

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Early Childhood	College/School	CRCDC
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Gara Bridwell

See <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	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	ECE	Course #	302	No. of Credits	3
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Justify upper/lower division status & number of credits:	This course will be part of a new concentration focusing on infants and toddlers within the Child Development and Family Studies BA program.
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3. PROPOSED COURSE TITLE: Building Home Program Relationships: Prenatal to 3 years

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: Alternate Spring or AS Demand Warrants
(Every or Alternate) Fall, Spring, Summer - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Spring ~~SBS~~ 2012

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 X 6 weeks to full semester

OTHER FORMAT (specify) This course may be offered over a 14 week semester or a 10 week facilitation.

Mode of delivery (specify lecture, field trips, labs, etc) Lecture, small and large group discussions

9. CONTACT HOURS PER WEEK: 4/10 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> for more information on number of credits.

OTHER HOURS (specify type) 3/14 (full semester) Sample course schedules are included within the example syllabus.

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

ECE 302 Building Home Program Relationships: Prenatal to 3 years (3)
 Focuses on professionalism, family support, ethics, cultural continuity, child development, attachment and curriculum of home based programs. Addresses the broad continuum of services across multiple domains and

how staff that work in these programs can meet the needs of children prenatal to 3 and their families in the home setting. (3 + 0)

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.)

H = Humanities N = Natural Science 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 W = Writing Intensive, Format 7 Natural Science, Format 8

12. **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? N/A 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? N/A CREDITS

13. **GRADING SYSTEM:**

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Prerequisite: ENG 111X,

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

RECOMMENDED Recommended: Engl 211X or 213X ECE 342

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

N/A

16. **PROPOSED COURSE FEES**

None

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No No

17. **PREVIOUS HISTORY**

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

If yes, give semester, year, course #, etc.:

N/A

18. **ESTIMATED IMPACT**

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

No impact to budget, facilities or space. Full time faculty or qualified adjuncts will facilitate course instruction.

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.

No Yes Library collections are adequate

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)

No other program or departments will be affected by this proposed new course

21. POSITIVE AND NEGATIVE IMPACTS

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

No negative impacts.
Positive impacts for the Child Development and Family Studies BA program as it meets workforce demand requesting more classes with content on infant and toddler care and education.

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.

Development and facilitation of ECE 302 will meet some needs of early childhood work force development within the state of Alaska. This course answers part of a direct request from programs within the state such as Early Head Start, Parents as Teachers, and other early learning programs that work with families and young children. This course will become required within an infant and toddler concentration within the Child Development and Family Studies BA degree program.

APPROVALS:

Veronica McCluno Date 9/30/10

Signature, Chair,
Program/Department of:

Child Development Fam Studies.

Signature, Division Chair CRCD Date

of:

Signature, Chair, College/School Curriculum Date

Council for:

Signature, Dean, College/School Date

of:

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 Date

Review Committee

Format | ECE 302

No other program or departments will be affected by this proposed new course

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APPROVALS:

Vernica M. Cuno Date 9/30/10

Signature, Chair, Program/Department of: Child Development Fam Studies.

P.A. Meuth, Co-Chair Date 12/10/10

Signature, Division Chair CRCD of: DHSD

Shirley R. Cordero Date 10/8/10

Signature, Chair, College/School Curriculum Council for: CRCD

Pete P. Date 12/15/10

Signature, Dean, College/School of: CRCD

Signature of Provost (if applicable) Date

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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."

DRAFT

University of Alaska Fairbanks,
College of Rural and Community Development

ECE 302

Building Home Program Relationships: Prenatal to 3 years

3 credits

Spring 2011

Instructor: Gara Bridwell
2175 University Avenue, Suite 201D
Fairbanks, AK 99709
Phone 455-2908
email gdbridwell@alaska.edu

Office Hours: Monday – Friday, 9-5 by appointment.

Number of Contact Hours/Credits:

ECE 302 will be facilitated through audio conferencing. Students will call in to class by dialing the following number: **1-800-570-3591**. **Class times**

First day of class will be week of January 18, 2011.

