

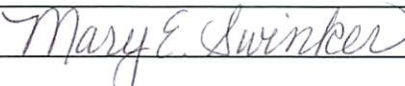
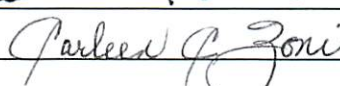
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		09-66n.	AP 4/13/10 App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Kris K. Ramassini	Email Address k.ramassini@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4422

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 428: Family Dynamics		
<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		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)		1/22/10
Department Chair(s)		1/22/10
College Curriculum Committee Chair		2/22/10
College Dean		2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		7-16-10

* where applicable

Received

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JUL 16 2010

FEB 26 2010

Liberal Studies

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 428: Family Dynamics

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 224, 310, and 323 and enrolled in major or permission of instructor

Emphasizes processes and models of family development topics including an understanding of the development and maintenance of interpersonal relationships with an emphasis on how the theoretical frameworks of family studies can aid in this understanding. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping, with an emphasis on understanding the strengths and weaknesses of families and how family members relate to each other.

II. Course Outcomes

Students will be able to

1. Identify current knowledge and trends in the study of family dynamics.
2. Analyze the dynamics that provide the basis for family functioning and development.
3. Apply course content to “everyday” family life.
4. Identify and develop appropriate observations concerning areas of analysis and intervention.
5. Discuss how communication affects a family’s interaction with the community with an emphasis on diversity.
6. Integrate the theoretical frameworks of family studies into the understanding of family dynamics.

III. Course Outline

A. Review of theoretical frameworks in the study of family relations. (12 hours)

1. Family Development
2. Structural-Functional
3. Symbolic Interaction
4. Conflict & Feminist
5. Exchange
6. Family Systems theory
 - a. Structural components of systems
 - b. Systems dynamics and regulation

Exam I (1 hour)

B. Family Stress and Coping conceptual framework (10 hours)

1. Emphasis on the context of normative transitions and idiosyncratic circumstances
2. Children with disabilities and their families

Exam II (1 hour)

C. Application of theoretical frameworks to conceptual areas & family functioning (18 hours)

1. Family power & decision-making
2. Family role dynamics
3. Communication
 - a. Approaches and models
 - b. Facilitation of couples and family communication skills
 - c. Effects of cultural, linguistic, and developmental diversity
 - d. Cooperative communication with family & child program settings
4. Family socialization dynamics
 - a. Process of intergenerational transmission of values, attitudes, and behaviors
 - b. Parent-child relationships

Final Exam (2 hours)

IV. Evaluation Methods

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

60% - Three exams (two exams during the semester and one during exam week). The examinations could include multiple choice, true/false, matching, short answer/essay with material coming from lecture notes, the text(s), videos, and class handouts.

20% -- Two reaction papers about topics discussed in the course.

20% - Graded assignments that may include an annotated bibliography, interview, individual or small group project. Also, in class, online, and/or take-home quizzes and assignments based on readings, class discussions, and/or movies may be used.

V. Grading Scale

Grading scale:

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

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

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

Galvin, K. M., Bylund, C. L., & Brommel, B. J. (2008). *Family Communication: Cohesion and change* (7th ed.). Boston, MA: Allyn & Bacon.

LaRossa, R. (Ed.). (1985). *Family case studies*. New York: Free Press.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

Aldous, J. (1996). *Family careers: Rethinking the developmental perspective*. Thousand Oaks, CA: Sage.

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.). (2005). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage.

Boss, P. G., Doherty, W. J., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (Eds.) (1993). *Sourcebook of family theories and methods*. New York: Plenum Press.

Braithwaite, D. O., & Baxter, L. A. (Eds.) (2006). *Engaging theories in family communication*. Thousand Oaks, CA: Sage.

Burr, W. R., Hill, R., Nye, F. I., & Reiss, I. L. (Eds.). (1979). *Contemporary theories about the family: Volume 1*. New York, NY: The Free Press.

Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.

Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York: Basic Books.

Elkind, D. (1994). *Ties that stress: The new family imbalance*. Cambridge, MA: Harvard University Press.

Luster, T., & Okagaki, L. (Eds.). (2005). *Parenting: An Ecological Perspective*. Mahwah, NJ: Lawrence Earlbaum Associates.

McKenry, P. C., & Price, S. J. (Eds.). (2000). *Families and change: Coping with stressful events and transitions* (2nd ed.). Thousand Oaks, CA: Sage.

Price, S. J., McKenry, P. C., & Murphy, M. J. (2000). *Families across time: A life course perspective (Readings)*. Los Angeles, CA: Roxbury.

