# Trial Course or New Course Proposal

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lfsrv@uaf.edu">lfsrv@uaf.edu</a></td>
</tr>
</tbody>
</table>

**College/School:**

<table>
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<tr>
<th>CRCD</th>
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**Phone:**

| 907-543-4555 or 907-455-2038 |

See [http://www.uaf.edu/uafgov/faculty/cd/cdman.html](http://www.uaf.edu/uafgov/faculty/cd/cdman.html) for a complete description of the rules governing curriculum & course changes.

### 1. ACTION DESIRED (check one):
- [ ] Trial Course
- [x] New Course

### 2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>ECE</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
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<tbody>
<tr>
<td>ECE</td>
<td>104</td>
<td>3</td>
<td></td>
</tr>
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</table>

Justify upper/lower division status & number of credits:

Course is comparable to existing required course ECE 220 (3); Moved to 100-level to become a foundational, prerequisite course.

### 3. PROPOSED COURSE TITLE:

Child Development I: Prenatal, Infants and Toddlers

### 4. CROSS LISTED?

<table>
<thead>
<tr>
<th>YES/NO</th>
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<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

### 5. STACKED?

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<th>YES/NO</th>
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<tbody>
<tr>
<td>No</td>
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</tbody>
</table>

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

### 6. FREQUENCY OF OFFERING:

- Every semester

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

- Fall, 2009

### 8. COURSE FORMAT:

- Lecture and lab.

### 9. CONTACT HOURS PER WEEK:

- 2 LECTURE hours/week
- 2 LAB hours/week
- 6 weeks to full semester

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

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

Foundation in child development prenatal to age 3. Focuses on developmental theories and indigenous perspectives in the prenatal, infancy and toddler periods. Emphasis areas include...
culturally appropriate practices, developmental domains, relationships and bonding, appropriate environments and curriculum, observation, and early intervention.

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

<table>
<thead>
<tr>
<th>H - Humanities</th>
<th>N - Natural Science</th>
<th>S - Social Sciences</th>
</tr>
</thead>
</table>

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

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

- O = Oral Intensive, Format 6
- W = Writing Intensive, Format 7
- Natural Science, Format 8

12. **COURSE REPEATABILITY:**

| YES | X | 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?  
**CREDITS**

13. **GRADING SYSTEM:**

| LETTER: X | PASS/FAIL: |

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**  
ECE 101 or permission of instructor; qualification for or successful completion of ENGL111X

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

**RECOMMENDED**  
Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed.

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**  
$0

Has a memo been submitted through your dean to the Provost & VCAS for

17. **PREVIOUS HISTORY**

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

If yes, give semester, year, course #, etc.:  
**No**
18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
None

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (ffklj@uaf.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.

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)
This is a proposed change/alternative requirement to the required ECE 220 for the Distance ECE AAS Program. This change will impact the BA in Child Development and Family Studies, as an alternative to the required ECE 220. The TVC ECE Program will continue to require ECE 220.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
Positive: ECE 104 will emphasize development, culture, appropriate curricula and environments for infants and toddlers, and establishes foundational knowledge for the ECE practitioner/student on which to build all other coursework and knowledge. ECE 104 will become a prerequisite for ECE 107 Child Development II which will continue the focus on development from ages 3-8.
Possible Negative: None is anticipated.

JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is brought from a 200-level post-Child Development course to a foundational course that students will be required to take before most other courses in the ECE Certificate and AAS Programs. This course changes the emphasis from infant toddler care to prenatal, infant, and toddler development. The new course will place a stronger emphasis on student's understanding of the role that culture plays in development, and how the beginning years impact all future development of children into adulthood. The new course includes all curricula for infants and toddlers (which are not addressed in other curriculum classes), developmental screenings and identification for and the importance of early intervention services (from ECE 230), and a continuation of the student's development of an "educational philosophy." This course will be strongly recommended for many of the AAS courses (ECE 107, 127, 128, 140, 210, 240, 242, 270 and 271) to ensure students have a solid foundation in child development prior to application classes. ECE 104 will be followed by ECE 107, a continuation focus on child development, for ages 3-8. The current ECE 245 course, Child Development, focuses on prenatal through age 8, and has been a prerequisite for ECE 220, Infant and Toddler Care, thereby creating redundancy (infants and toddlers are included in both courses), and requiring an overview of child development prior to focusing on infants and toddlers. ECE 104 will establish a developmental foundation prior to learning about older children.
**APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Veronica Plumb</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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<tr>
<th>Signature of Provost (if applicable)</th>
<th>Date</th>
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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**

