

FORMAT 2

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	Department of Social and Human Development	College/School	CRCD
Prepared by	Jennifer Russell	Phone	474-5929
Email Contact	jl Russell2@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	310	No. of Credits	3
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COURSE TITLE	Constructivist Curriculum
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2. ACTION DESIRED:

Change Course If Change, indicate below what change. Drop Course

NUMBER		TITLE	
PREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	
CROSS-LISTED	<input type="checkbox"/> No	Dept.	(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"/> No	Dept.	
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, Face to face and local. This course may also be developed for delivery through CDE offering an additional alternative way for students to complete course content.											

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 NO

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

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

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). N/A

How many times may the course be repeated for credit? 0 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

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

ECE F310 Constructivist Curriculum

3 Credits

Offered Fall Even-numbered Years

A focus on the issues involved in developing constructive curriculum for young children. Includes a foundation in the aims and assumptions of constructivist teaching and key components of this type of curriculum. Emphasis is on best practices for constructivist classrooms. Recommended: ECE F130; ECE F210. (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.**

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Offered Fall ~~Even-numbered~~ Years

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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.

The changes for this course should have no additional impact on facilities, budget, space, or faculty.

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

Yes

 X

February 1, 2011

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)

There will be no program impact.

13. **POSITIVE AND NEGATIVE IMPACTS**

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

No negative impact. Positive impact will be better retention and completion of students registered in the course.

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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.

With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. Though mistaken action, ECE 310 has been previously taught without the practicum piece. Students have been successful with the class being taught without the practicum so through discussion the CDFS staff and Faculty believe that this course should continue as a foundational class on the theories and concepts of constructivist learning theory. This class is a requirement for the Curriculum and Teaching concentration. The later curriculum courses that focus on literacy, math and science as well as fine arts all have field experiences where students will have opportunity to demonstrate their hands on understandings and skills with constructivist practices within the classroom environments of young children.

The requirements for pre-requisites and recommendations have been changed to fit the new program structure of classes for the ECE AAS and CDFS BA programs. ECE 130 and ECE 210 are no longer being recommended for ECE 310.

With changes to the CDFS Program, offering ECE 310 more often will help students complete more program requirements in an academic year.

ECE 310 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule. There is also interest for developing this course as a CDE web delivered course. There is the possibility that this style of offering may begin in the 2012-13 catalog year.

APPROVALS:

See attachment Date

Signature, Chair, Program/Department of:

Quade D. Quade Date 11/2/11

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

Pete Panning Date 11/3/11

Signature, Dean, College/School of: CRCD

Date

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.

Date

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

<i>Veronica H. Curtis</i>	Date	9/14/11
Signature, Chair, Program/Department of:	Child Dev & Fam Studies	

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

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

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	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

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	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

UNIVERSITY OF ALASKA FAIRBANKS**College of Rural and Community Development
Child Development and Family Studies (CDFS)****Course Syllabus****Course Title:** Constructivist Curriculum**Course No:** ECE 310**Credits:** 3 (3 + 0 + 0)**Prerequisites:** Engl 211X or 213X**Instructor:** TBA
TBA**Phone:** TBA**E-mail:** TBA**Office or Contact hours:** Instructor will post office hours for students at first class.**Location:** Distance Delivered possibly in conjunction with local Fairbanks site.**Dates:** TBA 2012**Times:** TBA

Over 11 weeks, ECE 310 will meet 20 times for 2 hours each.

Text:Branscombe, Castle, Dorsey, Surbeck, & Taylor (2003). *Early childhood curriculum: A constructivist perspective*. New York, N.Y. Houghton Mifflin Company

Occasional articles and other handouts that will be made available on the Blackboard site.

Special Requirements: Computer, Internet, Blackboard and an early childhood classroom setting.

Course Description:Focus on the issues involved in developing constructive curriculum for young children. Includes a foundation in the aims and assumptions of constructivist teaching and the key components of this type of curriculum. Emphasis is on best practices for constructivist classrooms
ECE 310 is required for the Child Development and Family Studies BA program within the Curriculum and Teaching concentration.**Course Goals:***Students will develop understanding of the theories and issues that affect development of developmentally appropriate curriculum. This will be an important foundation for further curriculum development courses within the CDFS Curriculum and Teaching concentration.***Student Learning Objectives:**

At the end of this course students will be able to:

1. Articulate how the theory of constructivist curriculum can be used effectively for curriculum development intended for young children.
2. Interpret and articulate the three kinds of knowledge as understood by Piaget.
3. Application of strategies to promote social interactions, play and projects within curriculum facilitation.

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4. Evaluate and demonstrate how to use problem posing, problem solving and reflection for learning of self as well as young children.
5. Development of a constructivist curriculum plan derived from relevant interest of children.
6. Application of constructivist evaluation techniques.

