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		09-66j.		AP 4/13/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Human Development & Environmental Studies	Phone 357-3872

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) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☒ Course Number and/or Title Change ☒ Catalog Description Change		
CDFR 463: Family and the Community		CDFR 411: Family and Community
<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 ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Fredalene Bowen</i>	1/22/10
Department Chair(s)	<i>Mary E. Swinker</i>	1/22/10
College Curriculum Committee Chair	<i>Reinhart Ventelink</i>	2/22/10
College Dean	<i>Carleen P. Zoni</i>	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schmitt</i>	8-20-10

* where applicable

Received

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Liberal Studies

Part II. 1. New Syllabus of Record

I. Catalog Description

CDFR 411 Family and Community

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: Grade of C or better in CDFR 218, 224, 310, 315, 323; compliance with current agency regulation and enrolled in major/minor or permission of instructor.

A study of community agencies and their service to families. Coverage includes: advocating for children and families; identifying community agencies that aid families in need; examining the professional code of ethics and ethical decision making; and recognizing signs of trouble within families and referring them appropriately. Community service and agency speakers will be integrated into coursework. Participation in a community service project is a mandatory part of the course. Completion of this course with a C grade or better is required for graduation.

II. Course Outcomes

Students will be able to:

1. Describe families and their relationships to community agencies, such as the educational, governmental, religious, and occupational institutions in society.
2. Identify community, regional, state, and national agencies that help families (including nonprofit, profit, and government).
3. Examine the decisions individuals and families make about allocating resources and utilize these resources for meeting the needs of families in the community.
4. Analyze and adopt the national code of ethics in work with children and families and critically examine ethical questions and issues.
5. Discuss and apply confidentiality in working with children and families.
6. Participate in service learning in the community and develop collegial collaborations and partnerships within the community.
7. Integrate knowledge about advocacy by identifying policy and the impact it has on children and demonstrating advocacy skills through written communication.

III. Detailed Course Outline

A. Introduction to Human Services (7 hours)

1. Human Services in Indiana County
2. Planning service projects
3. Agencies that serve children and families
4. Resource allocation among families (the impact of poverty)

B. Professionals in the Human Service Field (7 hours)

1. Responsibilities
2. Job Opportunities
3. Human Services Director – guest speaker

C. Being a professional (8 hours)

1. NAEYC and other codes of ethics
2. How do codes of ethics protect us
3. Confidentiality

4. Mandated Child Abuse Reporting Laws and Procedures

Midterm Reflection/Project (1 hour)

D. Explore Community Agencies (12 hours)

1. Guest Speakers (for example: Alice Paul House; Big Hearts Little Hands; The Community Guidance Center; American Red Cross; The Open Door; County Assistance Office; Hopeful Hearts)
2. Requirements for services
3. How to get services
4. Where can we find services

E. Advocacy (7 hours)

1. For self
2. For others
3. As a professional

Final Experience/Reflection - During Final Exam Week

IV. Evaluation Methods

The faculty member assigned to teach this course could be one of several faculty within the CDFR Program. The following is an example of the evaluation methods for this course:

- 20% - Summary and reflection of the presentations by agency speakers
- 20% - Service project – logs, exploration, presentation
- 50% - Paper(s) on ethics, advocacy, and other relevant topics
- 10% - Final experience

Grading Scale:

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

V. 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 for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of excused absences should not exceed one week of classes.

VI. Required Textbooks, supplemental books and readings

Text:

Woodside, M.R., & McClam, T. (2009). *An introduction to human services* (6th ed.). Belmont, CA: Thompson Brooks/Cole.

Supplemental Readings:

Foster, R. L. (2000). Another perspective on child advocacy. *Journal for Specialists in Pediatric Nursing, 5*, 155-156.

NAEYC: Code of ethical conduct and statement of commitment. (2005).

<http://208.118.177.216/about/positions/pdf/PSETH05.pdf>

NAEYC: Where we stand on child abuse prevention. (2004).

<http://208.118.177.216/about/positions/pdf/ChildAbuseStand.pdf>

Newman, B. S., & Dannenfelser, P. L. (2005). Children's protective services and law enforcement: Fostering partnerships in investigations of child abuse. *Journal of Child Sexual Abuse, 14*, 97-111.

