

Class Hours: Mondays – Fridays; 10.00am-2pm (CCC Building, Room 207)

Instructor: Oluyomi A. Ogunnaike (Ph.D.)

Office: TBD: Room 448, CPS Building (Affected by Renovations)

Office Hours: By Appointment

Phone: 715-346-4742

COURSE TEXTS: (Updated Editions may be available for purchase)

✚ Grant, K.B. & Ray, J.A. (2013): *Home, School, and Community Collaboration: Culturally - Responsive Family Engagement*. 2nd Ed (2013)

✚ Morrison, G. S. (2012). *Early Childhood Education Today*. (12th ed.) Upper Saddle River, NJ: Pearson Education Inc.

✚ Supplementary Readings: Distributed in Class & on Electronic Reserve

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Course Description: This course examines types, history, challenges, and role of early childhood programs in the lives of families and children. Families, schools, and community agencies are also examined within the context of the past, present, and future challenges posed by poverty, diversity, child abuse, and globalization.

NOTE:

- Ⓢ This course is offered at both the UNDERGRADUATE (ECE 460 (1-3cr) & GRADUATE (ECE 460 - 4 credits) LEVELS.
- Ⓢ Those attending course regularly are required to complete readings and facilitate discussion.
- Ⓢ Regular attendance is required of everyone (except for the 1 credit participant)
- Ⓢ Assignments will differ; as such please pay careful attention to the required assignments per credit.

Essential Questions:

- ✓ What do you value? How do we take care of what we value?
- ✓ What are those social programs that every community must have for its children and families? Why are these programs important?
- ✓ Why should we care about families? How do the following topics support our efforts in understanding families? –*Family types, advocacy, poverty, and diversity?*
- ✓ How do the ideas proposed by Maslow and Epstein help us to understand and support the relationship between Home, School, & the Community?

Enduring Understandings:

- *We sustain what we value*
- *The well being of any community can be measured by the availability and accessibility) social programs that support families and children.*
- *To build a solid future for our children, we must first understand who, where and what matters to families.*

Students Learning Outcome

Student can identify and explain different types of social programs, families, challenges experienced by families, and how specific frameworks promote the support and engagement of families.

Students can explain and contrast the notions – “INVOLVEMENT versus ENGAGEMENT” of families by school, community, and programs.

Students will be able to identify and describe the relevance of Epstein’s Framework and Maslow’s Hierarchy to how homes, schools, and the community can engage and meet the needs of different families.

Students can identify and describe how specific factors or issues – e.g. poverty, media, & economy affect/influence parenting roles.

Students will design specific programs for children and families of various backgrounds, and explain how these programs meet a wide range of needs – special needs/disability, early childhood education, language learners, and others.

Students will engage in Action Research by designing a program or framework for resolving a problem or concern experienced by/in their communities – school, home, or neighborhood.

Meeting Dates & Time (Tentative)

Subject to Changes proposed by Participants June 20 – July 12

Dates: Weeks	Time & Venue	Class Activities
6/ 20 - 6/24	10.00-2.00; (CCC 207)	Course introduction, readings, assignments, & reflections
6/27-6/30	10.00-2.00; (CCC 207)	
7/1	No official meeting	Please use to complete assignments
July 4	NO CLASS	NO CLASS
7/5- 7/7	10.00-2.00; (CCC 207)	Assignments Share ideas on Project; Rest of class time used to prepare project
7/8	10-11	
7/11-7/12	10.00-2.00; (CCC 207)	Presentation of Proposals
7/15		<i>Final Project DUE</i> Mail or Submit into D2L Mailing Address: <i>Dr. Ogunnaike, CPS 448, SOE UW-SP, WI 54481.</i>

Expectations: Participants are expected to:

1. Attend class regularly

ATTENDANCE POLICY: Participants are responsible

- ✓ for informing me about any absence ahead of time
- ✓ for obtaining class materials discussed during the period of absence.

2. Participate in class discussions and activities. Participants are expected to share relevant experiences, observations, and reflections on class assignments and related topics.

3. Take turns in facilitating class discussions on daily topics by reading and integrating course articles and texts with relevant experiences, discoveries, thoughts, and ideas.