This course will meet 20 times for 2 hours each, giving a total of 40 contact hours

Text and outside readings:

Klass, Carol S., 2007. Home Visiting, Promoting Optimal Parent and Child Development, 3rd edition. Isbn: 13 978-1557669032

Feeney, Stephanie & Freeman, Nancy., 1999. Ethics and the Early Childhood Educator, Using the NAEYC Code.

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

Access to computer with internet for Blackboard.

Course Description: This course focuses on professionalism, family support, ethics, cultural continuity, child development, attachment and curriculum of home based programs. Addresses the broad continuum of services across multiple domains and how staff that work in these programs can meet the needs of children prenatal to 3 years of age and their families in the home setting. (3+0) Required Engl. 111X. Recommended: Engl. 211X or 213X, ECE 342.

Course Purpose: The purpose of this class is to expand the knowledge from entry level information about family relationships into development of partnership that can be built between early childhood programs and families of infants and toddlers. This course will be enhanced by the information on relationships in contemporary family life from the previous course ECE 342.

Course Goal:

Students will develop understanding that successful early childhood education depends on partnerships with children's families and communities. This course has a focus on home based program opportunities

Course Outcomes:

Upon completion of this course, students will be able to:

- 1 Interpret and discuss the various programs that participate with families in the home.
- 2 Describe the dispositions necessary to successful parent/family infant learning or home visitor.
- 3 Describe child development in the context of individual children in their home
- 4 Illustrate communication and interpersonal skills necessary for successful family-home relationships.
- 5 Analyze and problem solve possible difficulties and dilemmas that surface before, during and after home visits.
- 6 Identify standards and regulations associated with specific home visiting programs.
- 7 Demonstrate understanding of strength based and reflective based practice in home based programs.
- 8 Apply principals of cultural awareness to work with families with young children in the home.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children's characteristics and needs

Standard 2: Families and Communities

Key elements

- 2a: Knowing about and understanding diverse family and community characteristics.
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c: Involving families and communities in their children's development and learning.

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

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Standard 4: Approaches to Connect with Children and Families

Key elements:

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d: Reflecting on their own practice to promote positive outcomes for each child.
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

Standard 6: Becoming a Professional

Key Elements:

- 6b: Knowing about and upholding ethical standards and other professional guidelines.
- 6c: Integrating knowledgeable, reflective and critical perspectives on early education.

Methods of Instruction:

- This course is taught through lecture with large and small group discussion using audio-conference format.
- Each student's experience, ideas, beliefs are considered to be part of the course instruction.
- Each student is a critical component of the learning community.
- Reading the text books, formulating questions and comments about the reading, observations of young children and the assignments are all considered methods of instruction.

Honor Code:

As a student you are subject to the honor code. The full code is found in the UAF catalog. The instructor's condensed version is as follows:

1. Students will not collaborate on items that contribute to their grade, unless the instructor grants permission.
2. Students will not represent the work of others as their own. Any sources will be appropriately quoted or credited.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Blackboard:

You will be able to negotiate Blackboard at the following Internet address.

<http://classes.uaf.edu>

- you will be asked to login with you UAF username,
- your password is usually your student ID number with a capital U at the end until you change it.
- If you are unfamiliar with the process, please use the prompts that you will see titled "New to Blackboard?" and "Problems Logging In?"
- Once you get logged in, there will be a box in the upper right corner that has any Bb classes that you are enrolled in. Look for.
- You should also have received a Blackboard "cheat sheet" with your text book order for you to use.
- Assignments will be posted within the "Assignment" section of Bb.
- Reflection write-ups and final paper will be posted within the "Discussion Board" section of Bb.
- Students will be expected to respond to postings of fellow students, carrying on a dialog during specifically designed postings within Bb.

Grades:

Attendance/Participation	40 points possible	16%
Blackboard Discussion Forums (5)	25 points possible	10%
Reading Reflections (5)	50 points possible	20%
Final Research Project/Paper	100 points possible	40%
In class Project Sharing	35 points possible	14%
Total	250	100%

Grade	Points	Definition
A = 100% - 90%	250-225	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required.

		Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	224-200	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	199-175	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	174-150	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 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Polices:

1. Attendance: As part of the learning community, all students are expected to attend and participate in all classes.
2. Absence and Make-Ups: If necessary, excused absences must be arranged ahead of time with the instructor. Classes are recorded and can be listened to at a later time.
3. Tardiness: Students are expected to arrive in class prior to the start of class. If a student does arrive late, they are expected to do so quietly and inform the instructor.
4. Participation and Preparation: Main participation will take place during the student discussions on course content. A participation option will be blackboard discussions, questions that arise from the group discussions that will be posted on Black Board for further thoughts and discussion. It is common for everyone to reflect on conversations, process and have extended thoughts and ideas. Having the additional Black Board forums will enhance the sharing of viewpoints and learning of all. Participation is important to all students in this class, therefore monitor your comments and make sure they are pertinent to the discussion.

The instructor will record classes so that students can go back and listen to the group discussions or lectures again, or have opportunity to listen to the recording if they have missed the class, giving the chance to participate in the extended Black Board discussions. Codes for the recorded classes will be posted on the announcement page of Blackboard.

Sharing viewpoints is just as important for adults as it is for young children sharing your ideas, opinions and questions, give opportunity for you as well as your peers to reflect on different perspectives. Sharing in these different ways also helps the instructor know where you are in your understanding of the class content.

5. Students are expected to come to class with assigned reading and other assignments completed as noted in the course calendar.
6. Assignments: All assignments must be received by the Instructor on the due date as noted in the course calendar 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 Name; Assignment Title; Date. Second pages of faxed assignments must also**

have student name and course number on each page. Assignments will not be accepted if submitted more than 2 weeks after due date.

7. Graded Assignments: It is this instructor's intention to grade and respond to student work within seven days of their receipt.
8. Reporting Grades: All student grades, transcripts and tuition information are available on-line at <http://www.uaonline.alaska.edu>
If you have difficulty accessing this information, contact the registrar at your local campus.
9. Written Paper Assignments: All papers are expected to be typed and double spaced. Please check for grammar and spelling. It is recommended that you have another person review your draft before final submission for a grade. Written assignments may be faxed or emailed to the instructor.
10. Plagiarism: Plagiarism is using what someone else has written and then using it as one's own words and thoughts. It is never acceptable. Students are expected to attribute the source of information (with 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 the UA catalogs.
12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from these discussions, it is essential that we all maintain the confidentiality of children, families, programs and staff. Please do not use names and talk and write with respect.
13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factor beyond his/her control that affect 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 time frame. 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 time frame.
14. Ethical Behavior: It is expected that, while on the audio conference, you are present and paying attention. If you must leave the discussion, it is your responsibility to inform the instructor or the class.

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 Student 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 a 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

Math Hot Line -

Contact UAF's toll-free Math Hotline for problem solving and math help. Call 866-823-6284 (1-866-UAF-MATH) during regular fall and spring semesters.

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.

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 course 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: 1-800-47805348. Email - fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instructions/Is101/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.

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 help desk, 1.800.478.4667. For most web services there is a link you can click if you forgot your password. Writing your password down for back up is also recommended.

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 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. UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities."

If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu

Evaluation:

