

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood Education	College/School	CRCD
Prepared by	AnneMarie Mattacchione	Phone	455-2931
Email Contact	amattacchione@alaska.edu	Faculty Contact	AnneMarie Mattacchione

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	220	No. of Credits	3
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COURSE TITLE	Infant and Toddler Care
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>			COURSE CLASSIFICATION	<input type="checkbox"/>
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture and Lab (2.5 + 1)											

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	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
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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).	
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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 220 Infant and Toddler Care
(3 Credits) Offered Spring**

Developmentally appropriate care and nurturance of infants and toddlers, with an emphasis on the importance of building relationships. Includes activities to stimulate development and learning and support communication, guidance and health. Demonstration of research-based techniques is integral to the course. Weekly practice labs (14 hours) required.

Prerequisites: ECE F245 or permission of instructor. (2.5 + 1)

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 220 ~~Infant and Toddler Care~~ Curriculum III: Infant and Toddlers
(3 Credits) ~~Offered Spring~~**

Developmentally appropriate care and nurturance of infants and toddlers, with an emphasis on the importance of building relationships as the foundation of curriculum. Course will include segments which will prepare students to create, facilitate, and evaluate infant/toddler curriculum utilizing relationship-based practices, knowledge of child development, and routines. Includes activities to stimulate development and learning and support communication, guidance and health. Demonstration of research-based techniques is integral to the course. Research-based techniques and cultural practices included. Weekly practice labs (14 hours) required. Prerequisites: ECE ~~F245~~ F104 or permission of instructor. (2.5 + 1)

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 ☐

It is the same course, just a better description and title. No impact for the library.

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)

CDEV has been contacted and agreed

ECE 220 ~ Format 2
Infant and Toddler Care

Format 2 ECE 220

13. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact since it reflects consensus among ECE faculty.

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 textbook arranges information around the concept of curriculum development for infants and toddlers so this is the way the course has been taught. The changed description more accurately reflects existing practice.

In order to build a better support for Early Head Start teachers and other Infant/toddler teachers we should be offering/identifying course work specific to their needs. The Head Start standard has changed for Early Head Start teachers. In the future infant/toddler teachers will have to have a majority of course work emphasizing infant and toddler development.

This makes it easier for students to understand and more accurately, describes the course. It reflects unity across all campuses with ECE faculty at UAF and UAS.

APPROVALS:

P.A. Meuth, Co Chair
Signature, Chair, Program/Department of: *DHSD* Date *12/10/10*

Shirley R. S. Gendron
Signature, Chair, College/School Curriculum Council for: *CRCO* Date *10/8/10*

Peter P. Pinner
Signature, Dean, College/School of: *CRCO* Date *12/15/10*

Signature of Provost (if applicable) Date _____
Offerings above the level of approved programs must be approved in advance by the Provost.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date _____

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <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 (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

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

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and
☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

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 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

ECE F220 Curriculum III: Infants and Toddlers

3 credits – Sample Syllabus for Fall 2011

Instructor: AnneMarie Mattacchione, Assistant Professor

Office: UAF Community & Technical College (CTC), 604 Barnette St, Suite 205

Office phone: **455-2931** Office hours vary, always available by appointment

Home phone: 474-0752; please leave a local number or email, not long distance

Best way to reach me is by email: amattacchione@alaska.edu

Course Goal: Based on child development theory and experiences with infants and toddlers, students will explore how Infants and toddlers learn through their whole body and with their senses within the context of trusting relationships. This knowledge will be utilized to develop written curriculum plans which are individualized based on the developmental need of infants and toddlers.

Course Description:

Developmentally appropriate care and nurturance of infants and toddlers, with an emphasis on building relationships as the foundation of curriculum. Course will include segments to prepare students to create, facilitate, and evaluate infant/toddler curriculum utilizing relationship-based practices, knowledge of child development, and routines. Includes activities to stimulate development and learning and support communication, guidance and health. Researched-based techniques and cultural practices included. Weekly practice labs (14 hours) required Pre-requisite: ECE 104 or permission of instructor (2.5 + 1)

Required Text:

Infants, Toddlers, and Caregivers- A curriculum of Respectful, Responsive Care and Education Sixth Edition

Janet Gonzalez-Mena & Dianne Widmeyer Eyern 2008

ISBN- 13: 9780073378541

Supplemental reading: Will be supplied in class through handouts and internet links

Other recommended reading and resources:

Alaska's Early Learning Guidelines

Supplies: Students are encouraged to get a large binder to maintain handouts and assignments.

Student Support Services:

I encourage you to work with the CTC support services in the learning lab on the first floor of this building. They have posted hours and tutors available who are very accessible and helpful. In addition, the writing Center (8th floor, Gruening, 474-5314) and the Math Labs (405 Gruening & 305 Chapman), both provide excellent advice, tutoring and assistance. Many students also find the Office of Student Support Services (508 Gruening, 474-6844) helpful.

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. I work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities. Representatives from the office also regularly meet students in the TVCC building. Check with the TVCC student services for more information, 455-2851 or 2849.

Special Needs: If you need accommodation for special needs, please see the instructor as early in the course as possible. Students with special needs are required to provide the necessary paperwork from the office of disability services so I know the best way to make accommodation.

Organizational Overview within the Broader Curriculum: This course is required in the ECE certificate, AAS and CDEV BA programs. It provides foundational information about environments. It is recommended full time students take this course in the first year of study. The student learning outcomes for our entire program are based on the 2009 national standards for ECE AAS programs. This course is primarily involved with Standard #1 – Supporting Child Development & Learning and Standard #4 Using Developmentally Effective Approaches to Connect with Children and Families, Standard #5 – Using content Knowledge to Build Meaningful Curriculum.

