

10-151.

LSC Use Only No: Date:	LSC Action- Date:	UWUCC USE Only No. 09661.	UWUCC Action-Date: AP 4/13/10	Senate Action Date: App-12/7/10
---------------------------	----------------------	------------------------------	----------------------------------	------------------------------------

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change		
CDFR 426 Techniques of Parent Education		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> This course is also proposed as an Honors College Course.		
<input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Degree Program <input type="checkbox"/> New Track <input type="checkbox"/> New Minor Program		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Fredalene B. Bowers</i>	1/22/10
Department Chair(s)	<i>Wendy E. Smith</i>	1/22/10
College Curriculum Committee Chair	<i>Rahmet Vesteluh</i>	2/22/10
College Dean	<i>Carleen P. Zoci</i>	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	7-16-10

Received

Received

FEB 25 2010

144

JUL 16 2010

Liberal Studies

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 426 Techniques of Parent Education

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in 218, 224, 310, 315, 321, 322

Examination of the nature, extent, and significance of parent education and parent involvement. Students will become knowledgeable of the diverse and complex characteristics and needs of families. The course will enable students to identify the interrelationships of home, school and community agencies to enhance collaboration and cooperation. Students will identify methods, programs, and curricula to increase communication with parents and families.

II. Course Outcomes

Students will be able to:

1. Identify beliefs, traditions and values related to parenting across cultures.
2. Analyze current issues, concerns, and diversity of American families and the effects of these trends on the parenting process.
3. Recognize and understand the various forms of parent education.
4. Utilize appropriate methods of parent-teacher conferencing and communication.
5. Plan and present a parent education/information workshop utilizing effective techniques for working with diverse adult learners.
6. Analyze instructional methods, strategies, and curriculum suitable to meet the diverse needs of children, parents and families.
7. Identify policies, programs, and procedures that protect the legal rights of all children and families.

III. Course Outline

A. The Parent Education Movement

(3 hours)

1. History of Parent Education
2. Issues and Concerns in Family Life and Education

B. The American Family	(3 hours)
1. Realities and Myths	
2. Stages of Parenthood	
C. Parenting in Special Circumstances	(7 hours)
1. Parents of Children with Special Needs	
2. Parents Who Abuse their Children	
3. Parents Whose Children Have Been Abused	
4. Adolescent Parents	
5. Fathers as Parents	
6. Grandparents as Parents	
Exam I	(1 hour)
D. Parents in Diverse and Nontraditional Families	(3 hours)
1. Linguistic and Social-Economic	
E. Protecting the Legal Rights of All Students and Families	(3 hours)
F. Highlights of Popular Education Programs and Approaches	(6 hours)
1. Dreikurs and the Search for Equality	
2. Ginott's Approach to Parent Education	
3. Parent Effectiveness Training (PET)	
4. Systematic Training for Effective Parenting (STEP)	
5. Active Parenting	
6. Behavior Modification Parent Education Programs	
7. Parents as Teachers and Born to Learn	
F. Communication and Conferencing with Parents	(2 hours)
G. Effective Home, School and Community Relationships	(2 hours)
1. Home Visitation	
2. Home Schooling	
Exam II	(1 hour)
H. Instructional Methods and Procedures in Parent Education	(3 hours)
1. Principles of Group Leadership	
2. Characteristics of Adult Learners	
3. Presentation Organization and Formats	
I. Developing and Implementing Parent Education Program/Workshop	(8 hours)
Final Exam - During Final Exam Week	

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty within the CDFS Program. The following is an example of the evaluation methods used for this course.

36% Two Examinations: The examinations could include multiple choice, true/false, matching, and short answer/essay with materials coming from lecture notes, the text, videos and class handouts.

64 % Assignments: The could include specific assignments related to course material, individual or small group projects, logs, observations, papers , interviews, presentations and/or case studies.

V. Grading Scale

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F below 60%

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy to this class follows the Undergraduate Course attendance Policy which is included in the Undergraduate catalog. The total number of unexcused absences should not exceed one week of class.

VII. Required Textbooks

Berger, E. (2004). *Parents as partners in education: Families and schools working together.* (6th ed.). New Jersey: Prentice-Hall, Inc.

Gonzlaes, Mena J. (1994). *From a parent's perspective.* Salem,WI: Sheffield Publishing Co.

VIII. Special resource requirements

None

IX. Bibliography

Barbour, C., & Barbour, N. (2001). *Families, schools, and communities.* (2nd ed.) NJ: Prentice Hall.

Cook, R., & Sparks, S. (2008). *The art and practice of home visiting: Early intervention for children with special needs and their families.* Baltimore, MD: Brookes Publishing Co.

Diss, R. (2005). *Developing family and community involvement skills through case studies and field experiences.* NJ: Pearson.

