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:  
Faculty Contact: Veronica Plumb  
Email Contact: vmplumb@alaska.edu

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

2. COURSE IDENTIFICATION:
Dept: ECE  Course #: 306W  No. of Credits: 3

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. Family Support Concentration as well as meet the requirements of an upper division writing intensive.

3. PROPOSED COURSE TITLE:
Building Bridges to Support Family Mental Health

4. To be CROSS LISTED?
YES/NO  
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?
YES/NO

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): Spring 2013

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. 1800 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 F306W Building Bridges to Support Family Mental Health 3 credits

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative programs. (3 + 0 +0)
Prerequisite: ENGL 111X, ENGL 211X or 213X

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 X □
IF YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6 □ W = Writing Intensive, Format 7 Yes □ Natural Science, Format 8 □

12. COURSE REPEATABILITY:
Is this course repeatable for credit? YES □ NO X □
Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).
How many times may the course be repeated for credit? 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 X □ PASS/FAIL: □

RESTRICIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 111X, ENGL 211X or 213X
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
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 306W will be offered cross-regionally through distance delivery methods, or locally from the UAF campus. When offered locally from the UAF campus, 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. This course is also proposed to be writing intensive for the Family Support concentration.

To 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 though a pilot program on a 11-week schedule. When this schedule is used, classes begin later in fall and end with the semester dates, and begin with the semester schedule in spring and end in early April. This schedule is meeting the needs of students that participate in subsistence activities in the fall and spring, helping them attend all classes, complete course work in a timely manner. Through the two semesters that this schedule has been used, there has been lower drop-out and higher completion rates in the pilot classes.

APPROVALS:  

See attached signatures

Signature, Chair,  Date
Program/Department of:

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.
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APPROVALS:

[Signatures and dates]

Signature of Provost (if applicable)
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**APPROVALS:**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Child Dev and Fam Studies</td>
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<tr>
<th>Signature, Chair, College/School Curricular Council for:</th>
<th>Date</th>
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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**

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<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

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Course Syllabus

Course Title: Building Bridges to Support Family Mental Health
Course No: ECE 306 W
Credits: 3 (3 + 0 + 0)
Prerequisites: Engl 111X, Engl 211X or 213X
Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038
E-mail: 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
Over the course of 11 weeks, ECE 306 will meet 20 times at 2 hours each meeting.

Text:

Course Description:
Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative

ECE 306W is a requirement for the Child Development and Family Studies B.A. program, within the Family Support Concentration.

Written Intensive:
This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a majority of the graded work in the course will be derived from writing activities. Here are the general guidelines for the writing expected in this course:

- All written work, beyond the diagnostic essay, will be completed using APA formatting.

- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.

- The instructor will regularly evaluate students' writing and inform students of their progress. In ECE 306, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.
• A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.

• At least one personal conference will take place that is devoted to the student’s writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Course Goals:
Students will learn about and understand how to help multi-risk families through effective engagement when they may be resistant to intervention. They will discover specific, practical ways to help parents and families in risk situations.

Student Learning Outcomes:
At the end of this course students will be able to:
1. Articulate the characteristics of multi-risk families
2. Evaluate the effectiveness of various early intervention approaches
3. Classify parent’s defense functioning
4. Illustrate needs of parents who have unresolved loss and trauma
5. Develop plans for enhancing parents’ interactions with infants and young children
6. Synthesize strategies to enhance a parent’s sense of competence and social support
7. Demonstrate understanding of service delivery systems
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

NAEYC Standards addressed in this course:
Standard 2: Building family and community relations
Standard 3: Observing, documenting and assessing to support young children and their families
Standard 4: Using developmentally effective approaches to connect children and families
Standard 6: Becoming a Professional

Instructional Methods:
The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skills 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:
• **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 304w.” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.

• **Reading Reflection**: One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. Was there anything that you found troublesome?
• **Video Assignment:** Students will watch a series of 3 video clips that will be posted on Bb. A one-page response will be written for each of the video clips. Video clip links and specific questions to focus written reflection on will be posted within the content section of Bb.

• **Final Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by (Date). An editor (writing center) should review a first draft by (Date). Information regarding the writing center for local or rural students will be posted on the ECE 306W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. The paper will be written using APA formatting.

The final paper will be worth 100 points total broken down in the following chart

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in topic of interest</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>1st draft</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>2nd draft</td>
<td>One eve prior to scheduled mtg</td>
<td>5</td>
</tr>
<tr>
<td>Individual meetings developed around the progress of your research paper.</td>
<td>These meetings will be scheduled between DATE</td>
<td>5</td>
</tr>
<tr>
<td>Final Paper</td>
<td>DATE</td>
<td>75</td>
</tr>
<tr>
<td>Informal Presentation</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td>100</td>
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**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:

- Diagnostic composition                                        25  8.5%
- Reading assignments responses (8@12.5 pts ea)                 100 33.3%
- Video Assignment                                               50  17%
- Final Assignment                                               100 33.3%
- Ending Reflection                                              25  8.5%
- Total                                                          300 100%