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

Class Calendar 10 week condensed -Tentative

Date	Topic and Assignment
Tuesday, Jan. 18	<p>In class today: Class 1</p> <ul style="list-style-type: none"> • Introductions, class syllabus review, Blackboard review <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 1 in Klass text. <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is</i> <i>You will be asked to give the date in a 6 digit number. For the</i> <i>September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the</i> <i>announcement page of blackboard.</i></p>
Thursday, Jan. 20	<p>In class today: Class 2 Lecture: Introduction to Ethics</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 1 in Ethics text. • BB Discussion 1 due 1/25.
Tuesday, Jan. 25	<p>In class today: Class 3 Class discussion: Relationship b/Parents and Home Visitor Research Project/Paper ideas?</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 in Klass text.
Thursday, Jan. 27	<p>In class today: Class 4 Group discussion: Reflection in our work</p>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 in Ethics text.
Tuesday, Feb. 1	<p>In class today: Class 5 Small group discussion: Communication and Interpersonal Skills, Culturally Diverse Families, and Dilemmas</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 in Klass text.
Thursday, Feb. 3	<p>In class today: Class 6 Code of Ethical Conduct in Practice - Large group discussion</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 in Ethics text. • BB Discussion 2 due 2/8.
Tuesday, Feb. 8	<p>In class today: Class 7 Class discussion on Professional Development, Different Program Models</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 4 in Klass text.
Thursday, Feb. 10	<p>In class today: Class 8 Guest Speaker – Infant Learning Programs</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 4 in Ethics text.
Tuesday, Feb. 15	<p>In class today: Class 9 Small group discussion - Developing a Sense of Self.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 in Klass text.
Thursday, Feb. 17	<p>In class today: Class 10 Addressing Ethical issues in Home Visiting Programs</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 in Ethics text. • BB Discussion 3 due 2/22
Tuesday, Feb. 22	<p>In class today: Class 11 Small group discussion: Guidance and Dilemmas</p>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 6 in Klass text.
Thursday, Feb. 24	<p>In class today: Class 12 Guest Speaker - PAT</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 6 in Ethics text.
Tuesday, March 1	<p>In class today: Class 13 Small group discussion: Development of Language</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 in Klass text.
Thursday, March 3	<p>In class today: Class 14 Lecture: Responsibilities to Colleagues</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 in Ethics text. • BB Discussion 4 due 3/8
Tuesday, March 8	<p>In class today: Class 15 Large group Discussion: Routines, Rituals, Celebrations</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 8 in Klass text.
Thursday, March 10	<p>In class today: Class 16 Guest speaker - PHN and Newborn visits</p> <p>Preparation for next class: BB Discussion 5 due 3/22</p> <p>No class March 14-18, Spring Break</p>
Tuesday, March 22	<p>In class today: Class 17 Class Discussion: Play, and Development.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 9 in Klass text.
Thursday, March 24	<p>In class today: Class 18 Emerging Topics in the field of Home Visiting</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Preparation for Class Presentation. • Research Project/Paper due next week. 3/29
Tuesday, March 29	<p>In class today: Class 19 Small group discussion: Preparing for new family members, sibling relationships and balancing new challenges.</p> <p>Preparation for next class: Read Chapter 10 in Klass text.</p>
Thursday,	In class today: Class 20

March 31	Final thoughts, discussion. Last class. Presentations. Evaluation. Celebration!
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Class Calendar 15 week Spring Semester - Tentative

Date	Topic and Assignment
Wednesday, Jan. 19	<p>In class today: Class 1</p> <ul style="list-style-type: none"> • Introductions, class syllabus review, Blackboard review <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 1 in Klass text. • Read Chapter 1 in Ethics text. <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is</i> <i>You will be asked to give the date in a 6 digit number. For the</i> <i>September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the</i> <i>announcement page of blackboard.</i></p>
Wednesday, Jan. 26	<p>In class today: Class 2 Lecture: Introduction to Ethics</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • BB Discussion 1 due 2/2. • Read Chapter 2 in Klass text.
Wednesday, Feb. 2	<p>In class today: Class 3 Class discussion: Relationship b/Parents and Home Visitor Research Project/Paper ideas?</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 in Ethics text.
Wednesday, Feb. 9	<p>In class today: Class 4 Group discussion: Reflection in our work</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 in Klass text.
Wednesday, Feb. 16	<p>In class today: Class 5 Small group discussion: Communication and Interpersonal Skills, Culturally Diverse Families, and Dilemmas</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 in Ethics text.
Wednesday,	In class today: Class 6