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<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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**ADDITIONAL SIGNATURES: (If required)**

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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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</table>
ATTACH COMPLETE SYLLABUS (as part of this application). Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html. The department and campus wide 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 change will 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 Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (e.g., lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. 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.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. 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.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. 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 (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
ECE F104 Child Development I: Prenatal, Infants and Toddlers (3)(2 + 2)

Instructor:
Sharon Vaska
UAF/CRCD/Kuskokwim Campus
P. O. Box 368, Bethel, AK  99559
lfsrv@uaf.edu
Phone:  (907) 543-4555 or 800-478-5822 ext. 555
Fax:  (907) 543-4522 or 4527
Office Hours: Evenings after class and by appointment.

Class Meeting Times and Dates and Audio-Conference Information:

Class meetings/lecture time will be 2 hours per week
Class lab time will be 3.5 hours per week

Day, time, dates:
Audio-Conference Bridge Number:  1-800-570-3591, PIN:
Audio Help Desk: 1-800-290-5900
The Encounter Audio Conference System has the following commands:
Mute:   *6; Unmute: #6; During a call, if you need help, dial O
To listen to a recorded class:  Dial 1-800-230-8546, enter the PIN for the class and then the date of the call (six digits as 09/22/08).

Course Description
Foundation in child development prenatal to age 3. Focuses on developmental theories and indigenous perspectives in the prenatal, infancy and toddler periods. Emphasis areas include culturally appropriate practices, developmental domains, relationships and bonding, appropriate environments and curriculum, observation, and early intervention.
Lab assignments include development of a traditional child care guide, weekly observations with infants and toddlers, environmental assessments, and interviews with elders, parents and providers.
Prerequisites: ECE 101, or permission of instructor; qualification for or successful completion of ENGL111X

Texts
Required:
Alaska Initiative for Community Engagement.
Texts from other ECE courses (recommended):

Recommended:

AudioVisual (To be used in course via Blackboard)
“Seeing Infants with New Eyes” RIE
“Cooing, Crying and Cuddling: Infant Brain Development” NAEYC
“Laughing, Learning and Loving: Toddler Brain Development” NAEYC
“Time with Toddlers: Training for Caregivers” Carter & Curtis
The Brain Series from PBS
Parents’ Journal - Tlingit & Haida Series

Course Objectives/Student Outcomes
1. Students will examine their own cultural values and practices, become familiar with Indigenous cultures and values, understand the value of culture and practices for the developing child, and how to incorporate the child and family’s culture into the environment they create for each child.
2. Students will develop an understanding of prenatal, newborn, infant and toddler development including brain development, sensitive periods and the major developmental domains (perception, motor, cognitive, communication, emotional and social).
3. Students will develop an understanding of the critical importance of relationships, caregiving and environments for infants and toddlers.
4. Students will research and examine child development theories and premises, “ages and stages,” and compare and contrast them in relation to cultural practices and teachings.
5. Students will investigate and develop a child development guide based on local/regional traditional values, beliefs and practices that will compliment current child development texts and teachings.

Methods of Instruction
This course is taught through an audio-conference format and will include in-class discussion of material and concepts. Each student’s experience, ideas and beliefs are considered to be part of the course instruction. Each student is a critical component of the “learning community.” Reading the texts, formulating questions and comments about the reading, observations of young children, and the assignments are all considered “methods of instruction.”

Course Policies
1. Attendance: As part of the “Learning Community” all students are expected to attend and participate in all classes.
2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor.
3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. **Assignments**: All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.

6. **Extra credit assignments**: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.

7. **Graded Assignments**: It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.

8. **Reporting Grades**: All student grades, transcripts and tuition information are available online at [http://ww.uaonline.alaska.edu](http://ww.uaonline.alaska.edu). If you have difficulty accessing this website, contact the registrar at your local campus.

9. **Written paper assignments**: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.

10. **Plagiarism**: Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”

11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.

12. **Confidentiality**: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.

13. **Incompletes, Withdrawal and No Basis Grading**: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. **Ethical Behavior**: It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

**Student Support Services**
You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

**Disabilities Services**
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.
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

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.

Contact us at

http://library.uaf.edu/offcampus

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 Problems:

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. Also check with your email program’s Help.