4. Work with others on group assignments and projects.

5. Type and submit class assignments in double - spaced format, Font 12, preferably in Garamond, OR Georgia

CREDITS and ASSIGNMENTS

Credits Enrolled	Assignments & Expectations
3 credits 1 credit = Project	-Complete <i>all assignments</i> ; -Mandatory Attendance & Participation
3credits	-Complete <i>all assignments</i> except Observation -Mandatory Attendance & Participation
2 credits	-Complete <u>Project</u> + Poverty Assignment OR Family Interview Attend Classes
1 credit	-Complete Project + Community Resources Assignment -Optional Attendance;

COURSE ASSIGNMENTS: To be completed by Participants

A. ALL Participants

Class Facilitation: In Individuals or Pairs, participants will facilitate class meetings and discussions on an assigned topic by reading relevant articles from texts, and/or academic journals. A form – “DAILY DISCUSSION GUIDE” (see Forms & Rubrics) has been prepared to guide this presentation. (Worth = 20 points)

B. ALL Participants

Weekly Reflections (Individual): Participants are required to prepare weekly reflections of about 2 - 3 pages on what was learned during the week. Consider the following in writing the weekly reflection:

- What did I learn that struck me or took me by surprise?
- Why did such knowledge affect me so strongly or otherwise
- How will I apply such knowledge in my work with families, children, community
- **Limit:** 1- 3 pages
- **Worth = 10 points each.**

C. *REQUIRED for 4cr Participants ONLY

Observation & reflection: Early Childhood Education Program of Interest (Individual; about 5 double space pages).

The purpose of this assignment is to give the participants the opportunity to actually visit a program of interest and / or that they are not familiar with.

Participants are required to do the following:

- ✓ Think of a particular program of interest to you
- ✓ Call, Visit, & Observe this program for at least 30 minutes
- ✓ During your visit, pay attention and ask questions about some of these **suggested components:** (a) environment, (b) toys/equipments, (c) adult – child interactions, (d) safety & health (e) parent participation policy
- ✓ Write down your observations
- ✓ Prepare a Paper on your observation by describing the following:

- i. An overview or summary of the type of program and the suggested components - *environment, toys/equipments, adult – child interactions, safety & health,*
- ii. How the program reflects (or does not) some of our discussions in class e.g. Maslow’s Hierarchy, Epstein, brain research, etc
- iii. Strengths of this program and how such benefit children and families
- iv. Your personal thoughts/reflections about the program

Due date = 6/29, 30 Worth = 20 points

D. * REQUIRED for ALL 2, 3, & 4 credit Participants

Mini-Research & Reflection: “Looking Poverty in the Eye: What I know and must do”
(Individual; about 5 double space pages).

The purpose of this assignment is to examine “poverty” to the best of your ability in order to know how to deal with it in your classroom and interactions with children and families. To complete this assignment, the participant must:

1. **Conduct research** on the topic of Poverty by doing the following:
 - i. Consult at least 4 articles (**published between 2010 and 2016**). Examples of a few websites of academic journals include www.ascd.org; www.nccp.org; www.kappanmagazine.org; OTHER WEBSITES include
 - o Urban Institute,
 - o Child Trends
 - o Children’s Defense Fund;
 - ii. At least 2 articles from Magazines or Newspapers;
 - iii. Literature - Children’s book (e.g. *Fly Away Home*. By Eve Bunting) and/or Adult novel;
2. **Questions to ask yourself** in preparing the paper:
 - a. **Definition:** What exactly is “poverty”? Provide a working definition, characteristics or traits, population, percentages of children, adults, families, etc;
 - b. **Influence of Poverty?** How does poverty affect the home, school, community, and social programs?
 - c. **Solution:** What are those “*practical, serious, down-to earth, no lip service*” STEPS or PRACTICES that I must implement in my classroom to combat the impact of poverty in the lives of children and families?
 - d. Feel free to include other comments, ideas, & thoughts about poverty.
 - e. References: Cite this using APA style e.g. Author, year, Title, Publisher
3. **Paper:** Prepare a typed paper, not more than 5 double-space pages (Font size 12, Georgia or Garamond) on the above. Be sure that your paper follows the APA Style (check www.apa.org).
4. **NOTE:** Please follow the above instructions in preparing your paper. Doing this facilitates how your paper is graded.
5. **Due date = 7/ 5 Worth = 30 points**

