

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	<b>Department of Social and Human Development</b>	<b>College/School</b>	<b>UAF College of Rural And Community Development</b>
<b>Prepared by</b>	<b>Veronica Plumb</b>	<b>Phone</b>	<b>455-2038</b>
<b>Email Contact</b>	<b>vmplumb@alaska.edu</b>	<b>Faculty Contact</b>	<b>Veronica Plumb</b>

**1. ACTION DESIRED (CHECK ONE):**

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

Dept	<b>ECE</b>	Course #	<b>410</b>	No. of Credits	<b>3</b>
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Justify upper/lower division status & number of credits:	<b>This class will be used as a requirement within the Child Development and Family Studies B.A. Family Support concentration. The course builds on content and knowledge from other ECE family topic courses.</b>
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**3. PROPOSED COURSE TITLE:** **Supporting Family Relationships through Mentoring**

**4. To be CROSS LISTED?** **No** If yes, Dept:  Course #

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

**5. To be STACKED?** **No** If yes, Dept.  Course #

**6. FREQUENCY OF OFFERING:** **Fall or as demand warrants. ECE 410 will be offered within the Child Development and Family Studies B.A. Major. The course builds upon prior knowledge and content gained through ECE 132, 302 and 405.**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (if approved)** **Fall 2012**

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

**COURSE FORMAT:** (check all that apply)  1  2  3  4  5  6 weeks to full semester

**OTHER FORMAT (specify)**

**Mode of delivery (specify lecture, field trips, labs, etc)** **Lecture: In an 11 week schedule the course meets 2 hours twice a week for a total of 20 meetings (see attached syllabus). This course could also be taught in a traditional 15-week schedule.**

**9. CONTACT HOURS PER WEEK:** **3** LECTURE hours/weeks **0** LAB hours /week **0** PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

**OTHER HOURS (specify type)**

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

ECE 410 Supporting Family Relationships through Mentoring 3 credits

Focus on policies, leadership and professional practices inherent of successful relationships with parents. Consideration of individual communication styles and cultural diversity emphasized in relation to best mentoring practices (3 + 0 + 0)

Prerequisite: ENGL 211X or 213X. Add ECE F242, as shown below:

^ECE F242; and ENGL F211X or ENGL F213X.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

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

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

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

N/A

How many times may the course be repeated for credit? N/A TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? N/A CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER:  PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 211X or 213X ; and ECE F242

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

15. SPECIAL RESTRICTIONS, CONDITIONS N/A

16. PROPOSED COURSE FEES \$0.00

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

17. PREVIOUS HISTORY

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

If yes, give semester, year, course #, etc.: N/A

18. ESTIMATED IMPACT

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

ECE 410 will be offered cross-regionally through distance means and locally from the UAF campus. When offered locally, there will be a minimal impact on facilities/space.

19. 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  February 1, 2011; Library collections are adequate. If we

need anything, let them know.

**20. IMPACTS ON PROGRAMS/DEPTS**

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

**Not aware of any programs/departments that will be affected by this proposed action.**

**21. POSITIVE AND NEGATIVE IMPACTS**

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

**There are no known negative or positive impacts on other courses, programs and departments.**

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Work force expansion around home visiting and other family support programs has created a demand for enhanced education focusing on family support issues. More and more staff of home visiting and other family support programs are working directly with families. The importance of relationship development as well as strategies for mentoring and guidance is profound. ECE 410 Supporting Family Relationships through mentoring will provide education around the topics of relationship importance and skills for mentoring. Awareness of communication styles and strategies in regards to personality and cultural diversity will be stressed.

ECE 410 has been proposed in response to work force expansion in the area of family support issues. This course will be required within the CDFS Family Support concentration. The course will be offered through an optional 11-week schedule or traditional 15-week schedule. Working with rural students, the CDFS program has been facilitating classes through a pilot program with an 11-week schedule. With this schedule, classes begin later in fall and end earlier in spring, we have found that this diverse schedule meets the needs of students that participate in subsistence activities during fall and spring, helping them attend classes and complete course work. During the two semesters that this scheduling has been used, there has been lower course drop-rates and higher completion than in other ECE courses that are offered the full length of the semester.

**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:		

## ***A. Course Syllabus***

**Course Title:** Supporting Family Relationships through Mentoring  
**Course No:** ECE 410  
**Credits:** 3 (3 + 0 + 0)  
**Prerequisites:** Engl 211X or 213X

**B. Instructor:** *Veronica Plumb*  
604 Barnette Street Suite 220

**Phone:** 455-2038  
**E-mail:** [vmplumb@alaska.edu](mailto: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 2012  
**Times:** TBA  
ECE 410 will meet a total of 20 times for 2 hours over an 11- week period.

### **Text:**

Nolan, Mary. (2007). *Mentor Coaching and Leadership in Early Care and Education*. 1<sup>st</sup> Ed. Thompson Delmar Learning, Clifton Park, NY. ISBN-10: 1418005843  
ISBN-13: 9781418005849

Assorted articles that will be handed out in class.

### **Course Description:**

Focuses on policies, leadership and professional practices inherent in successful relationships with parents. Consideration of individual communication styles and cultural diversity emphasized in relation to best mentoring practices.

