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

### CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Human Services</th>
<th>College/School</th>
<th>UAF/TVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Kelly Jo Feissner</td>
<td>Phone</td>
<td>455.2842</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:kjo@alaska.edu">kjo@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Barbara Price</td>
</tr>
</tbody>
</table>

1. **COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS</td>
<td>F202</td>
<td>1</td>
</tr>
</tbody>
</table>

   **COURSE TITLE:** Standards of Practice II

2. **ACTION DESIRED:**

<table>
<thead>
<tr>
<th>Change Course</th>
<th>If Change, indicate below what change.</th>
<th>Drop Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **NUMBER:**

<table>
<thead>
<tr>
<th>PREQUISITES</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF OFFERING</th>
<th>COURSE CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **CREDITS (including credit distribution):**

<table>
<thead>
<tr>
<th>CROSS-LISTED</th>
<th>Dept.</th>
<th>(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

   **STACKED (400/600):**

<table>
<thead>
<tr>
<th>OTHER (please specify)</th>
<th>Dept.</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify lecture, field trips, labs, etc</td>
<td></td>
</tr>
</tbody>
</table>

   **OTHER FORMAT:**

<table>
<thead>
<tr>
<th>Specify one (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>N = Natural Science</th>
<th>S = Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Will this course be used to fulfill a requirement for the baccalaureate core?

<table>
<thead>
<tr>
<th>YES</th>
<th>X</th>
<th>NO</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>O = Oral Intensive, Format 6</th>
<th>W = Writing Intensive, Format 7</th>
<th>Natural Science, Format 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **COURSE REPEATABILITY:**

   Is this course repeatable for credit?

<table>
<thead>
<tr>
<th>YES</th>
<th>X</th>
<th>NO</th>
</tr>
</thead>
</table>

   **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?**

<table>
<thead>
<tr>
<th>TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   **If the course can be repeated with variable credit, what is the maximum**

   |                   |
   |                   |
6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits
Examine the historical evaluation, conceptual framework, practical realities of community development and prevention in rural Alaska.
Surveys various approaches to addressing community needs. There are examples from developing countries and throughout the United States. A multiplicity of approaches are offered for consideration when designing and implementing effective and culturally sound community projects. Collecting data to ascertain which needs exist, skills on how to build community consensus as well as exposure to the community readiness model are also covered in this course.
Evaluation of efforts in terms of their success and effectiveness will be introduced. Prerequisite: HUMS F102 or departmental approval.
(1-0)

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.
This course is designed for students who are either in practicum placement or finalizing their Human Services degree program. Students will demonstrate their competencies as life long learners, professional readiness and personal development by encompassing their best written work and self assessment by refining their human services portfolios. Active verbal participation is required. Prerequisite: HUMS F102 or departmental approval.
(1-0)

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:
LETTER: X PASS/FAIL: [ ]
10. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (ffklij@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [X] Yes [ ]

12. IMPACTS ON PROGRAMS/DEPARTMENTS:
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

None

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.

Wrong course description was submitted for HUMS 202

APPROVALS:

[Signature] [Date 8/17/09]
Signature, Chair, Program/Department of:
HUMS

[Signature] [Date 8/17/09]
Signature, Chair, College/School Curriculum Council for:
TVC

[Signature] [Date 8/27/09]
Signature, Dean, College/School of:
TVC

Signature of Provost (if applicable)
### ADDITIONAL SIGNATURES: (If required)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School Curricula Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>
Standards of Practice II  
HUMS 202, 1 Credit

Bob Parr  
Office: 201 TVCC  
Telephone: 455-2882  
Email: bob.parr@uaf.edu  
Office hours: By appointment. Call 455-2882 or send an email.

Pre-requisite: HUMS 102 Standards of Practice, 2 Credits

Course Description: This course is designed for students who are either in practicum placement or finalizing their Human Services degree program. Students will demonstrate their competencies as life long learners, professional readiness and personal development by encompassing their best written work and self assessment by refining their human services portfolios. Active verbal participation is required.

Course Objectives:  
Upon completion of the course, students should have skill at:  
1) Completion of a comprehensive professional portfolio which will be the capstone activity for the A.A.S in Human Services degree.  
2) Defining career goals and objectives while reassessing personal development plans.  
3) Recognizing the political and hiring climate of the human services profession in Alaska.  
4) Writing personal statements that are required by human services employers.  
5) Synthesizing completed work in the human services degree program while completing a professional portfolio.  
6) Demonstrating worker professionalism in attitude and job readiness.  
7) Presenting and defending their student portfolio to Human services faculty.

Regular attendance and active participation in class discussions and activities are required, as is the completion of assignments. The course will include lecture as well as an experiential format.

McGraw, Hill

Format of Course:  
The course will have a highly individualized but experiential learning content. Students will be asked to share their ideas with peers on finalizing their Human Services portfolio. Students will be expected to present and defend their portfolio to their peers and instructor.
Course Grading:
   a) 15% of grade. Attendance and active participation by all students is required.
   b) 25% Reading assignments are required.
   c) 30% of grade. Seven (7) written assignments are required.
   d) 30% of grade. One oral presentation on Portfolio is required, 8-10 minutes.