E. ALL Participants (Except 1 & 2 credits)

Learning about Diverse Families in the US: Individual Reflections

Families play a significant role in any society, especially, in America, where the fabric of family keeps changing. To further understand families, participants will do the following:

- ✓ Choose any type of family of “diversity”/ different -a few examples - *single parent (mom or dad), stay-at-home dad, immigrant family, blended family*
- ✓ Read at least 2 articles about the family of your choice
- ✓ Identify common biases or stereotypes commonly associated with this type of family
- ✓ Design questions or talking points to guide your conversation or interview with the family
- ✓ Find and interview *anyone belonging to your family of choice*
- ✓ What are your personal thoughts about such biases and how would you ensure that such biases are NOT perpetuated in your program/classroom
- ✓ Prepare a paper based on the above

Due date = 6/27 & 6/28 Worth = 30 points

F. ALL Participants

Community Resources: Interview & Information (Individual or Pair)

Participants are required to do the following:

- a). Locate at least 2 Community Agencies in your area & write their names;
- b). Conduct an interview with either the Director or an Employee on the following:
 - *How long has your agency been in operation;*
 - *What are the various types of Resources or Services provided to the Home, Schools or other Programs, & the Community;*
 - *How does your agency relate to FAMILIES, SCHOOLS, & the COMMUNITY in your areas of service;*
 - *What are some of the challenges affecting these relationships and the Quality of the Services?*
- c). Write up your findings and be ready to present in class.

Please Note: This assignment will be graded in class based on clarity of information and connection to class discussions.

DUE date = 7/7 Worth = 10 points

G.

Final Project (Individual) **All Participants will complete this assignment**

Each participant is required to design a Program or engage in ACTION RESEARCH to meet a need or needs in your classroom, community, etc. Such a program or topic should be

- Interesting to you
- High Likelihood of being implemented in your classroom, school, or community.

Past programs and workshops have been designed to *foster parent involvement, address poverty, recruit and train caregivers, and enrich literacy.* Detailed information about the Project is provided in the Project Section of this syllabus. **(Worth = 50 points) Due on 7/15.**

ASSIGNMENTS: DATES, GRADE, & EVALUATION TENTATIVE

NOTE: *Please inform me if there are problems or concerns about the dates and assignments.*

Assignments	WHO	Due Date	Points
Weekly Reflections	ALL participants	6/24 7/1, & 7/8	30
Class Facilitations	ALL participants	Daily	10
Community Resources	ALL participants	7/7	10
Program of Interest Observation	ONLY 4 credits participants	6/29 & 6/30	20
Families in the US	ALL participants except 1 & 2 credits	6/27 & 6/28	30
Mini research on Poverty	ALL participants except 1 credit	7/5	30
Final Project: Presentation of Ideas	ALL participants	7/11; 7/12; DUE = 7/15	50
Participation & Attendance	ALL participants		20
TOTAL			180/200 points

Final grades will be prepared & adjusted based on the **# of credits and guided by the following scale**

COURSE EVALUATION/GRADING

- 191 - 200 = A
- 181 - 190 = A-
- 171 - 180 = B+
- 161 - 170 = B
- 151 - 160 = B-
- 141 - 150 = C+
- 131 - 140 = C
- 121 - 130 = D
- 120 < = F

3 credits & Less

Assignments	WHO	Due Date	Points
Weekly Reflections	ALL participants	6/24 7/1, & 7/8	30
Class Facilitations	ALL participants	Daily	10
Community Resources	ALL participants	7/ 7	10
Research on Poverty	Credits 2 >	7/5	30
Families in the US	3 credits	6/27 & 6/28	30
Final Project		7/11 & 7/12 7/15	50
Participation & Attendance	ALL participants		20
TOTAL			180 points

COURSE EVALUATION/GRADING

3 credits

- 171 - 180 = A
- 161 - 170 = A-
- 151 - 160 = B+
- 141 - 150 = B
- 131 - 140 = B-
- 121 - 130 = C+
- 111 - 120 = C
- 100 < D

