

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Daniel Puhlman	Email Address:	dpuhlman@iup.edu
Proposing Depart/Unit:	Human Development and Environmental Studies	Phone:	

Course Prefix/Number	CDFR 428 Family Dynamics
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i>	<p>I. Family basics, research, and writing skills - 8.5 hrs</p> <ol style="list-style-type: none"> a. Family as systems and family strategies b. Research on relationships c. Writing skills <p>II. Family theories and models – 8.5 hrs</p> <ol style="list-style-type: none"> a. Structural models <ol style="list-style-type: none"> i. Structural elements ii. Hierarchy iii. Patterns b. Intergenerational models <ol style="list-style-type: none"> i. Family Systems ii. Differentiation in families c. Genograms <ol style="list-style-type: none"> i. Creating genograms ii. Interpreting genograms d. Contextual/diversity <ol style="list-style-type: none"> i. How culture and diversity changes family dynamics <p>III. Romantic relationship processes – 9 hrs</p> <ol style="list-style-type: none"> a. Mate selection <ol style="list-style-type: none"> i. Picking partners ii. Initiating relationships iii. Family role in choosing partners

Template E

	<ul style="list-style-type: none"> b. Marriage <ul style="list-style-type: none"> i. Changes in family c. Communication and conflict <p>IV. Dynamics in families and special situations – 12 hrs</p> <ul style="list-style-type: none"> a. Parenthood and parent child relations <ul style="list-style-type: none"> i. Becoming a parent ii. Relationships with children iii. Single parenting b. Families after children <ul style="list-style-type: none"> i. Once children leave the home ii. Death and loss in families c. Alternative family structures <ul style="list-style-type: none"> i. Divorce ii. Remarriage iii. Step families
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Puhlman has taught Distance Ed classes in the department over the past year and a half. He has taught CDFR 224 in the Winter of 2013, Summer of 2014, and Winter of 2014 semesters. In addition, prior to accepting a position at IUP, Dr. Puhlman has taught several online courses during his graduate school experience at Florida State University.</p> <p>Dr. Puhlman is a content expert in family studies and his experience as a Marriage and Family Therapist positions him well to teach the Family Dynamics course. He has been teaching this course for the department for the past year and half since starting in the department in the Fall of 2013.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<ol style="list-style-type: none"> 1. To identify current knowledge and trends in the study of the family dynamics. <i>To meet this objective, students will be reading current literature in the study of family dynamics. As a part of this course, students must construct a research paper using the most current information and scholarship available on a family topic of interest.</i> 2. Analyze the dynamics that provide the basis for family functioning and development. <i>To meet this objective, students will be reading current literature in the study of family dynamics. Students will be using a current text in order to participate in the class. Students will be required to reflect on the readings related to family dynamics and share their ideas with the class in a discussion format.</i> 3. Apply the course content to "everyday" family life. <i>To meet this objective, students will be required to find information via the internet that provides examples of the concepts that they are reading about. Students will post their findings to a course discussion board. Students will be required to give feedback to others about their links and videos that provide examples of the concepts in action and discuss their reactions and links to the course content.</i> 4. Identify and develop skills for appropriate observations concerning analysis of family situations and intervention.

Template E

	<p><i>To meet this objective, students will engage in virtual classroom experiences once per week. During virtual class time, the instructor will engage in a discussion with students about the material and explore how they are processing and understanding their knowledge of family dynamics and how they would identify family dynamics in their occupational environments. Students will be able to speak with other students and the instructor during this time. In addition to these discussions, students will be required to write, using the online discussion boards, about the use of the material and how they have identified family processes in their families or in families they have worked with.</i></p> <p>5. Discuss how communication affects a family's interaction with the community with an emphasis on diversity. <i>This course objective will be addressed in the curriculum of the course. Students will study units of communication and diversity at various points in the semester. In addition, course content through the semester will be infused with discussion around communication and issues of diversity. These topics will also be addressed regularly via online discussion boards and online class meetings.</i></p> <p>6. Integrate the theoretical frameworks of family studies into the understanding of family dynamics. <i>Students will study family theory for the duration of the course. The first part of the course will specifically explain and discuss the variety of family systems theories (i.e. Family Structural model, Family Systems model, Contextual models). The second half of the course will be used to integrate the theory into family interactions and dynamics.</i></p> <p>7. To improve student writing skills. <i>To meet this objective, students will engage in frequent writing assignments. All quizzes and discussion boards will be written online. In addition, students will be required to write a research paper that will be submitted in stages.</i></p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor-student interactions will occur in a variety of formats. Students will have weekly online class meetings. Students will also be able to access the instructor via scheduled online office hours and individual emails. Student-student interactions will occur at the weekly online class meetings, the written online discussion boards, and via email when needed.</p>
<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated using the same assignments from the live version of the course. Class participation grades will be based on the online discussions as well as student participation in the online class meetings. Students will have four essay quizzes based on the material from the readings and the online class discussions. Finally students will complete a research paper that focuses on family relationships. This paper will be submitted in stages. Students will receive instructor feedback electronically.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic honesty will be handled in a variety of ways. For the research paper, "Turn-It-In" software will be used to evaluate if students committed plagiarism on their papers. Quizzes will be open note, however, students will be offered a random set of questions drawn from a pool of possible options. Therefore, all quiz attempts are unique and this prevents students from sharing questions. In addition, quizzes will be timed in order to force students to prepare for the quizzes prior to taking them and reduce the ability for them to use improper sources. Finally, online discussion boards</p>

Template E

	will be evaluated for all students. The discussions will each be unique, therefore minimizing the students ability to share "canned" answers to questions.
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