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.

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

Evaluation:
( NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)

Grading is based on
10% attendance/participation
20% class presentations on material in the texts and student research (Traditional Guide)
40% Observations, Activities, Reflections
30% Traditional Guide Prenatal, Infant and Toddler Care and Development

Letter grades for the course will be determined as follows and will reflect the *Grading System and Grade Point Average Computation* policy stated in the current UAF Catalog.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100–97%</td>
</tr>
<tr>
<td>A</td>
<td>96–93%</td>
</tr>
<tr>
<td>A-</td>
<td>92–90%</td>
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<tr>
<td>B+</td>
<td>89–87%</td>
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<tr>
<td>B</td>
<td>86–83%</td>
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<tr>
<td>B-</td>
<td>82–80%</td>
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<tr>
<td>C+</td>
<td>79–77%</td>
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<tr>
<td>C</td>
<td>76–73%</td>
</tr>
<tr>
<td>C-</td>
<td>72–70%</td>
</tr>
<tr>
<td>D+</td>
<td>69–67%</td>
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<tr>
<td>D</td>
<td>66–63%</td>
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<tr>
<td>D-</td>
<td>62–60%</td>
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<tr>
<td>F</td>
<td>less than 60%</td>
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Course Assignments and Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td></td>
<td><strong>In class today</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introductions including what you hope to get out of the course; Review course expectations and assignments</td>
</tr>
<tr>
<td></td>
<td><strong>Preparation for next class:</strong></td>
</tr>
<tr>
<td></td>
<td>Review the class calendar and assignments</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 1 Infants, Toddlers &amp; Caregivers</td>
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<tr>
<td></td>
<td>Identify Observation Settings/Children</td>
</tr>
<tr>
<td></td>
<td>Identify elder(s) to interview for Child Care Guide (see below)</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>In class today.</strong></td>
</tr>
<tr>
<td></td>
<td>Go over any student questions regarding the class calendar and assignments.</td>
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<td></td>
<td>Group discussion: Chapter</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Culture and Biology in Child Development and Care</td>
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<td></td>
<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>Read Chapter 2 Infants, Toddlers &amp; Caregivers</td>
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<tr>
<td></td>
<td>Read Chapter 1 Caregivers Companion</td>
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<td></td>
<td>Begin interviews for Child Care Guide</td>
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<td></td>
<td>Child Care Guide, Part I (See below)</td>
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<tr>
<td>Week 3</td>
<td><strong>In class today:</strong></td>
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<td></td>
<td>Group discussion on reading</td>
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<tr>
<td></td>
<td>Lecture topics: History and care of infants and toddlers</td>
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<td></td>
<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>Read Chapter 1 Our Babies, Ourselves</td>
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<td></td>
<td>Read Section 1 Helping Little Kids Succeed</td>
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<tr>
<td></td>
<td>Reflection #1 (See below)</td>
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<tr>
<td></td>
<td>Observation 1 and Interview: Family and infant/toddler</td>
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<tr>
<td></td>
<td>Child Care Guide, Part II (See below)</td>
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<td>Week 4</td>
<td><strong>In class today:</strong></td>
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<td></td>
<td>Group discussion on reading</td>
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<td></td>
<td>Lecture topic: Parents, The Family and Community</td>
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<td></td>
<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>Read Chapter 3 Infants, Toddlers &amp; Caregivers</td>
</tr>
<tr>
<td></td>
<td>Read Section 2 Helping Little Kids Succeed</td>
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<tr>
<td></td>
<td>Observation 2: Reflexes</td>
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<tr>
<td></td>
<td>Child Care Guide, Part III (See below)</td>
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<td></td>
<td>Continue interviews and gathering information for Child Care Guide Part 4</td>
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<tr>
<td></td>
<td><strong>In class today:</strong></td>
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| Week 5 | - Group discussion on reading  
- Lecture topic: Prenatal Development, Brain Development  
- Reflection #2 (See below)  
**Preparation for next class:**  
- Read Chapter 4 Infants, Toddlers & Caregivers  
- Read Chapter 2 Caregivers Companion  
- Observation 3: Attachment/Perception/Emotional Development  
- Continue interviews and gathering information for Child Care Guide Part 4 |
|---|---|
| Week 6 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Attachment/Perception/Emotional Development  
**Preparation for next class:**  
- Read Chapter 3 Our Babies, Ourselves  
- Observation 4: Motor development  
- Continue interviews and gathering information for Child Care Guide Part 4 |
| Week 7 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Motor Development  
**Preparation for next class:**  
- Read Chapter 5 Infants, Toddlers & Caregivers  
- Read Chapter 5 Our Babies, Ourselves  
- Observation 5: Language and Communication  
- Continue interviews and gathering information for Child Care Guide Part 4 |
| Week 8 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Language and Communication  
**Preparation for next class:**  
- Read Chapter 6 Infants, Toddlers & Caregivers  
- Read Chapter 4 Our Babies, Ourselves  
- Observation 6: Social Development  
- Continue interviews and gathering information for Child Care Guide Part 4 |
| Week 9 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Social Development  
**Preparation for next class:**  
- Read Chapter 7 Infants, Toddlers & Caregivers  
- Read Chapter 7 Caregivers Companion  
- Observation 7: Cognitive Development  
- Reflection #3  
- Continue interviews and gathering information for Child Care Guide Part 4 |
| Week 10 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Cognitive Development  
**Preparation for next class:**  
- Read Chapter 8 Infants, Toddlers & Caregivers  
- Read Chapter 8 Caregiver’s Companion  
- Observation 8: “Curriculum” and play; environment  
- Child Care Guide, Part 4 |
| Week 11 | **In class today:**  
- Group discussion on reading  
- Lecture topic: Caregiving as Curriculum, Play as Curriculum, Environments  
**Preparation for next class:**  
- Read Section 3 Helping Little Kids Succeed |
Course Assignment Details:

