

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vimplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	430	No. of Credits	3
COURSE TITLE		Fine Arts for the Early Years			

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	<input type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION
PREREQUISITES	<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.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) Include syllabi.	<input type="checkbox"/> No	Dept.	<input type="checkbox"/>	Course # <input type="checkbox"/>
OTHER (please	<input type="checkbox"/>			

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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> 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)	<input type="checkbox"/>											
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/Practica											

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	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>		
Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	
IF YES, check which core requirements it could be used to fulfill:					
O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	N/A
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How many times may the course be repeated for credit?	N/A	TIMES
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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
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6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

<p>ECE F430 Fine Arts for the Early Years (h) (3) Offered Spring Odd-numbered Years Focused on promoting the arts in children's lives. Explores the role of the teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including: theatre, two- and three-dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated. Prerequisites: ECE F310; completion of at least one humanities course; upper-division standing. (3+0)</p>
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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.

<p>ECE F430 Fine Arts for the Early Years (h) (3) Offered Spring Odd-numbered Years Focused on promoting the arts in children's lives. Explores the role of the teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including: theatre, two- and three-dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated. Prerequisites: <u>ENGL 111X, ENGL 211X or 213X</u>; ECE 240, ECE F310; completion of at least one humanities course; upper-division standing. (3+0) (2.5+0+1.5)</p>
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8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO	<input checked="" type="checkbox"/> No	If Yes, DEPT	<input type="text"/>	NUMBER	<input type="text"/>
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(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:	<input checked="" type="checkbox"/> X	PASS/FAIL:	<input type="checkbox"/>
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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, or space
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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.

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)

No program or department impact

13. POSITIVE AND NEGATIVE IMPACTS

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

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.
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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.

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.

See attached pages for signatures.

APPROVALS: (Additional signature blocks may be added as necessary.)

	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		

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 correct distribution of credits in regards to contact and field assignments.

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 430 was originally developed without a practica piece, The CDFS staff and Faculty have made the changes for all curriculum supporting courses, that are not foundational will have field experience requirements. Through student responses, it is realized that students understand the course content of curriculum development courses better if they have a hands on opportunity for development of hypothesis, experimentation, practice and reflection. This activity not only helps them construct knowledge of their skills and understanding, but also develops understanding of why this same process is valuable for young children as well.

ECE 430 will now have 20 hours of field experience within a preschool aged environment. All Curriculum and Teaching concentration curriculum courses will contain field experiences that will build as a continuum towards the concentration capstones ECE 472 and ECE 473.

With ECE 430 has been a requirement for the CDFS Curriculum and Teaching concentration and will continue to be. Because of program growth, ECE 430 frequency of offering is being restated to that of spring rather than spring of odd numbered years so that the class can be offered annually.

ECE 430 is classified as an 'h' course; to open the course to students of other disciplines, ECE 430 has changed some requirements into recommendations. Like others of the CDFS courses (upper division ECE) ECE 430 is also popular with school teachers completing recency credits to renew a professional certificate. With this in mind, requirements for ECE 310 and ECE 360 have been stated as recommendations with this proposal, allowing ease of registration for others that may be interested in the course from outside of the CDFS program.

ECE 430 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 10-week schedule.

APPROVALS:

See attachment Date

Signature, Chair, Program/Department of:

Anda Crude Date 11/2/11

Signature, Chair, College/School Curriculum Council for:

CRES

Pete P... Date 11/3/11

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.

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 Cuno</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)		
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:		

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

A. Course Syllabus

Course Title: Fine Arts for the Early Years

Course No: ECE 430

Credits: 3 (2.5 +0+1.5)

Prerequisites: ECE 240, ECE 310, Engl 111X, Engl 211X or 213X

B. Instructor: Gara Bridwell

604 Barnette Street Suite 220

Phone: 455-2908

E-mail: gdbridwell@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 2012

Times: TBA

Over the course of 11 weeks, ECE 430 will meet a total of 20 times for 1 ½ hours.
There will be an additional 20 hours of field experience assignments completed.

Text:

Required

Jalongo, Mary., Stamp, Laurie., (1997). *The Arts In Children's Lives. Aesthetic Education In Early Childhood.* Allyn and Bacon. MA.

Kolbe, Ursula. (2002). *Rapunzel's Supermarket, All About Young Children and Their Art.*, Peppinot Press., Australia.

An assortment of additional articles will be included.

Course Description:

Focused on promoting the arts in children's lives. Explores the role of teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including theatre, two-and three dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated.

ECE 430 is required for the Child Development and Family Studies BA program within the Curriculum and Teaching concentration.

Course Goal:

Students will develop an appreciation of the importance of all the arts in children's lives and a variety of ways to practice skills.

