professionals. The final course goal for ECE 480 is to learn about the portfolio process, and compile information and artifacts developed from the knowledge and experiences gained through the CDFS program into a program portfolio.

Student Learning Objectives:

Upon completion of this course the student will be able to :

- a. Analyze, synthesize and articulate what they have learned and how they have grown professionally through their Child Development and Family Studies course work.
- b. Learn the CDFS portfolio process and expectations.
- c. Adopt program portfolio template under own ownership.
- d. Develop Introduction of self and personal bio to post under the introduction section of portfolio template.
- e. Articulate their personal philosophy for early childhood education in conjunction with family studies.
- f. Students will complete 6 entries into the portfolio template by end of this first introductory semester – inclusionary of introduction page and beginning philosophy.

By completion of the program and portfolio process, the student project portfolio will reflect and address all of the following National Association for the Education of Young Children standards.

Standard 1: Supporting child development and learning

Standard 2: Building family and community relations

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

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

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a Professional

Instructional Methods:

The method of instruction will be a combination of instructor and student discussion and student field work to evaluate and synthesize all program course work into a final program portfolio. Other communication will take place through email.

Requirements and Assignments:

The final portfolio will be developed out of the following assignments: Any areas in addition to the Portfolio Introduction paragraph with bio, and Beginning philosophy of Education may be completed as the additional 4 entries.

- **Review and Selection of final papers and projects from previous CDFS course work.**

Final papers and projects will be used to develop the final program portfolio. Previous course work will be reviewed and placed within selections that address the NAEYC standards to document knowledge constructed during the CDFS program.

- **Portfolio Introduction Photograph and Bio:**

An introduction will be written to explain what your portfolio is and how it was developed.

- **Beginning Philosophy of Education for young children.**

A final written philosophy of education will be included within the portfolio either prior to or following the NAEYC standard selections.

- **Standard Introduction, artifacts demonstrating competency and final reflections:**

Each standard section will have an introduction and a final reflection written with the selected documentation coursework from previous classes as content.

- **Final portfolio concluding reflection.**

A concluding reflection will be written that critiques your knowledge development as well as brings your final thoughts together for a final concluding statement.

- **Complete Bibliography:**

Complete bibliography of all sources used throughout all papers, projects and other written work.

- **The portfolio will be written using APA formatting.**

Course Evaluation:

A Pass (P) or Fail (F) grade will be issued for participants. Passing grade will be 80% and

above. Failing grade will be 79% and below.

Grading will be based on:

Beginning development of portfolio with inclusion of introductory reflection and beginning philosophy.	400	100%
TOTAL	400	100%

All coursework will be evaluated on the following:

- a) Sharing Portfolio Link 0 pts. Remember, this piece is critical to assessing your portfolio.
- b) Organization 50 pts.
- c) Demonstration of the six NAEYC standards 50 pts.
- d) Reflection of course content 50 pts.
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content 100 pts.
- f) Written work contains no or less than 5 distracting elements such as spelling errors 100 pts.
- g) APA formatting techniques 50 pts.

Passing (P) 100-80%	Failing (F) 80% below
a) All required items are included and organized according to table of contents. 50 – 40 points	All required items are not included and possibly not organized according to table of contents. 39 points and below
b) Items posted clearly demonstrate the six NAEYC standards 50 – 40 points	Items do not clearly demonstrate the six NAEYC standards 39 points and below
c) Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives. 50 – 40 points	Reflections do not illustrate the ability to effectively critique work, with or without constructive practical alternatives. 39 points and below
d) Items are clearly introduced, well organized, and creatively displayed, showing connection between items. 100 - 80 points	Items clearly demonstrate some or most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications. 79 points and below
e) Written work contains no or few distracting elements such as spelling errors 100 – 80 points	Written work contains some or many distracting elements such as spelling and grammar errors 70 points and below
f) APA formatting is followed inclusionary of general format of APA style, citations and reference. 50 – 40 points	APA formatting is not followed in detail of general format of APA style, citations and reference. 39 points and below

Portfolio Grading Rubric

Grade	Points	Definition
P = 100% - 80%	400- 320	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
F = 79% and below	319 - 0	Student was not able to meet 79% or more of criteria (a) through (f).

Draft Course Calendar:

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

1) Formal Meeting	<p>September 9, 2014</p> <ul style="list-style-type: none"> Review portfolio expectations; introductions of group. It will be handy to have your computer ready and opened to the template if possible. <p>Instructor is available for individual assistance throughout the semester.</p>
2) Formal Meeting	<p>September 16, 2014</p> <ul style="list-style-type: none"> Go over portfolio presentation. Discussion to provide assistance for refining work.
Informal Meetings	<ul style="list-style-type: none"> Meetings set at the discretion of individual students as they wish to discuss points of the portfolio process or have questions answered.
3) Final Meeting	<p>Individualized meetings.</p> <ul style="list-style-type: none"> Finalize portfolio and turn into instructor for review.

Support Services:

The instructor is available upon appointment for additional assistance outside normal session/class hours and posted office hours

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

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

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.

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

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.

The Disability Services program, located in 208 Whitaker, provides services to students with documented disabilities on the Fairbanks campus as well as the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, and Community and Technical College campuses, Distance Education, and the College of Rural and Community Development. The goal of Disability Services is to ensure equal access to educational opportunities at UAF. Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability and is enrolled in at least 1 credit hour.

Disability Services operates an assistive technology lab with specialized software. UAF has an accessible shuttle bus service equipped with a wheelchair lift for transportation on campus and most campus buildings are accessible. Accessible living accommodations are available through Residence Life. There is a swimming pool with a hydraulic lift in the Patty Center.

For more information contact the director of Disability Services at 907-474-5655 or 907-474-1827 (TTY), email uaf-disabilityservices@alaska.edu, or online at www.uaf.edu/disability/.