

FORMAT 1

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:

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

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

This class will be used as a requirement within the Child Development and Family Studies B.A. Administrations and Family Support concentrations as a capstone course, building upon knowledge and experience gained through the CDFS major and specific concentration course work.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/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? YES/NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

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

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 and clinical practice.
ECE 471 will meet a total of 15 times for 1 hours. Approximately 196 hours of field study which may take place within approved group child care programs, preschools, Head Starts or Public schools.

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week 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 F471 Clinical Practice: Organizational Action Research 3 credits

Theory and application of action research within an organization. Emphasis on use of personal reflection to understand practice and the development of a planned theory of action. Techniques for observing action through the use of a systematic process of examining the evidence are learned. Students should expect to be involved within an early childhood administrative setting for some or all of the day for a minimum of 10 weeks.

Prerequisites: Completion of all CDFS core major and Administration or Family Support concentration course work. (1 + 0 + 14)

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 completion of all CDFS core major and Administration or Family Support concentration course work.

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 471 will be offered cross-regionally through distance methods and locally from the UAF campus. When the course is offered locally, there will be 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.

When the Child Development and Family Studies (CDFS) BA program was established in Fall of 2005, there was one practicum course, ECE 470 Advanced Practicum that was intended as a broad opportunity for students to develop a practicum project that demonstrated their knowledge and skills acquired within the CDFS course content.

With the diverse topics of concentrations within the CDFS program, as well as time working with students as they move through their ECE 470 practicum experiences; it has been realized that the students would be supported at a higher level if there were field experience opportunities and practica contained detailed direction and goals that fit the different concentration content areas rather than a broad spectrum of project development. Evaluating the work of students as they have completed the ECE 470 Advanced Practicum has showed the CDFS program faculty and staff that there are three styles of experiences that meet program goals and workforce needs. These styles are 1) organizational research, 2) classroom research and 3) classroom management.

ECE 471 Clinical Practice: Organizational Action Research is proposed as a capstone supervised clinical practice / field experience that will allow students to demonstrate their acquired knowledge and skills that contribute to organizational theory, research and practice. ECE 471 will be the capstone course specific to the Administration and Family Support concentrations.

APPROVALS:

<i>Veronica H. Jones</i>	Date	<i>Sept 29, 11</i>
Signature, Chair, Program/Department of:	<i>Child Dev and Fam Studies</i>	

	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:		

18. ESTIMATED IMPACT

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

ECE 471 will be offered cross-regionally through distance methods and locally from the UAF campus. When the course is offered locally, there will be 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.

The proposed action is in response to early childhood workforce demand and the need for development of additional knowledge and skill within the area of family support and that each concentration would be enhanced with a clinical practice course specific to the area of study.

APPROVALS:

Veronica Aune Date 9/29/2011
Signature, Chair, Program/Department of: Child Dev and Fam Studies

Quentin Aune Date 10/5/2011
Signature, Chair, College/School Curriculum Council for: CROD

Pat Panning Date 10/7/11
Signature, Dean, College/School of: CROD

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

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development

Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Clinical Practice: Organizational Action Research

Course No: ECE 471

Credits: 3 (1 + 0 + 14)

Prerequisites: Engl 211X or 213X and completion of all CDFS core major and Administration or Family Support concentration course work.

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumbalaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local site.

Dates: TBA 2012

Times: TBA

ECE 471 will meet a total of 15 times for 1 hour. Approximately 196 hours of field work will be completed. Field work may take place within approved group child care programs, preschools, Head Starts or Public schools.

Text:

Stringer.E.T., (2007). *Action Research*. 3rd ed. Thousand Oaks, CA. Sage Publications, Inc. ISBN 13: 978-1412952231

Assorted articles that may be distributed.

Supplemental Text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.).

Course Description:

Theory and application of action research within an organization. Emphasis on use of personal reflection to understand practice and the development of a planned theory of action. Techniques for observing action through the use of a systematic process of examining the evidence are learned. Students should expect to be involved within an early childhood administrative setting for some or all of the day for a minimum of 10 weeks.

Prerequisites: Completion of all CDFS core major and Administration or Family Support concentration course work.

Course Goal:

Students will learn about and understand that organizational action research is an interactive, cyclical process intended to happen periodically on a regular basis. Reflection on practice, taking an action, reflecting, and taking further action as needed is what shapes the research as it is taking place.