Student Learning Objectives:

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

- Articulate how the arts contribute to the quality of children's lives as well as our own lives.
- Explain how children develop artistry.

- Analyze the teacher's and families roles in promoting the arts.
- Critique assessment issues regarding the arts and children's participation.
- Analyze methods for integrating the arts into classroom curriculum.
- Apply assessment and sharing of information skills in regards to children and their performance.

NAEYC Standards addressed in this course:

- Standard 1a. Knowing and understanding young children's characteristics and needs in regards to the arts.
- Standard 1b. Knowing and understanding the multiple influences on development and learning in regards to the arts.
- Standard 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- 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 3a. Understanding the goals, benefits and uses of assessment in regards to the arts.
- Standard 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
- Standard 3d. Knowing about assessment partnerships with families and other professionals.
- Standard 4a. Connecting with children and families in regards to the arts.
- Standard 4b. Using developmentally effective approaches
- Standard 4c. Understanding content knowledge in early education in regards to the arts.
- Standard 4d. Building meaningful curriculum in the areas of the arts.
- Standard 5c. Engaging in continuous, collaborative learning to inform practice.
- Standard 5d. Integrating knowledgeable, reflective, and critical perspectives on early education.

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 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:

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 Essays:** Looking for more depth than a short answer and will generally requires a few paragraphs. Most essay questions can be answered in about half to 1 page each. Some students may wish to write more, but essays should generally not be more than 2 pages per question. Essay papers will be sent into instructor via email attachment of digital drop box within blackboard.
- **Reaction Papers:** will be written in response to an assigned journal article and are expected to be 1 to 2 pages in length. Reaction papers should address 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? What questions were left unanswered? Did the material validate or affirm your present beliefs on the subject matter?

- **Field Experience and Reports:** Should clearly share the information asked for in each specific Practica/Field Experience. Reports are to be posted on Blackboard. Peers will review labs, ask questions make suggestions. As reports will be the only regular formal posting on Blackboard, peer students will each pick reports of 4 fellow students to review. We will create our review process together in class and follow through with decisions made.
- **Final Portfolio Project:**
- An artistic project will be required that incorporates 3 areas of assessment.
- The first will be a **portfolio** inclusive of assessment in different areas of aesthetic arts, created for 1 specific child that involves the assessment and direction within the area of the arts.
- The second will be a **documentation board** that incorporates the activity of the 4th and last lab. This documentation board will be put up within the classroom. Parent feedback of the lab activity as well as the documentation board will be included in the final write-up.
- The **child's portfolio** as well as the **Documentation board** information will be incorporated into a **personal portfolio** reflecting your personal growth within the area of the arts. This will be the third portion of the final project.
- **Project Portfolio:** We will be using blackboard to share the parts of your portfolios. This will be a new area of blackboard for us all to learn and become familiar with. There will be specific instructions for posting of this documentation given within our Blackboard class site. Though these new areas of technology can be challenging and even a bit scary, I am sure we will all appreciate viewing each other's finished products through our distance abilities.
- **Final Project will be due by (DATE).** If they are not posted electronically, they will need to be sent to me either in sections through email or a hard copy through the mail.

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 Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Homework Essays (5 at 10points each)	50 pts	17%
Reaction papers (5 at 10 points each)	50 pts	17%
Field Experience and Reports (5 at 20 points each)	100 pts	33%
Final Portfolio	100pts	33%
Documentation board	(40 pts)	
Child Portfolio	(40 pts)	
Final Portfolio complete	(20 pts)	
Total Points	300 pts	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%	300-270	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%	269-240	Better than average. Above the average expectation. Projects or papers are presented neatly and thoroughly However do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information. Material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present projects to class
F = below 60%	179 and below	Student was unable to complete the assignment on time with at least a 60% understanding and presentation

Course Calendar Draft

Date	Topic and Assignment
Class 1	<p>In Class Today: Go over syllabus and answer questions. Review Blackboard.</p> <p>Preparation for Next Class: Read Chapter 1 in Jalongo text.</p> <p>Homework: Essay 1: Using the section "Theory into practice" found on page 5 of Jalongo text, think about the questions addressed in the first paragraph. Answer the questions in regards to yourself. For a second part to this essay, Write an autobiographical sketch that refers to your early memories involving painting, drawing, pretend play & re-enacting stories, telling stories, creating with wood or other three dimensional materials, dancing and music. Please state how your current attitude toward the arts was influenced by early experiences. Essay paper will be due Thursday, (DATE).</p>
Class 2	<p>In Class Today: Aesthetics and Learning to See.</p> <p>Preparation for next class: Read pages 6-15 in Kolbe text. Reflect on these readings; have you developed any questions? Write them down so they can be included in the discussion Thursday.</p> <p>Homework: Reaction Paper 1. Read Article #1 on BB. This reaction paper will be due on (DATE).</p>
Class 3	<p>In Class Today: In class discussion around how art contributes to children's lives.</p> <p>Preparation for next class:</p>

