TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
<th>College/School</th>
<th>CRCD/Kuskokwim Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
<td>Phone</td>
<td>907-543-4555 or 907-455-2038</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lfsrv@uaf.edu">lfsrv@uaf.edu</a></td>
<td>Faculty Contact</td>
<td>Sharon Vaska or Veronica Plumb</td>
</tr>
</tbody>
</table>

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
   - New Course
   X  New Course

2. COURSE IDENTIFICATION:
   - Dept: ECE
   - Course #: F271
   - No. of Credits: 1

   Justify upper/lower division status & number of credits:
   Course accompanies Practicum ECE 270, allows 270 to remain a Practicum course only, and now provides credit for the seminar/discussion portion of summative Practicum experience.

3. PROPOSED COURSE TITLE:
   - Practicum Seminar

4. CROSS LISTED? YES/NO
   - No
   - If yes, Dept: 
   - Course #

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

5. STACKED? YES/NO
   - No
   - If yes, Dept: 
   - Course #

6. FREQUENCY OF OFFERING:
   - Every semester, to accompany ECE 270
   - (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
   - Fall, 2009

8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

   COURSE FORMAT:
   - (check one)
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6 weeks to full semester

   OTHER FORMAT (specify)
   - Lecture (note the lab time is part of ECE 270; some assignments will be done in ECE 270 and written about in ECE 271, so there is no identified lab time in this course).

9. CONTACT HOURS PER WEEK:
   - 1.5 LECTURE hours/weeks
   - LAB hours/week
   - PRACTICUM hours/week

   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.

   OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):
   ECE 271 Practicum Seminar (1)
   Seminar to accompany summative Practicum ECE 270. Forum for exchange of ideas and
reflections on the practicum experience, reading, developmentally and culturally appropriate practices, case studies, and development of professional Portfolio. Prerequisites: Permission of instructor; recommend completion of all required courses for ECE AAS degree.

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</th>
<th>N</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Natural Science</td>
<td>Social Sciences</td>
</tr>
</tbody>
</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:**

Is this course repeatable for credit? [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: 

14. **PREREQUISITES**

Permission of instructor

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

**RECOMMENDED**

Completion of all ECE credits towards AAS Degree

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)**

The distance ECE Program will be offering this course as an elective, eventually it will become a requirement for graduation. It is not expected that this course will be required by TVC ECE.

| | |

21. **POSITIVE AND NEGATIVE IMPACTS**

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

The ECE 270 Practicum course only allows biweekly contact time with students; the practicum time takes up most of the three credit class requirement. Having an additional and separate one-credit seminar course will allow the time needed for the sharing, reading and reflection, as well as the development of case studies and the Portfolio. These are necessary as part of the summative and capstone courses for students seeking their AAS degree.

| | |

**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.

Students currently spend almost 100 hours in field placement with very little opportunity to discuss and critique their practicum experience with other students also taking the capstone practicum class. This one credit course is being added to enhance the students’ thinking, critical thinking and ability to articulate their learning and experience in becoming a more responsive, aware and informed professional.
**APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>10/1/08</td>
</tr>
</tbody>
</table>

Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of:

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

**ADDITIONAL SIGNATURES: (If required)**

Signature, Chair, Program/Department of:

Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of:
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 (eg: 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.”
Instructor:
Sharon Vaska
Assistant Professor, Early Childhood Education
UAF/CRCD/Kuskokwim Campus
lfsrv@uaf.edu
(907) 543-4555
Office Hours: TBA

Course Description:
Seminar to accompany summative Practicum ECE 270. Forum for exchange of ideas and reflections on the practicum experience, reading, developmentally and culturally appropriate practices, case studies, and development of professional Portfolio. Prerequisites: Permission of instructor; recommend completion of all required courses for ECE AAS degree.

Texts:

Course Objectives/Student Outcomes:

1. Students will exchange ideas and articulate how to promote child development and learning in a cultural and community context.
   Assessment Methods: Class discussions, weekly reflective journals, lesson plans, case studies, Portfolio.

2. Students will describe and demonstrate their knowledge of the value of relationships with families and the community.
   Assessment Methods: Class discussions, weekly reflective journals, case studies, Portfolio.

3. Students will articulate and share strategies for effective observation, documentation, and assessment to support children and families.
   Assessment Methods: Class discussions, weekly reflective journals, case studies, Portfolio.