### **Course Goals:**

*Students will be able to understand and articulate several theories of learning, as well as understand how mentoring can help support the different stages and phases of adult development.*

### **Student Learning Objectives:**

1. Understand and analyze the appreciation of diversity and cultural competence
2. Describe and synthesize the cycle of leadership development inclusive of ethical responsibility.
3. Develop and maintain good family and community relationships through mentor practice.
4. Summarize the importance of involving participants in new ways of thinking and problem solving
5. Develop and implement strategies for understanding and reinforcing cultural values
6. Discuss personal preferred learning methods and identify how they relate characteristics of adult learners and personal teaching pedagogy.

### **NAEYC Standards addressed in this course:**

Standard 1: Promoting child development and learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning.

Standard 3: Observing, documenting and assessing

- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

Standard 4: Using developmentally effective approaches to connect children and families

- 4a: Understanding positive relations and supportive interactions as their foundation with their work with children
- 4b: Knowing and understanding, effective strategies and tools early education
- 4d: Reflecting on their own practice to promote positive outcomes for each child.

Standard 5: Using content knowledge to build meaningful curriculum

- Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

### **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:**

- **Reading Responses:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard.
- **Application of Classroom Management Plan and Curriculum project in field placement:** Additional time within your field placement site used to facilitate classroom term project.
- **Design of Family mentor program project:** (15 – 20 pages minimum) each student will design a Family mentor program. When completed, a copy of your paper will be attached to the proper assignment within the assignments section of Blackboard. Please make sure I receive your paper no later than Sunday (DATE).  
Mentor program project will be developed out of a complete plan, inclusive the goals of program and type of organization that would be facilitating the program.  
**The program will not be facilitated with an organization. This will be a plan only.**
- **Peer Review:** Each student will complete 2 peer reviews of final mentor program designs. Students will decide who they will partner with to facilitate peer reviews. Peer reviews will be shared with student peer and turned in to the instructor through the Bb site. Students receiving reviews from peers will use the information gained to make improvements on their family mentor program design prior to final submission to instructor. Peer Reviews will be completed and turned in to instructor by (DATE)
- **Final program portfolio note:** Final project will need to be kept for possible inclusion in final program portfolio which will be completed within the ECE 480 Child Development and Family Studies Portfolio course.

### **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:

Reading responses (10@ 10 points each)	100	25%
Class lecture and discussion facilitation	75	19%
Final Project: Design of family mentor program	125	31%
Peer Reviews (2@25)	50	12.5%
Participation	50	12.5%
<b>Total</b>	<b>400</b>	<b>100%</b>

All coursework will be evaluated on the following:

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

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

### ***Draft Class Calendar fall 2012***

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

Date	Topic and Assignment
1) Class 1	<p><b>In class today</b></p> <ul style="list-style-type: none"> <li>Review course expectations; introductions; Following discussion will include thoughts for final assignment lab time.</li> </ul> <p><b>All classes will be recorded</b> To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
2) Class 2	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Class Lecture topic: Mentor Coaching: What is it?</li> <li>Introduce Small groups and call in information</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>Read chapter 1</li> </ul>
3) Class3	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>Class Lecture: Common types of Mentor coaching</li> </ul>

	<p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>
4) Class 4	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Lecture on Chapter 2</li> <li>• .Small group discussions on questions on chapter 2</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Post to your group question on BB chapter 2</li> </ul>
5) Class 5	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: The Roles of mentor coaching and leadership</li> </ul> <p><b>Preparation for next class: read chapter 3</b> <b>Post on BB questions to your group</b></p>
6) Class 6	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions Chapter 3</li> </ul> <p><b>Preparation for next class:</b> Start reading chapter 4.</p>
7) Class 7	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: change and life transitions</li> </ul> <ul style="list-style-type: none"> <li>• <b>Preparation for next class: Chapter 4</b></li> </ul>
8) Class 8	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions Chapter 4</li> </ul> <p><b>Preparation for next class:</b> BB post on group questions</p>
9) Class 9	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Communication</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5</li> </ul>
10) Class 10	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions on chapter 5</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Post on BB to your groups questions</li> </ul>
11) Class 11	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Learning Styles</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6</li> </ul>
12) Class 12	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions on chapter 6</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Posting on BB</b></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>First draft of project to be peer reviewed</b></li> </ul>
13) Class 13	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class lecture: Learning journals</li> <li>• Questions and Discussion on research papers</li> </ul> <p><b>Preparation for next class: Chapter 7</b></p>
14) Class 14	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions Chapter 7</li> </ul> <p><b>Preparation for next class: Post on BB</b></p>
15) Class 15	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Class Lecture: Culture and Mentoring</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• 2<sup>nd</sup> draft of project to peer for review</li> </ul>
16) Class 16	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group Discussions on chapter 8</li> </ul> <p><b>Preparation for next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete peer reviews, turn into instructor.</b></li> </ul>
17) Class 17	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussions / Concerns and Challenges of peer reviews and projects.</li> </ul> <p><b>Preparation for next class: Chapter 9</b></p>
18) Class 18	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Small group discussion on chapter 9</li> <li>• Questions on Final Projects</li> </ul> <p><b>Preparation for next class: Chapter 10</b></p>
17) Class 17	<p><b>In class today:</b></p> <p>Chapter 10 whole class discussion</p>
18) Class 18	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• 5-10 minute presentations on Final Projects</li> </ul>
19) Class 19	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Completion of 5-10 minute presentations on Final Projects</li> </ul>
20) Class 20	<p><b>In class today:</b></p> <ul style="list-style-type: none"> <li>• Closing of class, Continued small individual sharing of project completion</li> <li>• Both written reports on Final projects due by midnight Friday November 30th</li> </ul>

### **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.

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](mailto: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](mailto: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](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](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.