NAEYC Standards Addressed in this course:

- Standard 1a. Knowing and understanding young children's characteristics and needs.
- Standard 2b. Supporting and empowering families and communities through respectful, reciprocal relationships.
- Standard 2c. Involving families and communities in their children's development and learning.
- Standard 3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches.
- Standard 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes
- Standard 5d: Integrating knowledgeable, reflective, and critical perspectives in early education

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course.

Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

- **Homework:** There will be 10 homework assignments. Each assignment will be a written response developed around specific questions intended to be used to provoke thought. Please respond to the homework with your own perspective. There are not any correct or incorrect answers.
- **Blackboard discussion facilitation:** The class will be divided into small groups. Each group will be assigned a topic that will be used to develop a group discussion on Blackboard. Discussion facilitation will be developed around an articulated intro on the topic and developed discussion questions that will be shared with the class 3 days ahead of the discussion date so that peers can plan for their participation and response.
- **Mid way project:** This will be a curriculum development project designed around a topic that each student would like to learn more about. The constructivist methods will apply to the development of your specific learning. A full reflection of the curriculum

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and the process of development will be included with the plan. You may find it helpful to actually work through the steps, so consider a topic of investigation that can be worked through in a matter of 1 – 2 weeks for this assignment.

- **Final Project:** Each student will use their knowledge of constructivist curriculum and it's development in relation to their personal experience with the midway project to develop an interest based curriculum that can be facilitated with young children aged 3 – 7 years of age. The curriculum plan does not need to be facilitated with a group of children, but does need to be developed around a real topic and planned as though it will be used in a real-classroom environment within a group environment. It is encouraged that this project will be included within your program port-folio. With this in mind, you should want to carefully and thoughtfully develop your plan as it may be used to demonstrate your base knowledge around constructivist curriculum and built on within the continuum of final work developed within your curriculum and teaching concentration.

Course Evaluation:

A letter grade will be issued for participants. Note that you must receive a C or higher for this course to count towards your CDFS BA Degree. Grading is based on:

Homework assignments responses (10@10 pts ea)	100	25%
Blackboard discussion forum (2 @ 25 pts)	50	12.5%
Mid-way project	100	25%
Final project	125	31%
Ending Reflection	25	6.5 %
Total	400	100%

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

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Draft Class Calendar

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
1) Class 1	<p>In class today Go over syllabus and answer questions.</p> <p>Homework 1: Write a page or two about your thoughts regarding curriculum and its development. Share your experiences with curriculum. If you have ideas of how constructivism fits into curriculum, add those thoughts too. Send to instructor as an email attachment.</p> <p>Preparation for next class: Read chapter 1 in <i>Early childhood curriculum: A constructivist perspective</i>.</p> <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 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091011.</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 announcement page of blackboard.</i></p>
2) Class 2	<p>In class today:</p> <ul style="list-style-type: none">• Seminar style discussion on chapter 1 <p>Preparation for next class: Begin research to discover meanings for terms Individualism / Individualist Collectivism / Collectivist You will use these terms in next week Blackboard meeting.</p>
3) Class 3	<p>In class today Blackboard meeting. Do not call or come in to class.</p> <p>Alternate assignment posted on blackboard forum: Each student is to consider the following terms in regards to meaning and how it affects learning, teaching and curriculum.</p> <ul style="list-style-type: none">• Individualism / Individualist• Collectivism / Collectivist <p>I have not given you the definitions to these two words. You need to research the terms on your own and then sign into the forum on Blackboard titled “Considerations of culture for teaching” Within this forum, each student is expected to share their thoughts and develop discussions within your peer group. Be thoughtful and thorough. Please develop a strong discussion between your peers. These thoughts will be extended on within the Blackboard participation and assignment that will take place (DATE).</p> <p>Homework 2: “Roles and processes of education and learning” Each student is to describe and compare the role and processes of education in</p>

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	<p>their personal and traditional cultural settings. Consider the role and processes within education settings and you have experienced as a student and as a teacher. Which roles, processes and styles do you feel are more appropriate to how you learn and see others learning?</p> <p>Consider the information you have researched as well as lecture and discussions in the prior blackboard forum; This assignment will be turned on using the assignment section of Blackboard.</p> <p>Preparation for next class: Read chapter 2 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
4) Class 4	<p>In class today:</p> <ul style="list-style-type: none">• Seminar style discussion on chapter 2 <p>Homework 3: Read choice of 2 articles on Blackboard. Participate in Black Board Forum discussions that correlate with the article of choice. Forum is classed "Week of (DATE) Article Discussion Options"</p> <p>Preparation for next class: Read chapter 3 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
5) Class 5	<p>In class today: Lecture Topic: The three types of knowledge as described by Piaget</p> <p>Homework 4: Write a minimum 2 page paper where you articulate your understanding of the 3 types of knowledge. Please provide examples from within your community, culture and school that well help explain your understandings</p> <p>Preparation for next class: Read chapter 4 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
6) Class 6	<p>In class today:</p> <ul style="list-style-type: none">• Introduction of mid-way project.• Seminar discussion developed around the three types of knowledge <p>Homework: Homework: No specific homework beyond the reading assignment or thinking about the activity for your mid-way project. It is all about you and your interest.</p> <p>Preparation for next class: Read chapter 5 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
7) Class 7	<p>In class today:</p> <ul style="list-style-type: none">• Lecture Topic: Authentic tasks, choice and decision making. <p>Homework 5: write a 2 – 3 page minimum paper on the topic of authentic tasks, choice and decision making. Please consider the aspects that were</p>

