

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:**

<b>Department</b>	<b>Department of Social and Human Development</b>	<b>College/School</b>	<b>CRCD</b>
<b>Prepared by</b>	<b>Veronica Plumb</b>	<b>Phone</b>	<b>455-2038</b>
<b>Email Contact</b>	<b><a href="mailto:vimplumb@alaska.edu">vimplumb@alaska.edu</a></b>	<b>Faculty Contact</b>	<b>Veronica Plumb</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

<b>Dept</b>	<b>ECE</b>	<b>Course #</b>	<b>442</b>	<b>No. of Credits</b>	<b>3</b>
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<b>COURSE TITLE</b>	<b>Family Resource Management</b>
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**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"/>
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NUMBER	TITLE	DESCRIPTION
<b>PREREQUISITES</b>	<b>X</b>	<b>FREQUENCY OF OFFERING</b>
<b>CREDITS (including credit distribution)</b>	<b>X</b>	<b>COURSE CLASSIFICATION</b>
<b>CROSS-LISTED</b>	<b>No</b>	Dept. <input type="checkbox"/> (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
<b>STACKED (400/600) Include syllabi.</b>	<b>No</b>	Dept. <input type="checkbox"/> Course # <input type="text"/>
<b>OTHER (please</b>	<input type="text"/>	

**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 <b>all</b> 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="text"/>											
Mode of delivery (specify lecture, field trips, labs, etc)	<b>Lecture</b>											

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

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>
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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"/>
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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

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

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

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

**ECE F442 Family Resource Management (3)**  
 Offered Spring Even-numbered Years  
 Management of resources which help families meet and alter the increasing complexities of life. Involves purposeful actions that affect the use of time, money, energy, skills, talents and knowledge. Explores roles, goals and decision-making within our multicultural society throughout the life cycle. Prerequisites: ECE F245 or PSY F240; upper-division standing; or permission of instructor. (1.5+3)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

**ECE F442 Family Resource Management (3)**  
 Offered ~~Spring Even-numbered Years~~ Fall as demand warrants  
 Management of resources which help families meet and alter the increasing complexities of life. Involves purposeful actions that affect the use of time, money, energy, skills, talents and knowledge. Explores roles, goals and decision-making within our multicultural society throughout the life cycle. Prerequisites: ~~ECE F245 or PSY F240; upper-division standing; or permission of instructor~~ ECE 242, ENGL 111X, ENGL 211X or 213X. (+.5+3) (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO  If Yes, DEPT  NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:  PASS/FAIL:

10. ESTIMATED IMPACT

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

**The changes for this course should have no additional impact on facilities, budget, or space**

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.**

**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		

ECE 442

**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 442 has been taught with a large internship piece. This internship has been exceptionally challenging for rural students to complete because of the type of internship activities required as well as capacity for space within the rural communities. Through review of student dropout rate and not being successful in completing the course within the semester, the CDFS staff and Faculty have decided that this course would better serve students as a course that works as a continuum building on theory and knowledge that will be offered within the Family Support concentration of the CDFS BA degree program. There will not be field experience/practica. The course will be facilitated through lecture, readings and a final project where students develop a resource management file in conjunction to a document demonstrating a plan that can be shared with parents guiding them towards appropriate resources within their community and state. Opportunity for facilitation for use and referral of these resources will take place within the ECE 471 Clinical Practice: Organizational Action Research, capstone for the concentration.

The requirements for pre-requisites and recommendations have been changed to fit the new program structure of classes for the ECE AAS and CDFS BA programs. ECE 245 Child Development is not to be offered within the general delivery of the ECE AAS and Psy 240 is not a course guarantee ably taken by all students, therefore, having the two courses as a requirements were not appropriate. Students from the ECE AAS program may take this course as their required "family" course.

ECE 442 may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 15-week schedule. There is also interest for developing this course as a CDE web delivered course.

**APPROVALS:**

<i>see attachment</i>	Date	
Signature, Chair, Program/Department of:		

<i>[Signature]</i>	Date	11/2/11
Signature, Chair, College/School Curriculum Council for:	CRED	

<i>[Signature]</i>	Date	11/3/11
Signature, Dean, College/School of:	CFCG	

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

**APPROVALS:**

<i>Veronica A. Dumas</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:		

## A. Course Syllabus

**Course Title:** Family Resource Management

**Course No:** ECE 442

**Credits:** 3 (3 + 0)

**Prerequisites:** ECE 242, Engl 111X, Engl 211X or 213X

**B. Instructor:** TBA

TBA

**Phone:** TBA

**E-mail:** [TBA](#)

**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 442 will meet 20 times over 11 weeks for 2 hours each.

### **Text:**

Branscombe, Castle, Dorsey, Surbeck, & Taylor (2003). *Early childhood curriculum: A constructivist perspective*. New York, N.Y. Houghton Mifflin Company

Occasional articles and other handouts that will be made available on the Blackboard site.

Special Requirements: Computer, Internet, Blackboard and an early childhood classroom setting.

### **Course Description:**

Management of resources, which will help families meet and alter their increasing complexities of life. Involves purposeful actions that affect the user of time, money, energy, skills, talents and knowledge. Explores roles, goals, and decision making within our multicultural society throughout the life cycle.

ECE 442 is required for the Child Development and Family Studies BA program within the Family Support concentration.

