PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** FCS 4680
2. **Title:** Family Systems in Child Care
3. **Long title, if any:** Family Systems and Their Impact on Child Care
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  X On demand
6. **Initial term of offering:** X Fall  Spring  Summer  Year: 2009
7. **Course description:** Overview of the diversity of family systems and their impact on the child care industry. Specific focus on the traditional and non-traditional family systems and their influence on the young child, the fundamental relationships within which children live, how those relationships impact the caregiving environment, and ways in which to develop positive interactions between families and caregivers while identifying and utilizing community resources.
8. **Registration restrictions:**
   a. **Identify any equivalent courses:** None
   b. **Prerequisite(s):** None
   c. **Who can waive the prerequisite(s)?**
      - No one  Chair  X Instructor  Advisor  Other (Please specify)
   d. **Co-requisites:** None
   e. **Repeat status:** X Course may not be repeated.
   f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
      see preceding point (f.)
9. **Special course attributes:** None
10. **Grading methods** (check all that apply): X Standard letter  C/NC  Audit  ABC/NC
11. **Instructional delivery method:** lecture  lab  lecture/lab combined  independent study/research
    X internship  performance  practicum or clinical  study abroad  X other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1. evaluate the socio-cultural factors influencing contemporary families including the impact of language, religion, poverty, technology, and the media,
   2. graphically represent family systems theory as applied to individual families,
   3. assess ways in which the family relationships of the child impact the caregiving situation,
   4. compare family involvement models and evaluate programs based on these models,
   5. critique various family education strengths/resources and discuss possible roadblocks to successful partnerships between home and caregiver,
   6. differentiate among standard-based assessments of home-school/caregiving situations (National Association for the Education Young Children, Child Development Associate, Interstate New Teachers Assessment and Support Consortium, Parent/Teacher Association, U.S. Department of Education), and
   7. evaluate community resources and support available to children and families.

   a. This is not a general education course.

   b. This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   - Students will periodically engage in group and independent discussions. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-7)
   - Students will compile a personal resource file of a minimum of 50 support agencies/resources related to children and families. (Objective 7)
   - Students will research and publish on WebCT a socio-cultural factor that influences contemporary families and discuss how it impacts the child care industry. (Objectives 1-3)
   - Students will be assigned an article reviewing current research related to issues that surround children and their caregivers and family environments. The article will be reviewed, evaluated and discussed on the discussion board. (Objectives 1-7 depending on article’s focus)
   - Students will use Family Systems Theory in the development of a comprehensive plan for the inclusion of family and community aspects into the early childhood environment with a detailed rationale for that inclusion, explanation of a standards-based assessment of the plan, and a detailed description of the role that the caregiver should play in successful implementation. This assignment will serve as a capstone of the course. (Objectives 4-7)
3. **Explain how the instructor will determine students’ grades for the course:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion questions and group work</td>
<td>100</td>
</tr>
<tr>
<td>Resource file</td>
<td>25</td>
</tr>
<tr>
<td>Socio-cultural research/presentation</td>
<td>100</td>
</tr>
<tr>
<td>Research article review/discussion</td>
<td>100</td>
</tr>
<tr>
<td>Systems Theory application assignment</td>
<td>175</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 450-500 points (90-100%) = A
- 399-449 points (80-89%) = B
- 348-389 points (70-79%) = C
- 279-347 points (60-69%) = D
- 296 or fewer points (59% or less) = F

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 ten weekly modules with a specific topic of focus for each module.

   **Module/Week 1:** Definition of family, societal changes, family theories and models.
   **Module/Week 2:** Family stressors.
   **Module/Week 3:** Impact of family on children and caregiver.
   **Module/Week 4:** Parental involvement in schools, theoretical models.
   **Module/Week 5:** Curriculum models.
   **Module/Week 6:** Caregivers role.
   **Module/Week 7:** Program philosophy models.
   **Module/Week 8:** Parent Education, techniques, resources, communication.
   **Module/Week 9:** Standard-based assessments.
   **Module/Week 10:** Community and online resources.

   Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on 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 (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. A discussion rubric will be utilized to evaluate discussion content. To engage the students in effective interaction, projects, discussion and reflective sessions will be utilized as well as quantitative testing.
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 the instructor and one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. In-service assignments will be made available on Powerpoint for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone and/or in person if they so desire.