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.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
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<tr>
<td>A = 100% - 90%</td>
<td>300-270</td>
<td>An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).</td>
</tr>
<tr>
<td>B = 89% - 80%</td>
<td>269-240</td>
<td>Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).</td>
</tr>
<tr>
<td>C = 79% - 70%</td>
<td>239-210</td>
<td>Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).</td>
</tr>
<tr>
<td>D = 69% - 60%</td>
<td>209-180</td>
<td>Below average. Demonstrates that your work has not met one or</td>
</tr>
<tr>
<td>F = below 60 %</td>
<td>more criteria (a) through (f)</td>
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<tr>
<td>179- below</td>
<td>Student was not able to meet 60% or more of criteria (a) through (f).</td>
<td></td>
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**Draft Class Calendar**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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</table>
| Class Meeting 1) | In class today  
> - Review course expectations; introductions;  
Following discussion will include thoughts for field experiences  

Preparation for next class:  
Reading Assignment: Chapter 1 *Early Intervention with Multi-risk Families*  

All classes will be recorded  
To retrieve recording at a later date:  
Dial 1-800-230-8546  
*Use your normal participant pin which is 8930399.*  
You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.  
You will then be asked to give the chapter code. We will use 0  
*Listings for retrieval codes of following days will be posted on the announcement page of blackboard.* |
| Class Meeting 2) | In class today:  
> - Lecture Topic: Characteristics of multi-risk families  
> - Group discussion  

Preparation for next class:  
Homework: Reading Response Chapter 1  
Read through peer responses and pick one to respond to.  
Reading Assignment: Chapters 2 and 3 *Early Intervention with Multi-risk Families.* |
| Class Meeting 3) | In class today:  
> - Lecture Topic: Evaluation of the effectiveness of various early intervention approaches: Implications for practice  
> - An Integrative Theoretical Framework for Early Intervention with Multi-Risk Families  

Preparation for next class:  
Prepare one topic question for group discussion |
| Class Meeting 4) | In class today:  
> - Group discussion  

Preparation for next class:  
Homework: Reading Response Chapter 2 and 3  
Read through peer responses and pick one to respond to.  
Reading Assignment: Chapter 4 and 5 *Early Intervention with Multi-risk Families.* |
| Class Meeting 5) | In class today:  


<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>In class today:</th>
<th>Preparation for next class:</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td><strong>Group discussion</strong></td>
<td><strong>Homework:</strong> Reading Response Chapter 4 and 5 Read through peer responses and pick one to respond to. <strong>Reading Assignment:</strong> Chapters 6 and 7 <em>Early Intervention with Multi-risk Families.</em></td>
</tr>
</tbody>
</table>
| 7 | **Lecture Topic: Improving Parents Defense Functioning**  
  **Enhancing Parents Self Reflectivity and Empathy for the Child** | **Homework:** Reading Response Chapters 6 and 7 Read through peer responses and pick one to respond to. **Reading Assignment:** Chapter 8 *Early Intervention with Multi-risk Families.* |
| 8 | **Group discussion** | **Homework:** Reading Response Chapter 8 Read through peer responses and pick one to respond to. **Reading Assignment:** Chapter 9 *Early Intervention with Multi-risk Families.* |
| 9 | **Lecture Topic: Enhancing Parents’ Sense of Competence and Social Support** | **Homework:** Reading Response Chapter 8 Read through peer responses and pick one to respond to. **Reading Assignment:** Chapter 9 *Early Intervention with Multi-risk Families.* |
| 10 | **Group discussion** | |
| Class Meeting 13 | Preparation for next class:  
Homework: Reading Response Chapter 9  
Read through peer responses and pick one to respond to.  
Reading Assignment: Chapters 10 and 11 *Early Intervention with Multi-risk Families.*  
Arrange student instructor conferences regarding final assignment and writing. |
| --- |
| **In class today:**  
- Lecture Topic: Enhancing Parents’ Interactions with Infants and Young Children  
- Encouraging Emotion Regulation in Parents |
| Preparation for next class:  
Prepare one topic question for group discussion |
| Class Meeting 14 | **In class today:**  
- Group discussion |
| Preparation for next class:  
Homeowrk: Reading Response Chapters 10 and 11  
Read through peer responses and pick one to respond to.  
Reading Assignment: Chapters 12 and 13 *Early Intervention with Multi-risk Families.* |
| Class Meeting 15 | **In class today:**  
- Lecture Topic: Enhancing Parenting Knowledge and Encouraging Positive Attributions of the Child  
- Enhancing Parents’ Problem-solving and Planning |
| Preparation for next class:  
Prepare one topic question for group discussion |
| Class Meeting 16 | **In class today:**  
- Group discussion |
| Preparation for next class:  
Homeowrk: Reading Response Chapters 12 and 13  
Read through peer responses and pick one to respond to.  
Reading Assignment: Chapters 14, 15 and 16 *Early Intervention with Multi-risk Families.* |
| Class Meeting 17 | **In class today:**  
- Lecture Topic: Pulling it all together |
| Preparation for next class:  
Prepare one topic question for group discussion |
| Class Meeting 18 | **In class today:**  
- Group Discussion |
| Preparation for next class:  
Video Assignment. Details and specific video links are posted on Bb |
| Class Meeting 19 | **In class today:**  
- Sharing projects |
| Preparation for next class:  
| Video Assignment. Details and specific video links are posted on Bb |
|---------------------------|------------------------------------------------------------------|
| Class Meeting 20)         | In class today:                                                  |
|                           | • Sharing Projects                                               |
|                           | We are done with class meetings. Complete Final Research Project |
• 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 fyress@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.