

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-155	AP-9/21/10	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 357-4422

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)		
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
CDFR 328: Family Issues		
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Catalog Description Change		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Fredalene B. Bowes</i>	9/10/10
Department Chair(s)	<i>Fredalene B. Bowes</i>	9/10/10
College Curriculum Committee Chair	<i>Reidant Kestelink</i>	9/13/2010
College Dean	<i>Mary E. Sauer</i>	9/13/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	11/10/10

* where applicable

Received

SEP 15 2010

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 328: Family Issues

3 class hours
0 lab hours
3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 224.

Emphasizes an understanding of families and their relationships to other social institutions, especially on current personal and social issues affecting the family. An understanding of the legal issues, policies and laws influencing the well-being of families, including how to help families become advocates for themselves, is stressed. An emphasis is also placed on gaining an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice. The theoretical perspectives of child and family studies will be used as underlying frameworks for the understanding of these topics.

II Course Outcomes

Students will be able to

1. Identify variations in languages, socio-economics, beliefs, traditions, customs, culture, and values related to children and learning across and within cultures, including parent-child relationships and the interactions between home and school.
2. Identify how other social institutions affect families and their relationships, including economic, governmental, and educational institutions in society.
3. Examine how families can become advocates for themselves.
4. Describe the impact of culture on one's own beliefs, values, and behaviors.
5. Examine ethical questions and issues related to the family within the field of child development and family relations.
6. Relate legal issues, policies, and laws to the well-being of families.
7. Integrate the theoretical frameworks of child development and family studies into the understanding of the multi-directional nature of family issues and family functioning.

III. Course Outline

- A. Family Issues and theoretical frameworks of child development & family studies (10 hours)
1. Bronfenbrenner's Ecological Model
 2. Maslow's Hierarchy of Needs
 3. Vygotsky
 4. Symbolic Interaction
 5. Family Systems
 6. Exchange
 7. Structural-Functional
 8. Conflict
 9. Feminist

Exam I (1 hour)

- B. Strategies for becoming cross-culturally competent (10 hours)
1. Identify variations in languages, socio-economics, beliefs, traditions, customs, culture, and values related to children and learning across and within cultures
 - a. Child rearing practices
 - b. Parent-child interaction styles
 - c. Interactions between home and school

- C. Family law and public policy (5 hours)
1. What is family policy?
 2. Legal issues, policies, and laws affecting the well-being of families

Exam II (1 hour)

- D. Exploration of how social institutions affect families & their relationships (8 hours)
1. Economic system
 - a. Impact of poverty on family systems and children's development
 2. Government system
 3. Educational system

E. How culture impacts one's own beliefs, values, & behaviors (2 hours)

- F. Families as advocates (3 hours)
1. Parent involvement in children's environments
 2. Community linkages

- G. Ethical questions and issues related to the family (2 hours)
1. Professional ethics

Final Exam – During Final Exam Week

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% - Exams/quizzes. The examinations/quizzes could include multiple choice, true/false, matching, short answer/essay with materials coming from instructor-provided notes, the text(s), videos, and class handouts. These may be offered in class, online, and/or as a take-home exam/quiz.

40% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, in class, online, and/or take-home assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

V. 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:

Downs, S. W., Moore, E., McFadden, E.J., & Costin, L. B. (2009). *Child welfare and family services: Policies and practices*. Boston, MA: Allyn & Bacon.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). Boston: McGraw Hill.

Suggested:

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

VIII. Special Resource Requirements

None

IX. Bibliography

- Anderson, S. A., & Sabatelli, R. A. (2007). Contextual models: Family diversity. In *Family interaction: A multigenerational developmental perspective* (4th ed., pp. 72-86). Boston: Pearson.
- 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.
- Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- 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.
- Cabrera, N. J., Hutchens, R., & Peters, H. E. (Eds.). (2006). *From welfare to child care: What happens when mothers exchange welfare for work*. Mahwah, NJ: Lawrence Erlbaum.
- 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.
- Garbarino, J. (1982). *Children and families in the social environment*. New York: Aldine Publishing.
- Jenson, J. M., & Fraser, M. W. (2006). *Social policy for children and families: A risk and resilience perspective*. Thousand Oaks, CA: Sage.
- Kustof, N.D., WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women world wide*. New York: Knopf.
- Payne, R. K. (2005). *A framework for understanding poverty* (4th rev. ed.). Highlands, TX: aha! Process, Inc.
- Secombe, K. (2008). Families throughout the world: Marriage, family, & kinship. In *Families and their social worlds* (pp. 36-65). Boston: Pearson.
- Zimmerman, S. L. (2001). *Family policy: Constructed solutions to family problems*. Thousand Oaks, CA: Sage.
- Zimmerman, S. L. (1995). *Understanding family policy: Theories and applications*. Thousand Oaks, CA: Sage.

Student Outcome Matrix

Course Objectives	NAEYC Standards	NCFR- CFLE Standards	PDE Competencies
1	2a	1	IVB1 IVB3
2	2a	1	IVB2
3	2a	1 8	
4	2a		IVB4
5	2a	9	
6	2a	8	IVB1 IVB2

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 will be taken during the junior year. This course builds on information learned in CDFR 224. The specific topics of the class include family policy, family advocacy, ethics, and families in connection to other social institutions. This course is designed for majors and minors. This is content can't be covered as in-depth in other courses and this level of information is necessary to maintain our CFLE certification through the National Council on Family Relations (see A7). In addition, a separate class is necessary to cover the depth of information required to meet the NAEYC and PDE standards (see A7) in a satisfactory manner.

- 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).

UCONN, HDFR 281: Comparative Family Policy

U of WI-Madison, HDFS 230: A Family Perspective in Policy Making

UGA, CHFD 4130/6130: Family Policy

- 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.

Both NAEYC (National Association for the Education of Young Children) and PDE (Pennsylvania Department of Education) Pre-K Guidelines require the content of this course. In addition, the CFLE (Certified Family Life Educator) certification of our program from NCFR (National Council on Family Relations) requires the content of this course. Documentation is provided in the Student Outcome Matrix at the end of the Course Analysis Questionnaire.

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).
The content of this course does not overlap with any other at the University.
- 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.
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 to four sections of this course will be offered each year.
- C5 How many sections of this course do you anticipate offering in any single semester?
One section will be taught in the fall and spring.
- 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 per section, based on class assignments and group activities in the class.
- 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

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Part III. LETTERS OF SUPPORT

None needed.