Smith, S. R., Hamon, R. R., Ingoldsby, B. B., & Miller, J. E. (Eds.) (2009). *Exploring family theories*. New York, NY: Oxford University Press.

White, J. M. (2005) *Advancing family theories*. Thousand Oaks, CA: Sage.

White, J. M., & Klein, D. M. (2008). *Family theories*. Thousand Oaks, CA: Sage.

Student Outcome Matrix

Course Objectives	NAEYC Standards	NCFR- CFLE Standards	PDE Competencies
1	2 a, b	2 5	IC12
2	1 a 2 a	2 5	IC12
3	2 a - c	2 5	IC12 IVA 1 & 2
5	2 a 6 e	2 5	
6	2 a	2 5	

Part II. 2. SUMMARY OF PROPOSED REVISIONS

A. CDFR 428 was revised in the following ways:

1. Added course prerequisites.
2. The course description was expanded.
3. A fifth and sixth course outcome was added.
4. The course outline was expanded.
5. The evaluation methods were modified.
6. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. Two course prerequisites were added. We added CDFR 310 because it focuses on learning to observe child behavior objectively and it expands on the theories of child development. Both of these are important for the “Application of theoretical frameworks to conceptual areas & family functioning” part of the course. We added CDFR 323 because it is the 300-level family course and it will help prepare students for the information covered in this course.
2. The course description was expanded to incorporate the specific issues and topics taught in the course.
3. A fifth and sixth course outcome was added to reflect to the National Council on Family Relation’s (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children’s (NAEYC) standards and the State of Pennsylvania’s Early Learning standards..
4. The course outline was expanded to incorporate all that is covered in this course.
5. The evaluation methods were modified to include the percentage of points for types of evaluation methods.
6. The bibliography was updated to reflect new research and publications in the field.

Part II 4. OLD SYLLABUS OF RECORD

The Old Syllabus of Record is attached.

Part III. LETTERS OF SUPPORT

None needed.

INDIANA UNIVERSITY OF PENNSYLVANIA
COLLEGE OF HEALTH AND HUMAN SERVICES
CDFR 428
Family Dynamics

Instructor: Dr. Philip B. Gordon
Office: 209 Ackerman Hall
Telephone: 357 -7977
Off. Hrs.: TBA

General Course Objectives:

1. To identify current knowledge and trends in the study of the family dynamics.
2. To understand and conceptualize the dynamics which provide the basis for family functioning and development.
3. To relate course content to "everyday" family life.
4. To identify and develop skills for appropriate observations concerning analysis of family situations and to put them in an appropriate theoretical and didactic context.

Content Units:

1. Review of Conceptual Frameworks in the study of family relations.

Emphasis on developmental, structural-functional, and symbolic interactionist perspectives, including theories which are subsumed by these orientations.

2. Family Stress and Coping Theories

Emphasis on development of theory in the context of both normative transitions and idiosyncratic circumstances.

3. Family Systems Theory

4. Communications I-- Approaches and Models

5. Communications II-- Facilitation of couples and family communication skills.

6. Family Role Dynamics as applies to family functioning.

7. Family Power and Decision Making theories and concepts as applies to family functioning.

8. Family Socialization Dynamics--models and process of intergenerational transmission of values, attitudes, and behaviors.

9. Gender theories as they apply to family functioning (if time).

10. Marital and Family Quality and Stability (if time)

11. Family Interventions (if time)

- final examination that will take place will be announced at the beginning of the semester and it will be explained in class.) **ALL STUDENTS MUST ATTEND THE FINAL EXPERIENCE—NO EXCUSES.**

Grading:

The course is based on the total number of points a student accumulates throughout the semester.

		Course Grade
Reaction Papers-two (25 points each)	50points	90-100 A+, A, A-
Examination-one	25 points	80-89 B+, B, B-
Annotated Bibliography-one	15 points	70-79 C+, C, C-
Class participation	<u>05</u> points	60-69 D+, D, D-
TOTAL	100 points	

Attendance Policy: Attendance is required. Only verified medical or family emergencies will be accepted excuses. Each student may have an additional two unexcused absences during the summer session. Thereafter, each unexcused absence will result in a 3 point reduction in the student's final grade. **Students must be on time for class.** Students who come late will be docked one unexcused absence (3 points).

ALL ASSIGNMENTS MUST BE TYPED

Classroom Civility: All cell phones and other electronic devices must be turned off. Students who use such devices without the instructor's permission may be asked to leave the classroom and may be asked to withdraw from the course (or choose to receive an F grade for the course) at the instructor's discretion. Students are expected to be on time for class. Students who are consistently late for the start of class may lose credit for attendance for the day at the instructor's discretion. Other classroom rules beyond those stated in the official student code of conduct will be discussed in class.