Traditional Child Care Guide:
Possible 40 points (10 points per section)
This Child Development Guide is a very important part of this course. You will find this assignment challenging, useful and very interesting. You are developing something that doesn’t exist but is very needed today. You are expected to focus on your own cultural background, but also include a compare-contrast with the culture where you live and work, if that is different. It will be expected that each of you will find the need to compare and contrast traditional teachings and ways with what you see in today’s world.
Notes about format and final product: The format for this assignment is a narrative, with quotes and information from the interviewing process, or from your own knowledge and research. There are five sections, and each should have a heading. Each assignment will have its own due date, and the final product can contain any photos, quotes, formatting that you want to add to make it more like a real guide that you can use in your community. I may ask permission to utilize your guide in future courses if you consent. Grading rubric: To get the full points, cover the topics as noted.
Grade Rubric for Each Part

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<tr>
<th>Points</th>
<th>Description</th>
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<tr>
<td>8-10 pts</td>
<td>Covers the topic(s) well; thorough and thoughtful; Interviewed at least two knowledgeable individuals/elders; Summarized the information clearly, with quotes and “teachings” or practices.</td>
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<td>5-7 pts</td>
<td>Covers some of the topics, minimally thorough and thoughtful, less organized than required; Interviewed less than two individuals with knowledge to advise the Guide; Less specific about the topic or teachings/practices; revisions not made after comments by instructor</td>
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<tr>
<td>1-4 pts</td>
<td>Late entry, minimal effort in gathering information for the guide, unorganized material.</td>
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<td>0 pts</td>
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Child Care Guide Part I: Introduction (Who I am as author/editor of this guide)
This is an opportunity to explain who you are, as the author of your Child Development Guide. It is up to you to explain what you think is important. Certainly some information about your ancestors and parents, where you were raised, your schooling and how you came to be someone who cares about young children. If you weren’t raised in the community where you now live, or are not of the culture of the community where you live/work, please write about how you got to the community and how you have been impacted by the culture and ways of the community where you now live. You may write about your philosophy on young children’s care and development; your concerns about young children and families; and your goals for your own growth and development. Some examples are provided in the course packet. You may use an essay you used in another class, perhaps ECE 101, as appropriate. This should be something you can live with if you ever published your Guide for others to use and read.

Child Care Guide Part 2: The History of Children in My Community:
This is an essential part of the guide: How children got to be where and who they are today. Most written texts on ECE only include part of the history of young children – your local history is a very important piece of the story. For this assignment you are to interview someone, preferably an elder or someone who really knows the history of your community, and to investigate some of the local ways that young children were cared for and educated in the past. You may compare and contrast this history with your own upbringing and experiences, if you did not grow up in the community.