5. N/A

6. N/A

PART III: OUTLINE OF THE COURSE

Students enrolled in this online course will be required to read assigned readings, view (and listen to audio) PowerPoint presentations (with supplementary video clips), read additional course materials from supplementary sources, complete topic-related assignments, participate in discussions each week. The final project will be a synthesis of research/theory and practice into an educational presentation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| #1   | Definition of family, societal changes, family theories and models | • Read Chapter 1 in Knowing and Serving Diverse Families  
• Each student posts biography (DQ 1).  
• View Family Power Point. | End of week 1 |
| #2   | Family stressors. | • Read Chapter 2 of Knowing and Serving Diverse Families  
• Each student posts DQ 2  
• Visit: http://www.everychildmatters.org/homelandinsecurity/index.html  
• Video clip: Family Type Normal  
• Additional Video clips may be done at your leisure. See assignment for instructions. | End of wk 2 |
| #3   | Impact of family on children and caregiver. | • Read Chapter 3 of Knowing and Serving Diverse Families  
• Each student posts DQ 3  
• View Parenting Features in Various Cultures Power Point.  
• Visit: http://www.parentsworld.com/  
• Video clip: Gene Simmons Family Jewels | End of wk 3 |
| #  | Parental involvement in schools, theoretical models. | Each student posts DQ 4  
- Reflection #2 due.  
- View Family Stress Power Point  
- Visit: [http://web.extension.uiuc.edu/state/home.html](http://web.extension.uiuc.edu/state/home.html)  
- Reading: Prison 08 | End of wk 4 |
|---|---|---|---|
| #5  | Curriculum models. | Each student posts DQ 5  
- View Curriculum Power Point  
- Resource directory due.  
- Read Chapter 9 of *Knowing and Serving Diverse Families* | End of wk 5 |
| #6  | Caregivers role | Each student posts DQ 6  
- View Homosexual Family and Professionals Power Point  
- Research article due | End of wk 6 |
| #7  | Program philosophy models. | Each student posts DQ 7  
- View Program Base Power Point  
- Video clip: That’s a Family  
- Reading: *Gay Parents* | End of wk 7 |
| #8  | Parent Education, techniques, resources, communication. | Read Chapter 10 of *Knowing and Serving Diverse Families*  
- Each student posts DQ 8.  
- View Resources for Parents Power Point  
- Systems Theory Application Due | End of wk 8 |
| #9  | Standard-based assessments. | Each student posts DQ 9  
- Visit: [www.naeyc.org](http://www.naeyc.org)  
| #10 | Community and online resources. | Each student posts DQ 10  
- Socio-cultural report due.  
- View Community Resources Power Point | End of wk 10 |
PART IV: PURPOSE AND NEED

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

   a. This course is one of 22 Family & Consumer Sciences Special Topic courses written specifically for
   the Certification of Learning on an Alternative Schedule (CLAS) program that has since been renamed
   the Alternative Bachelor’s for Childcare (ABC) education program and approved as such between
   1999-2000. This course has been part of a series of modules scheduled in a two-year rotation and
   offered repeatedly. The ABC modules consist of 60 hours of coursework, of both existing FCS courses
   and courses written specifically for the program.

   The ABC program was designed to meet current Illinois legislation requiring bachelor’s degrees for
   child care providers by the year 2011. Completion of the ABC program prepares students to seek the
   Illinois Director Credential as the program has been deemed an “Entitled Program” which means that
   coursework now offered under the FCS 4230/5230 Special Topics designation covers each area of
   competency deemed necessary for the credential. FCS is now seeking to transfer those Special Topics
   courses to traditional course numbers as they have been offered for almost eight years. In conjunction
   with this move, an option area within the Bachelor’s of General Studies has been proposed.

   Note: Admission to the ABC program is limited to those students with a two-year degree in early
   childhood education (or a related discipline) and currently working in the field who are seeking a
   Bachelors of General Studies degree with the proposed Childcare Education option through the School
   of Continuing Education.

   b. This course has previously been offered in an online format as FCS 4230/5230 and is part of the
   ABC curriculum.

   The material covered in the course lends itself well to the online format as it involves careful
   examination of online resources available to families. In addition, students are required to review online
   sources for a variety of family types. Links to other online resources are available to students to
   introduce or enhance their development of a full understanding of the field.

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 degree of experience in, and/or familiarity with, the
   field of early childhood education; therefore enrollment in the ABC program is required. In unique
   circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in
   the course based upon a combination of prior coursework and life experience.

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

   a. This course is specific to the field of child care with a focus only provided by the discipline of FCS.
   The course does not duplicate any other FCS undergraduate course or courses in the College of
   Education and Professional Studies.

   b. N/A
4. Impact on Program(s):

   a. This course is required for completion of the Bachelor’s of Arts in General Studies, option in Childcare Education (ABC program)
   b. This is not a graduate-level course.

**PART V: IMPLEMENTATION**

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

2. Additional costs to students: None


**PART VI: COMMUNITY COLLEGE TRANSFER**

A community college course will not be judged equivalent to this course.

**PART VII: APPROVALS**

Date approved by the department or school: March 23, 2009

Date approved by the college curriculum committee: April 13, 2009

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: April 30, 2009