Student Outcomes:

Upon completion of this course student will be able to:

1. Interpret how organizational action research provides opportunity for improvement of professional practice through evolving learning and progressive problem solving.
2. Examine action research methodology
3. Demonstrate skill application generating research questions and plans.
4. Construct and manage a clearly identified plan of action.
5. Assess how improvement is gained within an organization in which action is embedded through participatory research.

NAEYC Standards addressed in this course:

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing with a large action research based project. 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:

- **Reflection, writing, and dialogue** on assigned text, class sessions, and field placement experiences.
- **Application of Organizational Research project in field placement:** Additional time within your field placement site used to facilitate an organizational research term project
- **Organizational Research project:** (15-20 page minimum) each student will design a classroom research project. This project will be developed out of a question or challenge that needs to be problem-solved within the organization. When completed, a copy of your paper will be attached to the proper assignment within the content section of Blackboard. Please make sure I receive the paper no later than Sunday (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.

Evaluation

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

• Blackboard journaling	100	20%
• Class discussion (class meetings and Bb)	65	13%
• Classroom research term project	200	40%
• Development of research documentation board	135	27%
Total	500	100%

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%	500-450	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	449-400	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	399-350	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	349-300	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	299- below	Student was not able to meet 60% or more of criteria (a) through (f).

Course Calendar: 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
I) Class 1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; Following discussion will include thoughts for field experiences <p>Preparation for next class: Reading Assignment: Chapter I <i>Action Research</i></p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i></p>

	<p>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</p> <p>You will then be asked to give the chapter code. We will use 0</p> <p>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</p>
2) Class 2	<p>In class today:</p> <ul style="list-style-type: none"> • Research in public and professional life <p>Homework: Chapter 1 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 2 <i>Action Research</i></p>
3) Class 3	<p>In class today:</p> <ul style="list-style-type: none"> • Theory and principles of action research <p>Homework: Chapter 2 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 3 <i>Action Research</i></p>
	<p>No Formal Class Meeting: Student participating in field study time activities.</p>
4) Class 4	<p>In class today:</p> <ul style="list-style-type: none"> • Setting the Stage: Planning a research process • <p>Homework: Chapter 4 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 4 <i>Action Research</i></p>
5) Class 5	<p>In class today:</p> <ul style="list-style-type: none"> • Look: Building the picture <p>Homework: Chapter 4 <i>Reflection and Practice</i>.</p> <p>Preparation for next class: Reading Assignment: Chapter 5 <i>Action Research</i></p>
6) Class 6	<p>In class today:</p> <ul style="list-style-type: none"> • Think: Interpreting and analyzing <p>Homework: Chapter 5 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 6 <i>Action Research</i></p>
7) Class 7	<p>In class today:</p> <ul style="list-style-type: none"> • Act: Resolving problems – Planning and implementing sustainable

	<p>solutions</p> <p>Homework: Chapter 6 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 7 <i>Action Research</i></p>
8) Class 8	<p>In class today:</p> <ul style="list-style-type: none"> • Strategic planning for sustainable change and development <p>Homework: Chapter 7 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 8 <i>Action Research</i></p>
9) Class 9	<p>In class today:</p> <ul style="list-style-type: none"> • Formal Reports <p>Homework: Chapter 8 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 9 <i>Action Research</i></p>
10) Class 10	<p>In class today:</p> <ul style="list-style-type: none"> • Understanding Action Research <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Develop first steps for research project plan; set in action.
	No Formal Class Meeting: Student participating in field study time activities.
11) Class 11	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continued facilitation of action research plan.
	No Formal Class Meeting: Student participating in field study time activities.
	No Class Meeting / Spring Break
	No Class Meeting / Spring Break
12) Class 11	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of action research plan.</p>
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time

	activities.
	No Formal Class Meeting: Student participating in field study time activities.
13) Class 13	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of action research plan.</p>
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
14) Class 14	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of action research plan.</p>
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities. Have Site documentation board complete.
15) Class 15	<p>In class today:</p> <ul style="list-style-type: none"> • Sharing Projects <p>Preparation for next class: Complete formal report of action research project. Have turned in no later than Sunday (Date).</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.

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

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