At a minimum you are to identify the following information, and summarize in a written 2-3 page typed paper (this is not just an interview paper). If you use information directly from those you interview, please include their name, or include information as an addendum on who you interviewed. Include the following information in an essay format:

- How were young children taken care of before “school” began in your community?
- When did “school” begin (approximate year), what grades did it include, and who started the school? When did the federal or state educational system start in the community (BIA, REAA, etc.)?
- When did Kindergarten begin in the community (approximate year)?
- When did your community first get preschool services (was there a Head Start? A preschool program, child care)?
- When did women in the workplace begin to effect children and their need for “childcare”?
- How you were raised, and what the changes to young children and their services have been over time? (You can give some opinions here too)

If you did this assignment in ECE 101, you can use it in your Child Development Guide. If so, review it and make any adjustments so that is fits into the requirements for this guide.

Child Care Guide Part 3: Pregnancy, Birth, Newborn and Infant Care
{Note: This will coincide with our focus on the beginning of life, and your first observation.}

This is another investigative part of understanding child development from a cultural and community perspective. Interview elders or others to research and find out practices that existed in the past, and perhaps still are followed regarding pregnancy for a woman, and her mate. Are there particular teachings or taboos that were followed?

Becoming pregnant, and the pregnancy, itself had/has many practices to follow to ensure the health, well-being and survival of the baby. Your task is to find out what some of these teachings were. Include the reasons for the teaching (what would/wouldn’t happen if one followed/didn’t follow the teachings). Are any of these teachings still practiced today? Include: The health and well-being of the fetus and the mother; Any taboos for the father of the baby; Any milestones or rituals done throughout the pregnancy; The birthing process and practices.

The birth itself was very important for the family and community, and the survival of the baby and mother were never assured. What were some of the important health/traditional practices regarding the birth, the afterbirth, newborn and infant care? Are any of these practices still followed? Include any songs, stories or materials that were used.
Child Care Guide Part 4: Child Guidance and Traditional Teachings

Many cultures consider the child a “baby” until around age 7. This section will address the toddler, and will continue in ECE 107. What were some of the traditional ways to guide his/her knowledge and skill development? Are any of these still in place today, do you think families still engage in any of these practices? Include as many of the following areas as possible to gather appropriate and useful information: Safety, independence and supervision; Physical development; Self-help/including feeding, dressing, toileting; Language; Guidance and discipline; Abilities; Mixed age and sibling/family play and socialization; Learning (and teaching); Traditional songs, stories, games, toys.

Reflections and Papers (10 points possible per paper)

#1. “My Beginning” Part 1
Write a 1-2 page essay on the care you received during your first three years and how this has influenced who you are today. Who was present at your birth, who took care of you, what do you remember feeling? What are your earliest memories? What are some of the customs you follow and beliefs that you have that can be traced to your earliest time? You can talk with your parents/caregivers and other adults who were present during your early years. You will write another paper at the end of the course on your beginning based on your learning in class. We will compare this paper at the end of the course to see what might need to be added based on your learning in class.

#2 Reflection: Naming
Due October 3
The importance of naming: Write about your name: How did you get your name? Do you have a family name, and are you named after someone? What do you know about your name? What does your name mean to you, your family?

#3 Reflection: Reaction paper to “Want a Brainier Baby?”

#4. “My Beginning” Part 2
Review what you submitted for Part 1 of this essay. Write an additional essay now that you have learned more about infant and toddler development. Include any new information you have learned that would you believe has influenced you who are today.

Observation and Activity Labs: 10 points each
Some of the assignments are for an observation, and some also include an “activity” which focuses on the developmental domain that is the focus for the week. When doing an observation, make sure that it is objective, complete, includes descriptions of the environment as well as what the child (and adult) says or does. Always include: The setting (who’s there, where child/adult are, time of day, age of child); no identifying names, factual evidence (what is seen and heard, objective); detail; and dialogue, monologue, non-verbal, action. You may observe a gathering of children, or a home visit. You may observe the same child more than once, but make sure you observe a newborn, young infant, mobile infant and toddler (various ages and stages from birth to age three). Each observation should be a minimum of ½ hour and a maximum of 1 hour. Complete an Observation Summary form for each observation. The activity portion of the assignment is to identify and provide an “activity/material/response” that is developmentally appropriate for the age of child, and pertains to that area of development. Focus should be on supporting the child’s development through relationships, sensori-motor, and discovery instead of “teaching.”

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<td>Reflexes</td>
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