

Eastern Illinois University
Revised Course Proposal
FCS 4854, Parent/Child Study and Community Involvement

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** FCS 4854
- 2. Title (may not exceed 30 characters, including spaces):** Parent/Child Study
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Parent/Child Study and Community Involvement
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
- 5. Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
- 6. Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
- 7. Course description (not to exceed four lines):** Detailed study of parent-child interaction and community involvement; in-depth study of parent education programs, methodology and techniques. Observation required.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
none
 - b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
none
 - c. Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one): none
 - e. Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted:
Online section restricted to those enrolled in the Bachelor of Arts in General Studies, Option in Child Care Education (ABC) program.
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any: Freshman, Sophomores
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course students will be able to:

1. Review historical aspects of parent education,
2. Examine the roles and responsibilities of contemporary parents in the United States,
3. Consider the texture of parent-child relationships introduced by cultural/racial identity, region and urban/rural membership, and religious influences,
4. Explore styles of parenting and factors involved in and effecting parent-child interactions,
5. Discuss the rewards of parenting as well as the problems parents encounter as they interact with their children at various stages in the life cycle,
6. Identify and examine techniques which facilitate communication with the family unit,
7. Define and describe resources which provide services to families,
8. Examine factors affecting the success of parenting educator programs including parent educator competencies and techniques for planning, implementing, and evaluating programs, and
9. Explore various media available to children and families and develop specific techniques in order to critique these items.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

N/A

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge.** Objectives 1-6 address content knowledge
- **Effective critical thinking and problem solving.** Objectives 3, 4, 6, 8, 9 address critical thinking and problem solving
- **Effective oral and written communication.** Objectives 6, 9 address oral and written communication
- **Advanced scholarship through research or creative activity.** Objectives 7-9 address advanced scholarship through research and creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Discussion Questions: Students will respond to weekly discussion questions and reflections throughout the semester on topics of discussion, media clips or other topics relevant to the course. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9)

Evaluation of media items: Each student will review two types of media for families or children. (ie film, television, book, magazine) (Objectives 2, 9)

Parent Education Project: Students will research a topic approved by the instructor. Bibliography of five professional sources for undergraduate and eight professional sources for graduate students are required,

written in APA format; this requirement will be strictly enforced. Research will be used to formulate an outline to be followed by publishing an online presentation. (Objectives 2, 3, 4, 6, 7)

Using the subject matter from the research outline, students will develop a session or module that could be used to disseminate the information to parents or families. Creative methods of presentation are encouraged. The presentation will be published online on WebCT. The presentation will be evaluated on appropriateness, accuracy of information, professionalism, and appropriate citation of references.

(Objectives 1-8)

Following implementation of the project, a typed report will be required which includes evaluation, what was learned from the project, recommendations for improvement, and reflections on the experience. The paper should be two typed pages in length. (Objective 8)

Agency Visits and Reports Students will visit two different agencies that serve children/families. A formal report of the visit will be required. (Objective 7)

3. Explain how the instructor will determine students' grades for the course:

Discussions and reflections	20%
Media Reports	10%
Parent Education Project	60%
Agency Visits and Reports	10%

Grading Scale

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or less

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion. The course will be divided into 12 modules. Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and complete brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.
- b. Describe how the integrity of student work will be assured:** The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCt will allow for a structured open-book testing format.
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms,

whiteboards, blog and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;** In addition to the course objectives listed above, graduate students will have the additional objectives: 1. Disseminate research to a group of parents/families, 2. Evaluate presentation given to parents/families.
- b. projects that require application and analysis of the course content; and** All of the assignments in the course require application of course information and analysis of relevant themes. The Parent Education Project has a component specific to graduate students. Graduate students are required to present their research to a parental/family audience instead of classmates. They are required to identify the group of parents/families to address and any special needs that may impact presentation content (such as adoptive families, same-sex couples, etc...). They are further required to evaluate the success of their program and any way to improve program content.
- c. separate methods of evaluation for undergraduate and graduate students.** The grading scale remains the same for both graduates and undergraduates. However, graduate students have an additional component to their Parent Education Project and a different rubric for assessment of the assignment. They are required to select an audience and tailor their presentation to audience needs (10% of project grade) and evaluate their presentation after implementation (20% of project grade). Undergraduates are not required to present their presentation to a specific audience or evaluate their project from beginning to end.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will be divided into weekly modules with a specific topic of focus for each module.

Module/Week 1: Introductions, course objectives, Family Systems theory

Module/Week 2: Historical aspects of parenthood/definitions

Module/Week 3: Fatherhood, male involvement

Module/Week 4: Media influence

Module/Week 5: Parent involvement, student evaluation

Module/Week 6: Gender development

Module/Week 7: Adolescence

Module/Week 8: Poverty/ working poor

Module/Week 9: Homosexual families, adoption

Module/Week 10: Sexuality

Module/Week 11: Family Stress

Module/Week 12: Diversity

Module/Week 13: Serving families with differing abilities

Module/Week 14: Resources for families

Module/Week 15: Parent training models

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. **If the course or some sections of the course may be technology delivered, explain why.** The course is currently taught in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students. Online section designed for ABC program students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course reflects upper-level work and requires a level of experience with research and understanding of theoretical principles. However, specific content knowledge is not needed for successful completion of the coursework.

3. If the course is similar to an existing course or courses, justify its development and offering. N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** N/A
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** none

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course is an approved elective for FCS majors within the Family Services concentration area. This course is also required for completion of the Bachelor's of Arts in General Studies, option in Childcare Education (ABC program).
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Mikki Meadows, Ph.D. has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. **Additional costs to students:** none

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):** Brooks, J.B. (2001). *Parenting* (4th ed.). Mayfield, Mountain View, CA.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/2010

Date approved by the college curriculum committee: 2/15/2011

Date approved by the Honors Council (if this is an honors course): N/A

Date approved by CAA: 3/24/2011

CGS: The online section of this 4800-level course will only be open to undergraduate students enrolled in the ABC program – graduate students will not be enrolled.

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In

writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583