	<p>Read Chapter 2 in Jalongo text.</p> <p>Important: Choose the child you will use for the child portfolio inclusive of assessment in different areas of aesthetic arts. This is an important step towards the final project.</p> <p>Homework: Essay 2: Write a reflection of your reasons for choosing this particular child. Consider your reasoning thoughtfully. This will be a piece included in your final portfolio. Assignment is due (DATE). Begin collecting assessment data on this child as you do your labs and other aesthetic activities in class. (Obj. d, f, h, j and NAEYC Std. 1a, 2c, 3a, 3b, 3d, 4a)</p> <p>Field Experience, Activity 1: (4 hours including set-up, facilitation, and complete write-up) For first hands on experience with children, you are assigned to try out the activity “<i>Splatter-paint outlines</i>” as described on page 12 of our text. On a day different than the original activity, use an extension and try the same outlined activity with sponges dipped in paint rather than the spray bottles. Post the paintings on the walls for parents to view. Did you observe or hear any reactions from them? Did the children point out their work to family members? Did discussion between the family members and children develop? Be sure to discuss the results with the children. What did you learn from your observations? What did you learn through discussion with the children? If any questions were raised from family members, how could you improve on the manner in which the paintings were posted so that clearer information on the activity was provided? (Obj. d, f, h, i, j and NAEYC std. 1c, 2b, 3a, 3d, 4a, 4b, 4c, 4d) Write up your lab and share it on Bb. This activity should be completed and posted on BB by Feb. 10th.</p>
Class 4	<p>In Class Today: Lecture and Discussion: Art and Children’s Development.</p> <p>Preparation for next class: Read pg. 16-37 in Kolbe text. Be prepared to share in class what you see happening in your classroom sites and with your chosen “portfolio” child.</p> <p>Homework: No Homework</p>
Class 5	<p>In Class Today: Magic and Investigation of Art with children.</p> <p>Preparation for next class: Read Chapter 3 in Jalongo text.</p> <p>Homework: Reaction Paper 2: Read Article #2. Write a Reaction paper and post to BB. This assignment is due on (DATE).</p> <p>Read Article #3: On Documentation Panels. No Reaction Paper due. Very Important information as you will be creating a documentation board to follow through with final lab as well as incorporate into your portfolio. Reflect on article; have you developed any questions? Write them down so they can be included in the discussion Tuesday.</p>
Class 6	<p>In Class Today: How Children’s Art Develops</p> <p>Preparation for next class: Read pages 42-90 in Kolbe text.</p>

	<p>Homework: Essay #3: Write a reflection on the reading above on reading from Kolbe text, pg. 42-90. This is due (DATE) to Bb.</p> <p>Field Experience, activity 2: (4 hours including set-up, facilitation, observation and complete write-up) Prepare an activity with open-ended materials – i.e., paint, clay, play dough. Make these materials available to the children in the classroom. Choose one child whose behavior interests you, either because the observed behavior may be puzzling or pleasing. Observe this child for about 20 minutes with the running record technique. Keep your interpretations and personal opinions about what is happening out of the descriptive data. After completing the descriptive recording, evaluate. What materials were of the greatest interest? Based on information you gathered from observation of specific child, what changes will you make in materials, your own behavior, the schedule, the environment. (Obj. c, f and NAEYC std 1a, 1b, 1c, 3b, 4c, 4d) Write up your lab and post it on BB. This activity should be completed and posted by (DATE).</p>
Class 7	<p>In Class Today: Guest Artist Preparation for next class: Read Chapter 4 in Jalongo text.</p> <p>Homework: Essay 4: Write a letter. A minimum of two pages, to the parents of the children in your classroom that shares information regarding “how to raise creative children,” found on page 104 of text. Put the information into your own words as you incorporate your own arts philosophy so that parents will get a good sense of your attitudes toward the arts for their children and what they can do to support them. Assignment is due (DATE). Send to me via email or BB. (Obj. a, d, e, g, j and NAEYC std 1c, 2c, 3d, 4a)</p>
Class 8	<p>In Class Today: Families Roles in Supporting Artistic Growth Preparation for next class: No Reading assigned</p> <p>Homework: Reaction Paper 3: Read Article 4: Reaction paper will be due via email attachment or through BB. Reaction paper due on BB by (DATE).</p>
Class 9	<p>In Class Today: Guest Speaker Preparation for next class: Read Chapter 5 in Jalongo text. Homework: No Homework</p>
Class 10	<p>In Class Today: Teachers Roles in Artistic Growth Preparation for next class: Read pp: 91 -112 in Kolbe text.</p> <p>Homework: Reaction paper 4; Read Article # 5: Reaction paper will be due via email attachment or through BB. Due on (DATE).</p> <p>Field Experience, activity 3: (4 hours including set-up, facilitation, and complete write-up that will include time to translate recording of children’s conversations) Fostering children’s reflection of their art. This assignment is your opportunity to demonstrate the use of open-ended questions with children. As you spend time in the classroom, set-up an activity where</p>