### **Course Goals:**

*Students will learn about and consider support available locally and regionally in regards to resources for families and young children.*

### **Student Learning Objectives:**

- Synthesize values, goals and priorities in regards to their relation to the decision-making process and resource management.
- Demonstrate strategies for management of time, money, energy, skills and knowledge to meet defined values, goals and priorities of the family.
- Analyze changes in individual and family resource needs throughout the life cycle.
- Classify and locate sources for obtaining resources important to the well-being of the family.

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

Standard 2: Promoting family and community relationships

Key elements

2a: Knowing about and understanding family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

**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.

**Guidelines for written 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.

- **Participation:** ECE 442 is designed to have students participate in many seminar styled discussions. There are many different types of resources available within our communities and states as well as many different needs of families.
- **Homework:** Homework is designed around readings assigned within the text. Homework will be in the form of written responses in conjunction with preparation for seminar styled class discussions.
- **Final Project:** Students will develop a resource management file in conjunction to a document demonstrating a plan that can be shared with parents guiding them towards appropriate resources within their community, and state.

**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:

Participation	100	33.3%
Homework	100	33.3%
Final Assignment	100	33.3%
<b>Total</b>	<b>300</b>	<b>100%</b>

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 the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but 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 project to class.
F = below 60 %	179-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

### ***Draft Class Calendar***

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

<b>Date</b>	<b>Topic and Assignment</b>
Week 1 day 1	<p>Introductions; Review the course syllabus and expectations.</p> <p>A first homework assignment will be a personal reflection regarding the necessity of resource managements and how is may affect you personally and within work with families of young children. This reflection should be at least, but not limited to 2 pages; double spaced . Please email the completed assignment as an attachment to the instructor, at the following Email: _____ Please place the following information in the subject box: First initial and last name of student ECE 442 homework 1 (Example Student name: ECE 442 homework 1).</p> <p>Seminar topics: Continued from previous class, small group discussion:</p>
Week 1 day 2:	<p>Homework: Read chapter 1 of text book. The first homework assignment will be a personal reflection regarding the necessity of resource managements and how is may affect you personally and within work with families of young children. This reflection should be at least, but not limited to 2 pages; double-spaced. This assignment will be due electronically as an attachment to the instructor Due: _____</p> <p>Seminar Topics: Management today: Home work: read chapter 2</p>
Week 2 day 1	<p>Seminar topics: Continued from previous class, Small Groups</p>
Week 2 day 2	<p>Homework: Read Chapters 3 in preparation for class discussion</p> <p>Seminar Topics: Vales, Attitudes, Goals, and Motivation Homework: Chapter 4 and 5</p>
Week 3 day 1	<p>Seminar topics: Resources and Decision making: Introduction to final project</p>
Week 3 Day 2	<p>Homework: Read Chapters 6 in the text. Write down any ideas or questions that you have come up with during the reading. Please be ready to share these in class. Everyone must have some input during discussion of chapters.</p> <p>Seminar Topics: Planning, Implementing, and Evaluating Homework: Chapter 7 Communication</p>
Week 4 day 1	<p>Seminar topics: Communication, questions of final project</p>
Week 4 day 2	<p>Homework: Chapters 8 in the text. Write down any ideas or questions that you have come up with during the reading. Please be ready to share these in class. Everyone must have some input during discussion of chapters.</p> <p>Seminar Topics: Managing Human Resources</p>
Week 5 day 1	<ul style="list-style-type: none"> <li>• Managing Stress and Fatigue</li> <li>• Managing Environmental Resources</li> </ul> <p>Homework: chapter 9</p> <p>Seminar Topics: Managing time:</p>



Week 5 Day 2	<p>Homework: Read chapter 10</p> <p>Homework: Create a weekly calendar with specific details in your daily tasks; after you have created this schedule, talk about how you manage your time and daily activities.</p> <p>Seminar topics: Sharing of homework, Managing work and family</p>
Week 6 day 1	<p>Homework: Skim through Chapters 11 in the text.</p> <p>Write down any ideas or questions that you have come up with during the reading. Please be ready to share these in class. Everyone must have some input during discussion of chapters</p> <p>Seminar topics: Managing Stress and Fatigue</p>
Week 6 day 2	<p>Homework: chapter 12</p> <p>Homework: Write a 2-3 page paper in how you manage your stress in your personal life and how can you help families handle their daily stress?</p> <p>Seminar Topics: Environmental Resources:</p>
Week 7 day 1	<p>Homework: Read chapter 13</p> <p>Home work: Make a list with all the information that would be needed for a person/business, and create a list of 5 resources that would be helpful for Family Resource Management.</p> <p>Seminar Topics: Review the Resources you found; Managing Finances</p>
Week 7 day 2	<p>Homework: Chapter 14</p> <p>Seminar topics: Looking ahead: What does that look like?</p>
Week 8 day 1	<p>Homework: NONE: finish up on presentations</p> <p>Bring it all together: Class discussion on how we as professionals bring all of his information together, and build strong management skills?</p>
Week 8 day 2	<p>Finish working on presentations</p> <p>Presentations, questions</p>
Week 9 day 1	<p>Presentations, presentations</p>
Week 9 day 2	<p>Questions, presentations</p>
Week 10 day 1	<ul style="list-style-type: none"> <li>• Closing of class, Student Opinion Surveys</li> <li>• Final presentations</li> </ul>
Week 10 day 2	

### **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](mailto: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](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