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1 or 2 credits

- 91 - 100 = A
- 81 - 90 = A-
- 71 - 80 = B+
- 61 - 70 = B
- 51 - 60 = C

SUGGESTED WEB SITES & TOPICS

- www.ecdgroup.com (**early childhood/family issues**)
- <http://www.nhsa.org/> (Head Start Information)
- <http://www.acf.hhs.gov/programs/ohs> (More on Head Start)
- <http://capservices.org/> (CAP Services - oversees Head Start in WI)
- <http://www.nifa.usda.gov/nea/family/family.cfm> (Child Care)
- www.chidrensdefense.org(**policy on children- Welfare, Head Start**)
- www.naeyc.org (National Association for the Education of Young Children)
- www.aecf.org
- <http://www.urban.org/>
- <http://www.edutopia.org/>
- <http://www.childtrends.org/>
- www.dec-sped.org
- www.earlychildhood.com/
- www.welfareinfo.org
- www.futureofchildren.org
- www.ChildCareExchange.com
- <http://dcf.wisconsin.gov/childcare/licensed/Index.HTM> (Licensing Rules)
- <http://dcf.wisconsin.gov/youngstar/default.htm> (Young Star Program)
- www.fpg.unc.edu/~ecers) (**Information about ECERS-R**)
- <http://ectacenter.org/> Early Childhood Technical Assistance Center for Special Education
- <http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html> (Social Stories for building socio-emotional competence)
- <http://www.collaboratingpartners.com/social-emotional-competence-resources.php> (SEFEL matters)
- <http://www.collaboratingpartners.com/> (WI State Resources on Children's Overall Health & Devpt)

RESOURCES

CHILD CARE ENVIRONMENTS: RESOURCES

Child Care Centers:

- i. Becky @ 346 – 4370; HRG-UCLCC, Delzell Hall, UWSP
- ii. Roxanne Forrest @ 342-2980; YMCA Programs

Family Child Care Homes:

Tari Wallner, 341-7750
Sharon Mras; 341 – 6927 (close to campus)

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Community Agencies: Phone Numbers & Description.

Here are names of some Community Agencies you might want to contact. Please feel free to find other agencies that are related to your topic of interest.

YMCA: Emphasizes character development through caring, honesty, respect & responsibility.

Address: 1000 Division Street, S-P (342-2980)

PORTAGE COUNTY HEALTH & HUMAN SERVICES DEPT: Provides a variety of services geared towards enhancing a better lifestyle. Services include intervention, family counseling, respite care, elderly care & developmental disability program.

Address: 817 Whiting Avenue, S-P. [345 - 5350]

FAMILY CRISIS CENTER: Intervention program that deals with domestic abuse, adolescent crisis, and other personal crises.

Address: 1616 West River Drive, S-P. (345 - 6511)

CAP (Community Action Programs) SERVICES: A network of local organizations that provide a variety of services to low-income population. Examples of services include Education (Head Start), Economic & Business Development, and Transitional Housing.

Further information contact CAP Services @ 343-7539

Course Outline: Subject to Change

Date & Topic	Readings	Class Activities	Assignments
<p>6/20 EC Programs: Teaching & Learning with Children: Foundations: NAEYC Standards & Theories</p>	<p><u>Morrison TEXT:</u> -Chaps 1, 5 & 6 <u>E-Reserve article:</u> <i>-Rethinking EC Environments – Curtis & Carter -</i></p>	<p>Shared Reading & Connections to Topic; What do we value?</p>	
<p>6/21 Children and Programs: Characteristics of Devpt & Growth @ different ages: -Infants & Toddlers -Preschool, -Kindergarten -Primary</p>	<p><u>Morrison Text:</u> -Ch 9 –Infants & Toddlers - Ch 10- Preschool, & E-Reserve articles: “The Most Important Grade” (Barnett & others) “Begin with Preschool” by Guilfoyle (2013) - Ch 11-Kindergarten - Ch 12 –Primary</p>	<p>Shared Reading & Connections to Topic; What do we value?</p>	<p>Share DCF Website on Family Child Care & Center Share Early Intervention Site – WI Department of Health Services (DHS)</p>
<p>6/22 Child Care Programs : Family Child Care Home & Child Care Centers. -Early Intervention</p>	<p>http://dcf.wisconsin.gov/childcare/licensed/rules.htm. Child Care Regulations: Family & Group https://www.dhs.wisconsin.gov/birthto3/index.htm FABLE; DHS website (<i>Google -Wisconsin + Birth To Three</i>)</p>	<p>Guest Speaker Family Child Care provider (Visits on 6/24) Class Discuss: -Qualifications, -Safety, -Group Size, -Health</p>	
<p>6/23 Brain Research & Learning Environments WMELS, Young Star</p>	<p><u>E-Reserve readings:</u> i.- Is your program brain-compatible by Phipps – ii.-Update on Brain Research– by Pam Schiller – iii. Applying brain research to create EC programs– by Rushton & Juola – Rushton.</p>	<p>Shared Reading & Connections to Topic; =What do we value?</p>	<p>Print chart on Home Visit for 6/24</p>