Course Requirements:
2) **Attendance and active participation by all students is required.** You are expected to attend all classes. Suggested ways to participate:
   a) Speak up and ask questions.
   b) Be an active listener. Let each class be a time to practice listening skills. Practice staying focused on the topic.
   c) You can ask questions of the instructor but also feel free to ask one another in the class.
   d) Give feedback to classmates on whether you agree or disagree.
   e) If you become confused, let the instructor know. This will happen.
   f) When you make connections in the learning process, let us know in the classroom!

3) **Reading assignments are required.**
4) **Seven (7) written assignments are required.**
5) **One oral presentation on Portfolio is required, 8-10 minutes.** What you will cover: You are defending your work. Articulate your commitment to the human services profession, state your career goal, how you developed your portfolio to represent your readiness to work in the field.

**Class Schedule and Assignments**

Week One
- Introductions, review and summary content of HUMS 110. Lecture and discussion: Entering the human services workplace. Revisiting agency goals and missions. Assignment: Read chapter 1, The Millennial Workplace.

Week Two
- Lecture and discussion: What the Millennial Workplace means in Alaskan terms with emphasis in life long learning.
- Elder guest speaker/participant. Assignment: 1 page self-reflection paper on making rural adjustments to a modern world, how are you affected in your job? Due ______. Read Chapter 2, Self Assessment

Week Three
- Lecture and discussion: What does personal success mean to you and matching worker strengths to employer expectations. Assignment: 1 page self-reflection
paper on level of your strengths and worker competencies. Due _____.
Read Chapter 3, Personal Development

Week Four
- Lecture and discussion: Personal care, stress and stress management. Revisiting
individual coping skills that work and preparing for the work environment. Case
scenarios will be discussed. Assignment: 1 page self-reflection paper on what is
most stressful to you and describe a new technique you will use to build healthy
coping. Due _____. Read Chapter 5, Your Career Portfolio

Week Five
- Lecture and discussion: How current is your portfolio? Review of documents
collected in HUMS 110. Becoming reacquainted with your personal, school and
professional portfolio. Potential human services employer as audience for the
portfolio. Assignment: List content of your portfolio on 1 – 2 pages, comment
what needs revising or attention.

Week Six
- Lecture and discussion: Revisiting your academic and career goals. High group
interaction on how you will prepare your portfolio for faculty and peer
presentation. Assignment: 1 page, double spaced paper on a presentation outline
of your portfolio. Due _____. Read Chapter 7, Resumes and Job Applications
and Chapter 8, Letters.

Week Seven
- Lecture and discussion: Types of resumes, what will work for you at graduation.
Pulling apart applications across Alaska human services programs. Assignment:
Rewritten resume if needed, or submit your final version for comment. Due
_____. Read Chapter 9 Successful Interviews.

Schedule of student presentations

Week Eight
- Lecture and discussion: Interview exercise. Preparing for the interview.
Assignment: Read Chapter 10, Accepting or Rejecting the Job and Chapter 12
Your First Months on the Job

Week Nine
- Lecture and discussion: What details should you consider when accepting or
rejecting a job offer. Once in a job, building professional relationships and
receiving supervision and mentoring. Assignment: 1 page paper on changes you
would make in a previous job you held as part of employee orientation. Due
_____. Read Chapter 14, Contemporary Issues in the Workplace. Have your
Portfolio ready!
Week Ten
- Student presentations

**Late papers and missing deadlines.** Deadlines are just that, *deadlines*. Plan now for meeting them and time for getting questions answered by your instructor. When turning in assignments via email, please do the following:

On the top of you’re your written assignments add your last name, first name and date.

**Support Services:** The instructor is available for assistance and additional help when needed in better understanding specific material or further clarification on projects and other assignments.

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

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

**Academic Regulations**
Academics and regulations are included in the University of Alaska Fairbanks Catalog. Please refer to those pages if you have further questions or contact the TVC Advising Center or the UAF Student Services office.

Note on the syllabus that attendance and active participation constitute part of your final grade in the class. Failure to attend or to participate will negatively affect your final grade. Review of material for students who are late to class will not be routinely provided by the instructor. It is the obligation of the student to get assistance from another student. If there are extenuating circumstances the instructor will take that into consideration and provide assistance as soon as time is available.

Due to dates are included in the syllabus and will be announced in class. Failure to complete assignments in a timely manner will negatively affect your final grade.
Your grade is computed by the weight given to each assignment as well as to attendance and participation. That information is included on the syllabus. To translate those weights into a letter grade, use this scale:

A 90 - 100 points
B 80 - 89 points
C 70 - 79 points
D 60- 69 points
F less than 60 points
I Incomplete, a meeting with the instructor is required
W Withdrawal
NB No basis for grade

The Student Code of Conduct is included on page 80 of the 2007 – 2008 catalog. Please refer to those pages for more complete information. In essence, this honor code obliges you to 1) get permission before collaborating with another student on a graded assignment; 2) cite any resources you use to complete a graded assignment to avoid suggestion that you are representing others’ work as your own; 3) get permission before submitting the same assignment for credit in two courses.