Outcomes: Each standard identifies key components, which are used to determine our student learning outcomes. A student learning outcome (SLO) is what you should “know and be able to do” by the end of the course. For this course the SLO are as follows:

- 1.1 Students know and understand infant and toddler characteristics and needs.
- 1.2 Students will describe how infant and toddler development and learning influence relationships and curriculum development.
- 1.4 Students will explain the features of healthy, respectful, supportive and challenging learning environments for infants and toddlers.
- 4.1 Students establish a positive, authentic relationship with each child as the foundation for understanding the child’s needs in the context of curriculum development.
- 5.3 Students will use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging individualized curricula for infants and toddlers.

Evaluation: The assignments will be related to the outcomes. Through participation, papers, projects, presentations and labs, by the end of the course the student will have demonstrated competence in each of the five outcomes identified earlier. It is good practice in all courses to always keep your graded assignments, at least until you receive the final grade for the course.

Grading

Attendance, participation	50 pts	10%
Chapter Reflections (12 x 10 points)	120pts	24%
Homework Activities (12 X 12.5 points)	150 pts	30%
Final Presentation of Lab	<u>180 pts</u>	<u>32%</u>
Total points	500 pts	100%

Grade	Definition
A = 100% - 90%	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required; on time. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	Better than the average. Above the average expectation. Projects or papers are presented neatly, thoroughly & <u>on time</u> but do not have the depth and originality for an “A”.
C = 79% - 70%	Average. The student grasps the essential information; material is complete and presented satisfactorily, <u>ON TIME</u> .
D = 69% - 60%	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	Student was unable to complete the assignments on time with at least a 60% understanding and presentation.

All students majoring in ECE or BA in CDEV must have a C or better in all classes in the major. Unfortunately, a C- is less than a C and does not meet the minimum requirement.

Incomplete “I” grades: The instructor does not intend to give any “incomplete” grades in this course. If an exception is made for extenuating circumstances, the best possible grade would be a C, the student would have to clearly identify each assignment, along with the points at the top of the assignment and would not get graded feedback returned to them.

No basis “NB” grades: Students who cannot complete the course may be awarded a “no basis” grade if there was inadequate participation or advancement to warrant a letter grade.

Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F”. The instructor appreciates hearing from students who drop or withdraw; your feedback can sometimes make the course better for others.

For late start classes the last day to drop with 100% refund is the first Friday of the course. (A drop does not appear on the student’s transcript; withdrawal shows a “W” on record.)



Honor Code:

As a student you are subject to the “student code of conduct”. It is found in the UAF catalog which is also available on line. Please follow this code. It is especially important, in all classes, to appropriately cite any sources you use. Several of our students have had trouble with this over the years. Failure to follow the code can cause you to fail a class, be dismissed from the ECE program or be temporarily or permanently expelled from the college.

Attendance: Attendance is essential. Students who miss more than 25% of the class will not receive credit for the class.

Participation: “Participation” grades are based on being on time, staying for the whole class, participating in group activities, discussion and small group projects. Side conversations, texting and using computers for non-class activities are distracting for the instructor and the other students; points may be deducted for this type of behavior as well as for non-participation.

Preparation: Students are to be prepared for class. They should have read the material scheduled to be discussed and have completed required assignments prior to the class period. When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending at all!

Late assignments: In an effort to help students keep up with the pace of the class, points will be taken off for late assignments.

Getting Started:

Students should “adopt one program” for doing the labs. Getting to know the children and staff is helpful in preparing your best lessons. Plan to spend time most weeks (on average about 1 hour per week) at your lab site. Bunnell House, the learning lab on campus, is the preferred option as it is designed for this purpose. Call Paige McLaughlin to schedule lab time at Bunnell House 474-6393. Most of the labs require an outside observer to approve plans in advance, and give feedback; it is necessary that this person be qualified to provide professional guidance. Bunnell House has qualified staff, prepared and hired to help ECE students. Your labs may also be completed in other formal EC settings, including where you work, if they can provide qualified support; see the list of community agencies that work with the UAF ECE students. Please request approval in advance for alternate sites.



Breaks We may have an organized break mid-way through the class students may leave and stretch at other times if they need to. Come prepared to participate the whole class time.

Estimated Course Calendar

12 class meetings x 3 hours = 36 hours + 14 hours of labs (at 50% = 7 hours) = 43 total for 3 credits.

Week	Readings	Topic
1	Chapter 1	Importance of Relationships in the Context of Curriculum Development
2	Chapter 2	Importance of Routines in the Context of Curriculum Development
3	Chapter 3	The Role of Teachers in Infant Toddler Education
4	Chapter 4	Caregiving as Curriculum
5	Chapter 5	Play as Curriculum
6	Chapter 6	Perception Knowledge and Activities for Curriculum Development
7	Chapter 7	Motor Development Knowledge and Activities for Curriculum Development
8	Chapter 8	Cognitive Development Knowledge and Activities for Curriculum Development
9	Chapter 9	Language Knowledge and Activities for Curriculum Development
10	Chapter 10	Utilizing Parent Input, Developmental Assessments and Individualize Family Service Plan for Curriculum Development
11	Chapter 11	Curriculum Tools and Resources for Infants and Toddlers
12	Chapter 12	Reflective Curriculum Evaluation
13	Case Study	Class Presentations