Date & Topic	Readings	Class Activities	Assignments
<p>6/24</p> <p>-Socio-emotional Competence (SCEFEL)</p> <p>Child Abuse</p> <p><i>Learn about Home Visits</i></p>	<p>www.collaboratingpartners.com Vanderbilt University;</p> <p>Tape on Child Abuse?</p> <p>Watch Video on Home Visit</p> <p><u>*GS: Family Child Care Provider visits</u></p> <p>TEXT- Grant & Ray (2013) <u>*page 285 –287</u> Watch the video (see below) on <i>Home Visit</i> *www.pthvp.org <i>Home visits & academic parent-teacher teams: A winning combination</i></p>	<p>Guest Speaker from “Child Caring”?</p> <p>Watch tape on Child Abuse; Home Visit</p> <p><i>Home Visit</i> *www.pthvp.org</p>	<p>Find and read an article about: -Head Start -Early Head Start</p>

SECOND WEEK

Date & Topic	Readings	Class Activities	Assignments
<p>6/27</p> <p>-Head Start, Early Start;</p> <p>-Overview: Family & Framework for HSC Connection: Bronfenbrenner, Epstein, & Maslow;</p> <p><u>Find a picture of Maslow's Hierarchy of Needs</u></p>	<p>Morrison Text: Chap 8 - p. 197- 208; OR 201 -216</p> <p>- Find, Read, & Review an article on <u>Early Head Start</u></p> <p><u>FAMILIES:</u> E-Reserve : <i>Today's families :: Who we are'</i>. (King & Haugen, 2013)p.46-52</p> <p>Grant & Ray : Chap 1 - 'Family Engagement & the Responsive Educator' pages 14 -25;</p> <p>Chap 2 - 'Theories & Models for Family Engagement' pages 37 -40 ; 45-48</p>	<p>Shared Reading & Connections to Topic;</p> <p>What do we value?</p> <p>=====</p> <p>-Come up with Qs for GS</p> <p>-Guest Speaker</p> <p>Discuss:</p> <ul style="list-style-type: none"> o Home Visit o Theories & Framework 	<p>Interviews with Families</p>
<p>6/28</p> <p>Working with families</p>	<p><i>Family Involvement'</i> by Suoto-Manning, 2010, Young Children.</p> <p>- "Involvement or engagement"? by Ferlazzo, May 2011, Educ Leadership</p> <p>-<i>Family partnerships that count: How can schools meaningfully engage families in supporting student learning'</i> Allen, 2008;</p> <p>-<i>Family gatherings that build partnerships.</i> Floyd 2013; 61-63</p>	<p>Shared Reading & Connections to Topic;</p> <p>What do we value?</p> <p>=====</p> <p>-Watch VIDEO: "<u>Cultivating roots - Home/School partnerships</u>" (NAEYC # 870)</p>	<p>Interviews with Families</p>