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	<p>discussed earlier in the class regarding individualist and collectivist cultures that you may work with. How are and could authentic tasks, choice and decision making action fit into your classroom environment?</p> <p>Preparation for next class: Read chapter 6 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
8) Class 8	<p>In class today: Lecture topic: <i>Problem posing, problem solving, and reflection.</i></p> <p>Homework 6: Read choice of 2 articles on Blackboard. Participate in Black Board Forum discussions that correlate with the article of choice. Forum is classed "Week of (DATE) Article Discussion Options"</p> <p>Preparation for next class: Prepare a small presentation of your mid-way project. Please explain the reason for choice of activity, What you knew, what you needed to learn, now you gained that information and process for completion.</p>
9)	<p>In class today:</p> <ul style="list-style-type: none">• Mid-way project sharing – Project due to instructor by end of class tomorrow. You will be given opportunity to clarify your explanations and improve on your writing using information that was received from peers today as you share. <p>Homework: No specific homework beyond the reading assignment.</p> <p>Preparation for next class: Read chapter 7 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
10)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture topic: The role of the community <p>Blackboard discussion development 1: begin and facilitate a discussion on Blackboard around community and how you see the role in curriculum development.</p> <p>Preparation for next class: Read chapter 8 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
11)	<p>In class today:</p> <ul style="list-style-type: none">• Class lecture and discussion: Building a constructivist curriculum.• Bring your thoughts and ideas for a seminar style discussion. <p>Homework: No specific homework beyond the reading assignment.</p> <p>Preparation for next class: Read chapter 9 in <i>Early childhood curriculum: A constructivist perspective.</i></p>
12)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture topic: Constructivist models of instruction• Introduction of final project

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	<p>Homework 7: Write a 2 – 3 page paper sharing your thoughts and reflections on constructivist models of instruction that you feel you have in place currently, which would you like to try out? Why? What are some examples that you can use from your past experiences that show how these models of instruction may or may not be useful within your classroom environments?</p>
13)	<p>In class today:</p> <ul style="list-style-type: none">• Full class seminar style discussion on constructivist models of instruction• Question and answer period for final project. <p>Homework: no specific assignment, but spend some time thinking about the topic for your final project.</p> <p>Preparation for next class: Decide on research or classroom project final assignment</p>
14)	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions regarding sites and brainstorming project designs. <p>Homework 8: Turn in the topic for your final project.</p> <p>Preparation for next class: Read chapter 10 in <i>Early childhood curriculum: A constructivist perspective</i>.</p>
	<p>In class today:</p> <ul style="list-style-type: none">• Lecture topic: <i>Constructivist evaluation: Assessment and documentation</i> <p>Homework 9: Write a 2 – 3 page paper which discusses the current methods for evaluation that is used within your classroom environment. How does this fit with the methods of constructivist evaluation? Are there areas where your current methods can be enhanced through the constructivist methods.</p> <p>Preparation for next class: Read the article: Korte, K.M., Rielden, J.J. & Agnew, J.C. (2005) To run, stomp, or study: Hissing Cockroaches in the Classroom. <i>Young Children</i> 60 (2).</p>
15)	<p>In class today:</p> <ul style="list-style-type: none">• Whole group discussions / Concerns and Challenges• Article discussion <p>Homework 10: Following reading and discussion of article, please write a 2 – 3 page paper explaining how you could see or not see some type of curriculum like the one shared in the article facilitated in your class environment.</p> <p>Preparation for next class: Be ready so share something about your project topic. Are you discovering anything that would be helpful to your peers?</p>

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16)	In class today: <ul style="list-style-type: none">• Round robin sharing a bit about your project. Preparation for next class: <ul style="list-style-type: none">• Read article about place based education.
17)	In class today: <ul style="list-style-type: none">• Discussion about place-based education Preparation for next class: <ul style="list-style-type: none">• Read 2nd article about place based education.
18)	In class today: <ul style="list-style-type: none">• Discussion about 2nd article on place-based education.
19)	In class today: <ul style="list-style-type: none">• Project sharing
20)	In class today: <ul style="list-style-type: none">• Finalize project sharing• Closing of class• Time for SOP's at end of class. They are posted on the Bb site.• Written reports on final projects are due by midnight on Sunday (DATE)

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

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

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College of Rural and Community Development Child Development and Family Studies (CDFS)

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutians, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | FAX: 474-5688 Email: fydos@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

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.

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development Child Development and Family Studies (CDFS)

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667