- Dodge, D., & Bickart, T. (1998). *Preschool for parents*. Washington, D.C.: Teaching Strategies.
- Fagan, J. & Palm, G. (2004). *Fathers and early childhood programs*. Clifton Park, NY: Thompson.
- Fischer, L., Schimmel, D., & Kelly, C. (2005). *Teachers and the law* (7th ed.). New York: Longman.
- Gonzalez-Mena, J. (2009). *Child, family and community: Family-centered early care and education*. (5th ed.). Upper Saddle River, NJ: Pearson.
- Heath, P. (2005). *Parent-child relations: History, theory, research, and context*. Upper Sadder River, NJ: Pearson.
- Keyser, J. (2006). *From parents to partners*. Minneapolis, MN: Redleaf Press.
- Muzi, M. (2000). *The experience of parenting*. Upper Saddle River, NJ: Prentice Hall.
- Olson, G., & Fuller, M. (2008). *Home-school relations: Working successfully with parents and families* (3rd ed.). Boston, MA: Allyn & Bacon.
- Popkin, M., Youngs, B., Healy, J. (1995). *Parents on board: Helping your child succeed*. Atlanta, GA: Active Parenting Publishers.

Student Outcomes Matrix - CDFR 426 Techniques of Parent Education

Course Objectives	NAEYC Standards	NCFR-CFLE Standards	PDE PreK-4 Competencies
1	2. a	1	IV.A.1.
2	2. b	2	1.C.12 IV.A.3. IV.B.2. IV.D.4
3	2. c	10	IV.C. 1-8
4	2. c	10	1.G.4. IV.C. 1-8 V.C.
5	2. b	10	IV.C.1-8
6	1. a 2. a,b	10	1.E.4. IV. A.2. IV.C.1-8
7	6. e		1.A.8. 1.A.9 IV.A.4. IV.A.5. IV.A.6. IV.D.2--3

Part II. 2. Summary of Proposed Revisions

A. CDFR 426 was revised in the following ways:

1. The course description was revised.
2. The course outcomes were expanded and revised.
3. The course outline was revised.
4. The evaluation methods were modified.
5. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course description was expanded to identify the specific focus of the course and topics covered in the course.
2. The course outcomes were revised to reflect Pennsylvania Department of Education's PreK - 4 competencies and the National Association for the Education of Young Children Standards.
3. The course outline was revised and expanded to reflect course content.
4. The evaluation methods were clarified to address assessment through both written examinations and graded assignments.
5. The bibliography was updated to include current research and resources utilized in preparation of course materials.

Part II. 4. The old syllabus of record.

See attached pages.

Part III. LETTERS OF SUPPORT

None needed.

REDACTED

CDFR 426/526 TECHNIQUES OF PARENT EDUCATION

Course Description:

Examination of the nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

Prerequisite: CDFR 220 or equivalent (3 credits)

Required Texts:

Berger, Eugenia H. (2000). Parents as Partners in Education: Families and Schools Working Together. (5th ed.), New Jersey: Prentice-Hall, Inc.

Gonzalez, Mena J. (1994). From a Parent's Perspective. Salem, Wisconsin: Sheffield Publishing Co.

ADDITIONAL READINGS MAY BE ASSIGNED IN CLASS.

Course Objectives: After studying this course, students will be able to:

- identify and evaluate elements involved in successful parenting.
- analyze changing lifestyles of American families and the effect of these trends on the parenting process.
- recognize and understand the various forms of parent education.
- utilize appropriate methods of parent-teacher conferencing and communication.
- plan and present a parent education workshop in class as part of a small group. Students should be able to present information orally, with supporting written documentation.
- analyze instructional methods, strategies, and information suitable for use in parent education. The student should be able to decide which methods are most effective and be able to articulate the rationale for selection of a given method.

Course Outline:

- I. The Parent Education Movement
 - A. What is Parent Education? 7 lecture hours
 - B. Characteristics of Parent Education
- II. The American Family
 - A. Realities & Myths 2 lecture hours
 - B. Stages of Parenthood
- III. Parents in Special Circumstances
 - A. Parents of Children with Special Needs 5 lecture hours
 - B. Parents Who Abuse their Children
 - C. Adolescent Parents
 - D. Fathers as Parents
- IV. Parenting in Diverse and Nontraditional Families 2 lecture hours
- V. Highlights of Popular Parent Education Programs and Approaches 3 lecture hours
 - A. Dreikurs and the Search for Equality
 - B. Ginott's Approach to Parent Education
 - C. Parent Effectiveness Training (PET)
 - D. Systematic Training for Effective Parenting (STEP)
 - E. Active Parenting
 - F. Behavior Modification Parent Education Programs
 - G. Parents as Teachers
- VI. Communicating and Conferencing with Parents 4 lecture hours
- VII. Effective Home, School, and Community Relationships 3 lecture hours
 - A. Home Visitation
 - B. Home Schooling
- VIII. Instructional Methods and Procedures in Parent Education 4 lecture hours
 - A. Principles of Group Leadership
 - B. Presentation Organization and Formats
- IX. Developing and Evaluating Parent Education Programs/Workshops 10 lecture hours

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

Procedures:

The course will be taught by three hours of class meetings per week. Lecture/discussion, video tapes, class activities, review of commercially prepared parenting curricula, readings, and presentations by students.