4. Students will examine, research and discuss effective and appropriate approaches to construct and implement meaningful curriculum, environments and program models.
   Assessment Methods: Class discussions, weekly reflective journals, lesson plans, research project, Portfolio.

5. Students will articulate and demonstrate their knowledge of themselves as ethical, professional, collaborative and increasingly knowledgeable about the ECE field.
   Assessment Methods: Class discussions, weekly reflective journals, case studies, Portfolio.

Instructional Methods
This course is taught through an audio-conference and BlackBoard format.

Student Support Services
You may contact the Office of Student Support Services at UAF 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.

Grades will be determined on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding of content and course material. Student enthusiastically participates and offers examples for class discussion. All work is completed on time.</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Better than 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 discussions. Work is completed on time.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Average. Student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in class discussion. Minimum grade for ECE majors.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Below average. Student misses significant aspects of the assignments. Much of the material is not turned in on time; student is unprepared to present project to class or participate in the discussions. Cannot be applied to the ECE degree; must be repeated</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
<td>Student fails to meet minimum requirements</td>
</tr>
</tbody>
</table>
Course Requirements and Assignments
1. Participate in all class discussions. 10% of grade
2. Weekly reflective journals and responses to discussions and reading. 10% of grade
3. Conduct a research project comparing two different program models that includes analysis of each program model’s strengths and weaknesses utilizing the NAEYC standards, and interviews with parents and teachers. 10% of grade
4. Develop and submit weekly lesson plans in conjunction with practicum experience. 10% of grade
5. Develop two case studies of children in the practicum site, including observations, and compilation of a report which can be shared with supervising teacher. 20% of grade
6. Finalize development of professional Portfolio to include the following:
   A. Philosophy of Education Statement. 5% of grade
   B. NAEYC Standards: Understanding and implementation statements (5). 10% of grade
   C. Artifacts: 20% of grade
      1. Case studies (2)
      2. Documentation of skills in observation, screening and assessment
      3. Lesson plans with analysis
      4. Environmental plans including centers
      5. Thematic units which demonstrate understanding of culture, community, and child development
      6. Assessment of instructional strategies (observations by supervising teacher)
      7. Comparison study of two ECE program models
      8. Traditional Child Care Guide (developed in previous courses)
      9. Reflective journals (demonstrating abilities in self-reflection)
     10. Personal and professional self-assessment
      11. Demonstration of understanding of and involvement of parents and families (newsletters, letters, photos, etc.)
     12. Annotated bibliography including resources
     13. Professional development examples (research papers, projects)
     14. Professional resume
Course Outline

Week #   Topics
1    Introductions, Syllabus overview, Chapters 1-2 Wien and Chapter 1 Ayers
    Assignments: Reflective journal, reading, develop plan to complete Portfolio

2-3   Becoming a Professional:
    How to conduct a case study
    Developmentally and culturally appropriate practice
    Critiquing and analyzing
    Comparing and contrasting program models
    NAEYC Standard 5
    Chapters 12-19 Ayers; Chapter 7 Palmer
    Assignments: Reflective Journals, reading, begin case studies, lesson plans, develop statement for NAEYC Standard 5, collect and develop for Portfolio

4-5   Observing, documenting and assessing to support young children and families:
    NAEYC Standard 3
    Developmentally and culturally appropriate practice
    Chapters 4-6 Palmer
    Assignments: Reflective Journals, Reading, continue case studies, lesson plans, begin compare/contrast assignment on program models, develop statement for NAEYC Standard 3, collect and develop for Portfolio

6-8   Promoting child development and learning:
    NAEYC Standard 1
    Developmentally and culturally appropriate practice
    Chapters 3-7 Wien; Chapters 3-4 Ayers
    Assignments: Reflective journals, reading, continue case studies, lesson plans, begin compare/contrast assignment on program models, develop statement for NAEYC Standard 1, collect and develop for Portfolio

9-11  Building family and community relationships
    NAEYC Standard 2
    Chapters 1-3 Palmer
    Assignments: Reflective journals, reading, continue case studies, lesson plans, continue compare/contrast assignment on program models, develop statement for NAEYC Standard 2, collect and develop for Portfolio

12-15 Teaching and learning:
    Developmentally and culturally appropriate practice
    NAEYC Standard 4
    Chapters 5-11 Ayers; Chapters 8-9 Wien
    Assignments: Reflective Journal, Reading, present case studies, lesson plans, finalize compare/contrast assignment on program models, develop statement for NAEYC Standard 4, finalize Portfolio

Bibliography