Feb. 23	<p>Code of Ethical Conduct in Practice - Large group discussion</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • BB Discussion 2 due 2/8.
Wednesday, March 2	<p>In class today: Class 7 Class discussion on Professional Development, Different Program Models</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 4 in Klass text. • Read Chapter 4 in Ethics text.
Wednesday, March 9	<p>In class today: Class 8 Guest Speaker – Infant Learning Programs</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 in Ethics text.
Spring Break	<p>Week of March 14-18</p>
Wednesday, March 23	<p>In class today: Class 9 Small group discussion - Developing a Sense of Self.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 in Klass text.
Wednesday, March 30	<p>In class today: Class 10 Addressing Ethical issues in Home Visiting Programs Guest speaker – PHN and Newborn visits</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 6 in Ethics text. • Read Chapter 6 in Klass text. • BB Discussion 3 due 4/20
Wednesday, April 6	<p>In class today: Class 11 Small group discussion: Guidance and Dilemmas</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 in Klass text.
Wednesday, April 13	<p>In class today: Class 12 Guest Speaker - PAT</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 8 in Klass text. • Read Chapter 7 in Ethics text. • BB Discussion 4 due 4/27

<p>Wednesday, April 20</p>	<p>In class today: Class 13 Small group discussion: Development of Language Large group discussion: Responsibilities to colleagues Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 9 and 10 in Klass text.
<p>Wednesday, April 27</p>	<p>In class today: Class 14 Emerging Topics Final Class today.</p> <ul style="list-style-type: none"> • Presentations, Final thoughts, Celebration and Evaluation.

Reading Responses : 50 possible points. There will be 5 Reaction papers turned in for this class. The reaction papers should be 2 pages in length and should be typed in an essay form addressing your intellectual and emotional response to the material. What did you learn? What did you like? Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs? What questions were left unanswered?

- **Reading Response 1 – due Jan. 27** - After reading Chapter 1 in Klass text share your insights, questions, thoughts on relationships between parents and home visitors, establishing rapport, and working with teen parents. (addresses outcomes 2, 4, 5 and naeyc standards 2b, and 2c.)
- **Reading Response 2 – due Feb. 3** – After reading Chapter 2 in Klass text and Chapter 1 and 2 in Ethics text, describe in words your philosophy on what it means to be culturally relevant in working with families. Also articulate in your own words how communication is enhanced in home visits with families. (addresses outcomes 4, 8 and naeyc standards 2a, 2b, 4, and 6)
- **Reading Response 3 – due Feb. 15** - After reading the text's about program models, conversing with guest speaker from ILP, and with your own knowledge of home visiting, share your ideas about how each of the models meet families needs. How do these different programs meet the individual developmental needs of children? (addresses outcomes 1, 3 and naeyc standards 1, 4c, 4d, 4e, 6c).
- **Reading Response 4 – due Feb. 22** – Read any of the articles posted on BB and write a response. Share your thoughts on strength based and reflective based practice. How can these theories and practices enhance the home visitor/family relationship? How do regulations or standards enhance or inhibit these philosophies? (addresses outcomes 4, 6, 7 and naeyc standards 1a, 2b, 2c, 3b)
- **Reading Response 5 – due March 10** – After reading the two texts, participating in the BB discussions, as well as listening to guest speakers, choose one major topic discussed during this course. Write your reflection on that topic including lessons learned, questions still pondering, possible aha's to try.

Blackboard Forum Discussions: 25 possible points There will be 5 BB discussion forums for you to participate in. The due dates are posted here on the course calendar and we will discuss the forum in class as well as be posted on BB announcements. Each discussion forum will focus on particular outcomes for this course.

Research Project: 100 possible points

This class will also require a research project that demonstrates your skills and knowledge in regards to the class objectives. We will have opportunity to discuss possibilities for individual topics. Please identify your area of interest and provide your idea/proposal by Feb.1. Once your area has been identified and approved, you may begin work. The earlier we both agree on your topic, the earlier you can get started.

Students are expected to maintain complete confidentiality on any information obtained while working with families and programs. If you are working with an agency, students will obtain permission from the program to make copies or use any of the forms or policies developed by that specific program.

This research topic will be due by March 29 and should be 8-10 pages in length.

Please include at least 5 references used for this research.

In addition to a written research paper, each student will present their research findings in a brief class presentation.

Class Presentation on Research – 35 possible points Each student will present their research project in class on the final day of the course.