

ED 445 – Capstone Experience In Mentoring Spring 2019

Course Number: EDUC 445
Course Credit: 1
Classroom Number: ALB 018B
Class Time: TBD

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Course Goals and Description: This is an advanced course for students who will be serving in their fourth semester as a student mentor. This course is designed to allow the mentor the ability to extend their understanding of mentoring and the mentoring process through research conducted on a student-developed question related to a personal area of interest for the student in the mentoring field (the question was honed in EDUC 345). The student works with the instructor to enact the research design that was developed in EDUC 345, and to present, analyze, and discuss findings. The final paper will be submitted for publication to the student's journal of choice (identified in EDUC 345). The student will also continue working with their assigned mentees on college transition, goal development and progress. Time Management, self-discipline, and an acceptance of new challenges are essential for success in this course.

Prerequisites:

EDUC 145 – Introduction to Mentoring

EDUC 245 – Appreciative Mentoring

EDUC 345 – Leadership and Transition

*the acquisition of a mentoring position in the Learning Enrichment and Achievement Program (LEAP)

Learning Objectives:

This course is intended to help mentors:

- Explore the facets of mentoring through inquiry
- Explore a gap found in the literature from EDUC 245
- Develop a hypothesis for the research question developed in EDUC 345
- Search for the answer to a research question that was developed in EDUC 345
- Enact the materials and methods designed in EDUC 345
- Follow the IRB that was submitted in EDUC 345
- Follow the tenants of ethical research
- Continue to develop the research paper related to the student's designated research area – Literature Review was developed in EDUC 245 (new literature added along the way) – additional sections, including research design (added in EDUC 345), data, and discussion will be added according to the submission guidelines of the journal selected in EDUC 345.
- Obtain permission from research subjects for conducting research related to mentoring
- Apply appreciative inquiry, active listening skills and communication principles when working one-on-one with students in the mentoring program.
- Know how to keep themselves and their students motivated and renewed for learning.

Course Format:

This course will include face-to-face meetings with the instructor, in addition to the student conducting research and analyzing data. The student will work actively on enacting the research method designed in EDUC 345 and approved in the student's IRB application. Much of the content of this class is self-driven, but requires active and frequent communication (in-person, email, etc...) in addition to set face-to-face meetings.

There will also be an outside of class mentoring service component.

Assignments and Expectations:

Securing/Obtaining Research Consent from Participants: Students have identified, in EDUC 345, the research population and will ask participants for research consent.

Conducting Research: Students will conduct ethical research, following the materials and methods that they created, and had approved, by the Institutional Review Board (IRB).

Collecting and Analyzing Data: Students will collect data from the research. Students will analyze the data from the research, forming conclusions, identifying trends, discussing result implications, and identifying further discussion questions. This will be added to the research paper (see below).

Research Paper: Students will extend the literature review portion of their paper (written in EDUC 245) and the research question and materials and methods (written in EDUC 345), by adding the collected data and the analysis following the guidelines outlined in the submission requirements for the selected journal. For full points, the student must visit the Writing Lab at least three times, at least one week apart and at least two days before the due date.

Submit to Selected Journal: Students will submit their research paper (written to a journal's submission specifications) to their selected journal. It is not necessary that the article be accepted for publication to receive full points. It is only required that it be submitted.

Mentoring Component Grade (25% of final grade): The course instructor will evaluate student mentoring performance at the end of the semester. Mentors' performance will be assessed using a rubric, and will incorporate feedback from mentees. This evaluation will factor into the final grade.

Grade Calculations

Securing/Obtaining Research Consent (due by week 3)	10 points
Conducting Ethical Research (variable due dates; last possible date of week 10)	15 points
Research Paper Write-up (due week 15)	40 points
Submission to Selected Journal (due week 16)	15 points
<i>Mentoring Component Grade (Rubric)</i>	<i>20 points</i>
Total Points	100 points

Grading Scale

Grading will be according to the following scale:

A: A (100%-94%) / A- (93%-90%)

Student VERSION

- B:** B+ (89%-87%) / B (86%-84%) / B- (83%-80%)
C: C+ (79%-77%) / C (76%-74%) / C- (73%-70%)
D: D+ (69%-67%) / D (66%-64%) / D- (63%-60%)
F: 59% and lower

This is a credit-bearing course. Among the criteria to determine continuation in the mentoring program, the grade in this course is a strong component.

Course Policies:

Special Needs: If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center (DATC) at the beginning of the course and then contact us. We are happy to help in any way that we can. The DATC office is located in Albertson Hall, ALB609. Students can also call the office at 715-346-3365. For more information, visit <http://www.uwsp.edu/disability/Pages/default.aspx>.

Community Rights and Responsibilities: UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students and instructors. This set of expectations is known as the *Community Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Academic Integrity: Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the "Student Academic Standards and Disciplinary Procedures" section of the *Community Rights and Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf - page=11>.

Administrative Withdrawal: A basic requirement of this course is that students participate in class and conscientiously complete writing and reading assignments. Students should keep in touch with the instructors if unable to attend class or complete an assignment on time. If a student misses more than half the class meetings within the first four weeks of the semester without contacting the instructor, that student will be administratively withdrawn from this course. Our class meets 30 times; thus if a student misses more than four classes in the first four weeks, the student may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if a student is administratively withdrawn from the course that student will not be eligible for a tuition refund. In the event that a student is administratively withdrawn, that student's scholarship and mentor positions may be directly affected. The student will need to meet with the mentoring coordinator to discuss the specific situation. If a student has questions about the administrative withdrawal policy at any point during the semester, that student should contact the instructor.

Student Resources:

Family Educational Rights & Privacy Act (FERPA): Family Educational Rights & Privacy Act (FERPA): The Family Education Rights and Privacy Act of 1974 provides rules regarding

educational records. As a student employee, you may have access to education records for the sole purpose of performing your jobs professionally and responsibly. You have a responsibility to protect the confidentiality of education records in your possession. You will sign a Statement of FERPA Understanding acknowledging that you understand that the intentional disclosure of information to any unauthorized person is a violation of both FERPA and UWSP policy. Disclosure of information could constitute just cause for disciplinary action including termination of employment.

Counseling and Psychological Services (Counseling Center). During the semester, if a student finds that life stressors are interfering with academic or personal success, that student is encouraged to consider contacting the UWSP Counseling Center. All UWSP students are eligible for free individual counseling services. The UWSP Counseling Center can be reached by phone at 715-346-3553 or by email at counsel@uwsp.edu.

Course Ground Rules [written by Lynn Weber Cannon, Memphis State University, 1986]:

1. Acknowledge that oppression (i.e., racism, classism, sexism, etc.) exists.
2. Acknowledge that one of the mechanisms of oppression (racism, classism, sexism, etc.) is that we have been systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.
5. Assume that people (both the groups we study and the members of the class) are always doing the best they can.
6. Actively pursue information about our own groups and that of others.
7. Share information about our groups and our experiences with other members of the class and never demean, devalue, or in any way "put down" people for their experiences.
8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
9. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.