	<p>the children are engaged using open-ended creative materials, similar to but using different mediums that in the second lab. Watch and listen as you observe the children. Describe the children’s responses to your open-ended questions and guiding challenges. This may be a prime time to record the children at work so you do not have to have a clipboard for notes during the session. Recording will allow you to go back and use exact quotes as well as listen to discussion that was going on between the children. (Obj. c, d, f and NAEYC std. 3a, 3d). This is due on Bb, (DATE).</p>
<p>Class 11</p>	<p>In Class Today: Sharing Interests with Children Preparation for next class: No assigned reading.</p> <p>Homework: Work on assignments already posted.</p>
<p>Class 12</p>	<p>In Class Today: Assessment in the Arts</p> <p>Preparation for next class: Read Chapter 6 in Jalongo text.</p> <p>Homework: Reflect on past class discussions and Labs to date. Questions? Do you know direction of your Final Project?</p> <p>Reaction Paper 5: Read article #6: Reaction paper will be due on (DATE).</p> <p>Practica Activity 4: (4 hours including set-up, facilitation, and complete write-up). Fostering appreciation of creativity. There are two choices for this lab, A and B. Choose one to use in your class for this lab 4.</p> <ul style="list-style-type: none"> A. Create an area with appropriate props for children to be involved in dramatics around a favorite story book. Explain your props, how did you come about them? How were they introduced to the children? How did the children use them over time? Because dramatic play typically set up and used over time, please pick observations of children as they participate with the materials over several days. Use your favorite observations. Or B. Create an opportunity for children to express themselves through music. Dancing, rhythmic movement and action songs provide ways for children to participate in expressive action. Think up an activity of your own that will incorporate expressive action or try this one: Go to Sleep Kids. Have the children place themselves around your large group space. Have the children lay down at the “command” “go to sleep kids. When they all lay down, have them follow the commands to wake up as something else such as wake up dogs. The children then “Wake up” as dogs let them play for a minute or so and then command “go to sleep dogs.” Have the children lie down again and wake up as something else. Groups of children usually like this activity very much as they get used to the expectations. When you children have played this a few times, try using different types of music and have the children wake up as “falling leaves, branches swaying, wind, etc.” Share other ways you encourage children to express themselves through the use of music in addition to this lab activity. This should be completed and posted on BB by (DATE). <p>Begin completing the three sections of portfolio. Remember, Final project assessments begin on (DATE).</p>
<p>Class 13</p>	<p>In Class Today: The Integrated Arts</p> <p>Preparation for next class: Read pp; 113-130 in Kolbe text.</p>

	Homework: No new homework assignment.
Class 14	<p>In Class Today: Guest Artist</p> <p>Homework: Practica activity 5: (4 hours including planning time with classroom staff, preparation, set-up, facilitation, and creation of documentation board and complete write-up inclusive of parent feedback). (10 points) Prepare and facilitate an activity within the arts for parents to join. A good time to prepare this for may be the end of an afternoon so the children can invite their parents to join them in the activities as they prepare to go home. With appropriate advance planning and notice, there will be opportunity for a great parent involvement. This will be the lab that the ending documentation board shares information about. Take photographs, possibly record conversations between parents and children and ask to keep pieces of work, child and adult. Write-up a complete synopsis of the event and the plans for documentation. This should be completed and posted on Bb by (DATE).</p>
Class 15	<p>In Class Today: Portfolio work and questions and Emerging Topics</p> <p>Preparation for next class: No reading assigned.</p> <p>Homework: None</p>
Class 16	<p>In Class Today:</p> <p>Preparation for next class: Read Chapter 7 in Jalongo text.</p> <p>Homework: Essay 5: Write about the documentation board and how parents related to it. Include your thoughts prior to the inclusion of a documentation board as well as your thoughts following. What have you learned regarding parents and their interest in the experiences their children participate in at school when away from home and family? Also an important portfolio piece. This will due on (DATE).</p>
Class 17	<p>In Class Today: Assessment in the Arts</p> <p>Preparation for next class: Read Final Chapter 8 in Jalongo text.</p> <p>Homework: No new assignments</p>
Class 18	<p>In Class Today: The Artist Within</p> <p>Preparation for next class: Nothing for class, finalize Portfolio projects.</p>
Class 19	In Class Today: Final Projects Shared in Class
Class 20	Final Project Shared In Class Final Class Meeting and Celebration

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.

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutions, 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.

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