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbook, the lecture will supplement the text with additional information taken from a

variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed three class periods or a total of four and one-half (4 1/2) clock hours. Unexcused absences will result in loss of 10 points per class period.

Course Requirements

1. You are expected to take tests on the day the test is scheduled. **No make-up exams will be allowed without prior approval of the instructor. The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
2. All written assignments will be due in class on the date assigned. Assignments turned in late for any reason (unless prior instructor approval given) will receive a 10 point reduction. If the student has special problems and cannot turn in an assignment on time, the instructor must be notified **in advance** to make appropriate arrangements.
3. All assignments must be typed and double-spaced. Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important. Students should utilize APA style for any reference citations. Any prepared formal written assignment deemed unreadable by the instructor will be returned to the student without a grade.
4. Students will be expected to show courtesy during the lecture - taking between students should be kept to a minimum. Talking to your neighbor is disruptive to both the instructor and to other students.
5. Students are expected to observe all principles of academic honesty. Violators of such standards will be dealt with accordingly. (See Undergraduate Catalog.)
6. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.

Evaluation:

Students will be evaluated by their performance on exams and assignments. Grade is based on exams (25%) and assignments (75%). The final grade calculations will be made according to the following formula:

Exam # 1	75 points
Final	30 points
Assignment # 1	10 points
Assignment # 2	5 points
Assignment # 3	20 points
Assignment # 4	20 points
Assignment # 5	50 points

Assignment # 6	10 points
Assignment # 7	20 points
Assignment # 8	100 points
Assignment # 9	10 points
Assignment # 10	35 points
Assignment # 11	15 points
Assignment # 12	20 points
Total Possible	425 points

Course Grade:

378 - 420	-	A
336 - 377	-	B
294 - 335	-	C
252 - 293	-	D
below 251	-	F

Supplemental Resources: (for use in class assignments and presentations)

Professional Journals

Child Development	Early Child Development and Care
Childhood Education	Early Childhood Research Quarterly
Children Today	Family Relations
Child Study Journal	Journal of Marriage & the Family
Contemporary Education	Phi Delta Kappan
Day Care & Early Education	Young Children

Popular Magazines

American Baby	Exceptional Parent	Working Mother
Child	Parenting	Parents

Reference Books:

Abidin, R.R. (1980). Parent Education and Intervention Handbook. Springfield, IL: Charles C. Thomas.

Auerbach, A.B.. (1968.) Parents Learn Through discussion: Principles and Practices of Parent Groups Education. New York: John Wiley.Brooks, J. (1981). The Process of Parenting. New York: Mayfield.

Cataldo, C.Z. (1987). Parent Education for Early Childhood. New York: Teachers College Press.

- Fine, M.J. (ed.) (1991). The Second Handbook of Parent Education: Emerging Directions in Theory, Research, and Practice. San Diego, CA: Academic Press.
- Gestwicki, C. (1987). Home, School, and Community Relations: A Guide To Working With Parents. Albany, NY: Delmar.
- Gonzalez-Mena, Janet (1998). The Child in the Family and the Community. Columbus, Ohio: Prentice Hall.
- Fuller, Mary Lou (1998). Home-School Relations. Boston, MA: Allyn and Bacon.
- Gordon, T. (1975). PET: Parent Effectiveness Training. New York: NAL Penguin.
- Hamner, J. & Turner, P. (1985). Parenting in Contemporary Society. Englewood, NJ: Prentice Hall.
- Harman, D. & Brim, O. (1980). Learning to be Parents: Principles, Program, and Methods. Beverly Hills, CA: Sage.
- Lawler, S.D. Parent-Teacher Conferencing in Early Childhood Education. Washington, D.C., National Education Association, 1991.
- Powell, D. (1988). Parent Education as Early childhood Intervention: Emerging Directions in Theory, Research, and Practice. Norwood, NJ: Ablex.
- Springate, Kay and Steglelin, D. (1999). Building School and Community Partnerships Through Parent Involvement. Columbus, Ohio: Prentice Hall.
- Stone, J.G. (1987). Teacher-Parent Relationships. Washington, DC: National Association for the Education of Young Children.