

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.

FORMAT 2

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	jlrussell2@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION:

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED:

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

NUMBER	TITLE	DESCRIPTION
PREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING
CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION
CROSS-LISTED	No Dept.	<input checked="" type="checkbox"/>
STACKED (400/600) Include syllabi.	No Dept.	Course #
OTHER (please specify)		

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

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) 1 2 3 4 5 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.**
May be developed in to a web delivered course through CDE

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).

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 F341 Personnel Management of Early Childhood Programs

3 Credits

Offered Spring Odd-numbered Years

Management of personnel of child care programs, including recruitment, hiring, in-service training, staff meetings and communication, supervision, evaluation, motivation, burnout prevention and termination of employees. Focus on maintaining quality programs for young children. Prerequisites: ECE F245 or permission of instructor. (1.5+3)

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 F341 W Personnel Management of Early Childhood Programs

3 Credits

Offered Spring ~~Odd-numbered Years~~ As Demand Warrants

Management of personnel of child care programs, including recruitment, hiring, in-service training, staff meetings and communication, supervision, evaluation, motivation, burnout prevention and termination of employees. Focus on maintaining quality programs for young children. Prerequisites: ENGL 211X or ENLG 213X ~~ECE F245 or permission of instructor.~~ (1.5+3) (3 + 0)

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 changes with negative impact. Positive impact will be improved hands on practice for appropriate curriculum development for infants and toddlers.

FORMAT 2 ECE 341

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. ECE 341 has been taught with a large internship piece. This internship has been exceptionally challenging for rural students to complete because of the type of internship activities required as well as capacity for space within the rural communities. Through review of student dropout rate and not being successful in completing the course within the semester offered, the CDFS staff and Faculty have decided that this course would better serve students as a foundational course that continues to build through courses offered within the Administration concentration of the CDFS BA degree program. There will not be field experience/practica. It was also decided that each concentration area within the CDFS program should have writing intensive. ECE 341 was chosen to develop into such a writing intensive course. Most assignments will be completed through writing with the course being facilitated through lecture, readings, written responses and a final research paper where students do further research a specific topic that has been discussed within the course content. Opportunity for facilitation of this plan or others will take place within the ECE 471 Clinical Practice: Organizational Action Research, capstone for the concentration. 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 245 Child Development is not to be offered within the general delivery of the ECE AAS, therefore, having it as a requirement was not appropriate. ECE 341 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 15-week schedule. There is also interest for developing this course as a CDE web delivered course, if all goes as planned, the first offering within this delivery method should be spring of 2013.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

<i>David R. Cude</i>	Date	11/2/11
Signature, Chair, College/School Curriculum Council for:		CRC

<i>Peter P...</i>	Date	11/3/11
Signature, Dean, College/School of:		CRC

	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:

Veronica McCune
Signature, Chair, Date 9/14/11
Program/Department of: Child Dev & Fam Studies

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

Signature, Dean, College/School of: Date

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

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

Signature, Chair, Program/Department of: Date

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

Signature, Dean, College/School of: Date

JUSTIFICATION FOR ACTION REQUESTED

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It was also decided that each concentration area within the CDFS program should have writing intensive. ECE 341 was chosen to develop into such a writing intensive course. Most assignments will be completed through writing with the course being facilitated through lecture, readings, written responses and a final research paper where students do further research a specific topic that has been discussed within the course content. Opportunity for facilitation of this plan or others will take place within the ECE 471 Clinical Practice: Organizational Action Research, capstone for the concentration.

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 245 Child Development is not to be offered within the general delivery of the ECE AAS, therefore, having it as a requirement was not appropriate.

ECE 341 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 15-week schedule. There is also interest for developing this course as a CDE web delivered course, if all goes as planned, the first offering within this delivery method should be spring of 2013.

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

	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		

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:		

Course Syllabus

Course Title: Personnel Management of Early Childhood Programs

Course No: ECE 341W

Credits: 3 (3 + 0 + 0)

Prerequisites: Engl 211X or 213X

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

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 2013

Times: TBA

Over the course of 15 weeks, ECE 341 will meet 14 times at 3 hours each meeting.

Text:

Caruso, Joseph, J. (2006). *Supervision in Early Childhood Education: A Developmental Perspective*. New York, NY. Teachers College Press. ISBN-13: 978-0807747315

Bruno, Holly E. (2008). *Leading on Purpose: Emotionally Intelligent Early Childhood Administration*. Columbus, OH. McGraw-Hill ISBN-13: 978-0073378428

Feeny, S. (2005). *Ethics and the Early Child Educator: Using the NAEYC Code*. WA D.C. National Association for the Education of Young Children. ISBN-13: 978-1928896272

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

Course Description:

Management of personnel of child care programs, including recruitment, hiring, in-service training, staff meetings and communication, supervision, evaluation, motivation, burnout prevention and termination of employees. Focus on maintaining quality programs for young children. Prerequisite: ENGL 211X or 213X (3 + 0 + 0)

Course Goals:

Students will learn about and understand the importance of quality management of early care an education program personnel in relationship to quality care for children

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses

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and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

*Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.

*Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

*Students will have opportunity to individually discuss their writing with the instructor either face-to-face or through audio conference.

Student Learning Objectives:

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

1. Distinguish the characteristics of management, leadership and administration in regards to the role of each when working with personnel.
2. Formulate strategies for the recruitment, selection and dismissal of staff.
3. Planning for the successful policies and procedures that relate to orientation and training.
4. Model the importance of self-care and minimizing effects of burn-out.
5. Create plans for evaluation or personnel and implementation of policy changes.
6. Articulate understanding of appropriate use and steps for directive and reflective supervision.
7. Evaluate the Code of Ethical Conduct and demonstrate importance of use within day to day working practices.
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting.

NAEYC Standards addressed in this course:

Standard 1. Promoting Child Development and Learning –

1b: Knowing and understanding the multiple influences on early development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.

3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 6. Becoming a Professional

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually

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monitored. 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:

- **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be *The topic for this essay will be "Who am I, something unique you may not know about me, and here is the story of my name."* Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.
- **Homework Assignments:** will be written responses to various diverse assignments as described in the course calendar. Please complete your homework assignment using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The papers should be 1.5-2 pages and should address the specific assignment.
- **Final Research Paper:**
 A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by Friday DATE. An editor (writing center) should review a first draft by (Date). Information regarding the writing center for local or rural students will be posted on the ECE 341W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. **The paper will be written using APA formatting.**
- Ending Reflection: Write an ending reflection to share what you have learned and how you will use this knowledge an administrative environment.

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:

• Diagnostic composition	10	05%
• Homework assignments (10 @ 10 pts ea)	100	25%
• Final Assignment	100	25%
• Ending reflection	<u>40</u>	<u>10%</u>
Total	250	100%

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content

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- 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%	250-225	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	224-200	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	199-175	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	174-150	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	149- below	Student was not able to meet 60% or more of criteria (a) through (f).

Course Calendar: (Spring 2013)

This schedule is fluid and may be updated during the semester. The instructor will inform students of changes in a timely manner. Any changes will be updated on the class Bb site. Students are responsible for keeping track of schedule changes once announced.

Date	Topic and Assignment
Week 1)	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; <p>Diagnostic composition: Each student will prepare a short diagnostic composition. This composition should be submitted the first evening of class. All students will write and submit through email, or FAX the morning following class. Face-to-face student will write the essay and submit at the end of the first class. All essays will be word processed and submitted electronically. This assignment will not be graded but will provide the basis for writing ability as well as a <i>method to introduce students to each other. The topic for this essay will be "Who am I, something unique you may not know about me, and here is the story of my name."</i> The composition should be several paragraphs in length (at least 5), and be properly structured, with correct grammar and spelling. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of introduction and encourage peer feed-back.</p> <p>Preparation for next class: Reading Assignment: Chapters 1, 2 and 3 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i></p> <p>All classes will be recorded To retrieve recording at a later date: Dial 1-800-230-8546 Use your normal participant pin which is 8930399. You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091011. You will then be asked to give the chapter code. We will use 0 Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</p>

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Week 2)	<p>In class today:</p> <ul style="list-style-type: none">• Questions about syllabus and class• Lecture Topic: Myths about supervision in contrast to real rules and responsibilities. <p>Preparation for next class: Reading Assignment: Chapters 4 and 5 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i> And Chapters 1 and 2 in <i>Leading on Purpose</i></p> <p>Homework 1: Share your thoughts about the reading in writing, particularly about the thoughts for emotional and social intelligence, why would attention to this important? Please write a response to the previous reading assignment in composition form. The composition should be several paragraphs in length (at least 7), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 1 is due by the end of the day Sunday.</p>
Week 3)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture Topic: Supervisor development in conjunction with emotional and social intelligence. <p>Preparation for next class: Reading Assignment: Chapter 6 and 7 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i> And Chapters 3 and 4 in <i>Leading on Purpose</i></p> <p>Homework 2: Answer the following questions and tasks in composition form. What is the purpose for your work? How would you articulate your vision for making a difference? End by developing your personal mission statement. The composition should be several paragraphs in length (at least 9), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 2 is due by the end of the day Sunday.</p>
Week 4)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture Topic: Supervisor development and decision making, and how we lead with a purpose.• Group discussion regarding readings and lecture.

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	<p>Preparation for next class: Reading Assignment: Chapter 8 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i> And Chapters 5 and 6 in <i>Leading on Purpose</i></p> <p>Homework 3: Share your thoughts about the reading in writing. Where would be your place to begin? What did you think about the chapter 8 case study? Please write a response to the previous reading assignment in composition form. The composition should be several paragraphs in length (at least 9), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 3 is due by the end of the day Sunday.</p>
Week 5)	<p>In class today:</p> <ul style="list-style-type: none">• Change, planning, resisting and working with• Group discussion regarding personal experiences with change. Each student should come prepared to share a personal story about change that they have had to deal with. How did it affect you? How did you respond? What was your experience between grieving and loss within your experience with change? <p>Preparation for next class: Reading Assignment: Read through the first half of <i>Ethics and the Early Child Educator: Using the NAEYC Code</i> And Chapter 7 in <i>Leading on Purpose</i></p> <p>Homework 4: Share your thoughts about the reading in writing. Why do early childhood educators need a code of ethics? What would happen if there were no code? How does having a code of ethics improve the status of the early childhood education? How can the code of ethics help with supervision? Please write a response to the previous reading assignment in composition form. The composition should be several paragraphs in length (at least 9), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 4 is due by the end of the day Sunday.</p>
Week 6)	<p>In class today:</p> <ul style="list-style-type: none">• Introduction to the <i>Code of Ethical Conduct</i> in early childhood• Group discussion regarding readings and lecture.