VII. Special Resource requirements

None.

VIII. Bibliography

Booth, A., & Crouter, A. C. (2008). *Disparities in school readiness*. New York: Lawrence Erlbaum Associates.

Borkowski, J., Farris, J., Whitman, T., Carothers, S., Weed, K., & Keogh, D. (2007). *Risk and resilience*. New York: Lawrence Erlbaum Associates.

Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Upper Saddle River, NJ: Merrill Publishing.

DelCampo, D. S., & DelCampo, R. L. (2010). *Taking sides: Clashing views in childhood and society* (8th ed.). New York: McGraw-Hill.

Genesee, F., Lindolm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.

Gestwicki, C. (2007). *Home, school, and community relations*. Clifton Park, NY: Thomson Delmar Learning.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences*. Boston, MA: McGraw-Hill.

Grisso, T., & Steinberg, L. (2005). Between and rock and a soft place: Developmental research and the child advocacy process. *The Journal of Clinical Child and Adolescent Psychology, 34*, 619-627.

Grover, S. (2004). Advocating for children's rights as an aspect of professionalism: The role of frontline workers and children's rights commissions. *Child and Youth Care Forum, 33*, 405-423.

Kilpatrick, A. C., & Holland, T. P. (2009). *Working with families*. New York: Pearson.

Student Outcomes Matrix

Course Objective	NAEYC standards	NCFR/CFLE standards	PDE competencies
1	2	1	
2	2		IV-A6 IV-D2 IV-D3
3	2	6	IV-B2
4	6	9	I-E4
5	6		IV-A5
6	2	5c	IV-C8
7	6	8	

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.
This course is taken during the senior year. It synthesizes what students have learned in many of their major courses. Students are expected to directly apply what they have learned from all their courses through a community service project. This course is required for majors, but can also be taken by minors and/or interested students. The content of this course cannot be incorporated into an existing course because it provides a depth of coverage on the application of family and child theories that is necessary to meet standards of NAEYC, PDE, and NCFR.
- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.
This course does not require changes in any other course in the department.
- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).
No
- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.
This course is not intended to be dual level.
- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?
This course is not to be taken for variable credit.
- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).
Many institutions offer courses that focus on the family and community connection, however some are lower level courses and may not require an applied component. These courses have similar names: Penn State - HDFS 410 "Communities and Families"; UGA – CHFD 4120 "The Child and Family".
- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.
NAEYC (National Association for the Education of Young Children), PDE (Pennsylvania Department of Education) Pre-K Guidelines, and NCFR (National Council on Family Relations) require the content of this course.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.
This course will be taught by one instructor.
- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).
This content of this course does not overlap with any other at the University. It has been one of the required courses for the CDFR Curriculum since the Program's inception.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.
This course is not cross-listed.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.
No new faculty member is required to teach this course.
- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:
No other resources will be needed to teach this course.
- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)
There are no grant funded resources involved in the teaching of this course.
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
Two sections of this course are offered each year.
- C5 How many sections of this course do you anticipate offering in any single semester?
Usually one section is offered in the spring semester and one section in the fall semester.
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?
Approximately 35 students can be accommodated in each class, based on class assignments and group activities required in the course.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
No professional society recommends enrollment limits.
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.
N/A

Part II. 2. Summary of proposed revisions

CDFR 411 was revised in the following ways:

The course number was changed;
The course description was changed;
The course outcomes were modified slightly;
The course outline was changed; and
The bibliography was updated.

Part II. 3. Justification for the revisions

The course number was changed to aid in sequencing the courses in the major.
The course description was expanded to better indicate what is taught in the course.
The course outcomes were modified slightly to be more measureable and straightforward.
The course outline was changed to align with the new outcomes.
The bibliography was updated to reflect new research and publications in the field.

In all, the changes to this course reflect changes in the field of child development and reflect new research findings. These changes ensure the course meets requirements for NAEYC, NCFR, and PDE.

Part II. 4. Old Syllabus of Record.

There is no old syllabus of record so the attached syllabus is currently in use.