Cluster: Family Studies
Title of course: Community Resources & Family Support
Course Number: CFS 493
Proposing Faculty: Lola Lawson
Cluster Coordinator: Carol Morgaine

Cluster Course to New Cluster
\checkmark New Course to Cluster
\checkmark Removal

Other clusters this course is assigned to: 
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster
(Revised September 9, 2002)

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY: Lola Lawson, Child and Family Studies

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
CFS 493: Community Resources and Family Support  An examination of community resources in the context of community building, family support and empowerment, cultural competence and cultural democracy. The course will address factors that influence the effectiveness of community programs that serve children and families. Students will develop an awareness of the mission, professional roles, and services of particular community agencies and programs that serve, support and/or advocate on behalf of children and families.

B. DEVELOPMENT
This course is based upon an existing course.

C. AVAILABILITY
The course has been offered once a year during Fall Term.

D. PREREQUISITES
This course will require a junior status or the UNST 212  Family Studies S/NQ

2. COURSE OUTLINE.
Course Outline for CFS 493: Community Resources and Family Support
Instructor: Lola Lawson

Characteristics and Features of Community Based Family Support Programs
Parameters of Family Support Programs
Premises
Principles
Paradigmatic Bases
Practices
Professional’s Role in Family Empowerment
Commonalities and Diversity of Family Support Programs

Diversity Issues in Family Support
Assumptions of Culture, Power, Diversity, and Community
Cultural Self-Awareness and Cultural Competence
Defining Community
Diversity, Oppression, Power and Privilege
Family Support Practice and Issues Related to Cultural Diversity
Power and Diversity in Ecological Context
Equality and Equity in Family Support
Cross-Cultural Communication
Negotiating Cultural Democracy

Building Communities for Children and Families
Characteristics of Successful Programs
Impediments to Success
Systemic Factors
Transforming Neighborhoods

Course Readings:


3. GENERAL EDUCATION GOALS.
   A. COURSE CONTENT & SUITABILITY FOR CLUSTER

As one of the courses in the Family Studies Cluster, course content will build and expand on the Family Studies Sophomore Inquiry class by examining the theoretical framework of family support, investigate community resources for children and families in urban settings, study cultural diversity, cultural competence, and cultural democracy in family support programs and community services, and explore ways to improve the neighborhoods and communities in which children and families live.

B. UNST GOALS

   *Inquiry and Critical Thinking: Materials regarding family support theory will involve students’ use of inquiry processes. Readings will be analyzed and discussed. Differing positions related to family support theory will be examined and discussed.*

   *Diversity of Human Experience: There are many cultural issues embedded in family support programs and resources. Issues of entitlement, human welfare, and institutional bias will be considered throughout the course. Students will examine these issues as they reflect on their own biases. Power and diversity within specific community agency contexts will be considered through case studies and guest speakers.*

   *Communication: Small group discussions and group presentations will facilitate students’ development of oral communicative skills. Written assignments will contribute to students’ writing abilities.*

   *Social Responsibility: Materials on building neighborhood for children and families promote Social Responsibility. A final assignment in which students must examine community agencies and programs in the context of family support and cultural diversity, cultural*
C. CLASSROOM ENVIRONMENT
Teaching strategies employed in the course will be designed to facilitate students’ diverse learning styles. Multiple intelligences and learning experiences that encourage active learning will be used throughout the course. These active learning processes will encourage students to take responsibility for their own learning through pocket lectures, small group discussions, group presentations, in-class writing assignments, guest speakers, and written presentations.

PROPOSING FACULTY: Lola Lawson

COURSE TITLE AND NUMBER: CFS 493: Community Resources and Family Support

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): Carol A. Margrieve DATE: 10-29-02

CLUSTER COORDINATOR: Carol A. Margrieve DATE: 10-29-02

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2002
COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ____________________________ DATE: __________

CHAIR, UNST COMMITTEE: ____________________________ DATE: __________