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	<p>Preparation for next class: Reading Assignment: Read through the second half of <i>Ethics and the Early Child Educator: Using the NAEYC Code</i> And Chapter 15 in <i>Leading on Purpose</i></p> <p>Homework 5: Let's do something different: Ethical issues involving colleagues are frequently reported by early childhood educators. These involve information management, professional behavior and program practices. Nine case scenarios have been written out in a specific discussion forum on the class Blackboard site. Each student should read through each case scenario and create a response. Please read and respond to the postings of your peers. Homework 5 should be completed by the end of the day Sunday.</p>
Week 7)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture Topic: Continuing the <i>Code of Ethical Conduct</i> in early childhood. <p>Preparation for next class: Reading Assignment: Chapters 9, 10 and 11 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i></p> <p>Homework 6: Share your thoughts about the reading in writing. What are your thoughts on the practice of clinical supervision? Is the structure necessary in your mind? Why or why not? Please write a response to the previous reading assignment in composition form. The composition should be several paragraphs in length (at least 9), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 6 is due by the end of the day</p>
Week 8)	<p>In class today:</p> <ul style="list-style-type: none">• Lecture Topic: Personnel evaluation and clinical supervision. <p>Preparation for next class: Chapters 7 and 8 in <i>Leading on Purpose</i></p> <p>Homework 7: Investigate and write about how conflict is viewed and dealt with by at least two cultures other than your own. How do you feel about these diverse approaches? What can you learn from other cultures on conflict resolution? As a leader of a program, what actual steps could you take to ensure that cultural differences are respected as conflicts arise? Your response should be properly structured, with correct grammar and spelling. The homework assignment will be submitted electronically to the instructor as well as posted in the correct forum within the Bb discussion board. Please read and respond to peer postings. Instructor will provide feedback to each student</p>

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	<p>privately and individually. Homework 7 is due by the end of the day Sunday.</p>
Week 9)	<p>In class today:</p> <ul style="list-style-type: none">• Welcome community as problem-solvers with open communication <p>Preparation for next class: Reading Assignment: Chapter 14 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i></p> <p>Homework 8: Make a list of ten questions you would like to ask a person who is applying for a position in your organization. Review and rewrite those questions to make them welcoming and unbiased toward persons with handicaps. How can you make sure the questions focus more on tasks of the job than on personal attributes? Having created these questions, would you recommend ways to rewrite the job description to be in compliance with ADA requirements? Your response should be properly structured, with correct grammar and spelling. The homework assignment will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Homework 8 is due by the end of the day Sunday.</p>
Week 10)	<p>In class today:</p> <ul style="list-style-type: none">• Hiring / recruitment <p>Preparation for next class: Reading Assignment: Chapter 15 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i></p> <p>Homework 9: Share your thoughts about the reading in writing. What are the components of your professional development and learning program, and how do they address the various levels of education, experience and expertise of staff members? Describe some of the major problems you face in the area of staff development, how would you improve on this area? The composition should be several paragraphs in length (at least 9), and be properly structured, with correct grammar and spelling. Compositions will be submitted electronically to the instructor. Instructor will provide feedback to each student privately and individually. Students will also post their composition to the prepared forum in the discussion area of our class Blackboard site as a means of promoting discussion within the group. Homework 9 is due by the end of the day Sunday.</p>
Week 11)	<p>In class today:</p> <ul style="list-style-type: none">• Staff Development and Learning <p>Preparation for next class: Reading Assignment: Chapter 15 in <i>Supervision in Early Childhood Education: A Developmental Perspective</i></p>

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	<p>Homework 10: Prepare a question or scenario for class discussion on the topic of special issues that may affect supervision within the early childhood setting. Turn in your questions/scenarios and plans for leading discussion by end of day Sunday. Each student will plan to lead the discussion around your question. You may use real-life issues you have experienced or observed to base your question and discussion. Discussions will extend over the 12th, 13th and 14th weeks, as needed, so that everyone has a chance to complete this assignment.</p>
Week 12)	<p>In class today:</p> <ul style="list-style-type: none"> • Special issues affecting early childhood supervision • Student led group discussions begin <p>Preparation for next class: Continue work on final research paper.</p>
Week 13)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Continue work on final research paper.</p>
Week 14)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion • Closing of class <p>Final paper and final reflection is Due by end of Sunday.</p>

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 Americans with Disabilities Act (ADA), and insures that 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.

UNIVERSITY OF ALASKA FAIRBANKS
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, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.
<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 Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@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

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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 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