Date & Topic			
<p>6/29 Families: Types, Influence, & Challenges</p>	<p>-<i>“Supporting Transnational Families”</i> by Cho, Chen, Shin (2010), <i>Young Children-E-Reserve</i> i. “Learning from Latino Families” Susan Auerbach (2011).</p> <p><i>Facilitators find & review articles on the ff:</i> -Hmong Families -Hispanic Families</p>	<p>Shared Reading & Connections to Topic; What do we value?</p>	<p>Program observation</p>
<p>6/30 Culture, diversity & Involvement</p>	<p>TEXT: Grant & Ray (2013) Chapter 5 “Culturally-diverse families”</p> <p>-<i>Learning in an Inclusive Community</i>- Sapon-Shevin</p> <p>-<i>Circle of Caring</i> by Susan Zimmerman-Orozco(2011)</p> <p><u>Optional Readings</u></p> <p>ii. “The Culturally Responsive Teacher” Villegas & Lucas (2007)</p>	<p>Shared Reading & Connections to Topic; What do we value?</p> <p>Watch DVD on Engaging families in your diverse community” ASCD</p>	<p>Program Observation</p>
<p>7/1 & 7/4</p>	<p>NO CLASS</p>		

THIRD WEEK:

Date & Topic	Readings	Class Activities	Assignments
<p><u>7/5</u> <u>Family/Parenting Challenges:</u> Poverty</p>	<p>TEXT- Grant & Ray (2013) Chapter 6-“Students of families in transition” Chapter 7 - “Families overcoming obstacles” E-Reserve: “<i>Looking out, looking in: A partnership approach</i> -----“ Pushor, 2011;</p>	<p>Shared Reading & Connections to Topic; What do we value?</p>	<p>Poverty Assignment</p>
<p><u>7/6</u> Home-School-Community Relationships Focus: Effective Communication Strategies & Advocacy</p>	<p>TEXT- Chap 10 - “Teacher as communicator facilitator” Chap 12- “Teacher as a Family Resource & Advocate” <u>p.292-298</u></p>	<p>Shared Reading & Connections to Topic; What do we value?</p>	
<p><u>7/7</u> Programs in our community</p>	<p><u>E-Reserve/D2L</u> <u>Articles:</u> -“<i>Supporting early school success</i>.” (Daniels, 2011) -<i>Road Map for a dream</i> (Fenlon, 2011)</p>	<p>Shared Reading & Connections to Topic; What do we value? Guest Speaker - BBBS</p>	<p>Presentations of Community Resources</p>
<p><u>7/8</u></p>			<p>TIME TO WORK ON PROJECTS</p>

FOURTH WEEK

Date & Topic	Readings	Class Activities	Assignments
<u>7/11</u>		Present Final Project (Proposal/Draft)	
<u>7/12</u> <u>7/15</u>		Present Final Project (Proposal/Draft)	Last Day of Class; Project DUE on 7/15/16. -Into D2L OR mail Dr. Ogunnaike, CPS 448, School of Education, UWSP, WI 54481

**ECED 460- Home, School, Community Agencies – PROJECT (1credit)
ALL Participants.**

*NOTE: A PROSPECTUS (see *Forms & Rubrics* document) has been provided to guide you in completing this assignment.

Introduction

This portion of the course provides opportunities for flexibility and innovation. Having discussed various types of programs, families, and community agencies, each participant is required to **design a Program** or **engage in Action Research on a chosen topic** that meets a need or needs.

PROJECT FORMAT: Each participant is free to choose **ONE** of the following formats for his or her final project:

A Action Research & Paper:

- Purpose is to explore solutions to a specific need or problem experienced by the participant or others parents, caregivers, teachers, social workers, administrators, etc.,
- What you do: Make sure that there is a concrete issue or need; Conduct research (2009 – 2016) on this chosen need, gather relevant information, use the information to create the solution within a developmentally-appropriate framework; Be willing to share solution with your audience. Mode of presentation may include any or all of these: Smart board, regular Power Point Slides, etc.
- Submit a brief paper that describes the problem or need, rationale for resolving the problem, summary of research findings that addressed the problem, and the solution.

Action Research: CONSIDER the following in preparing a Proposal for Making Changes

- Consider an issue, concern, or problem
- Describe at least three to four research - based reasons for choosing this topic – back up these reasons with research findings; cite the research in APA style e.g. Ferling A.J. (2010). *The most important job in the world -parenting*. Young Children, (19), 6-10.
- How do you propose to share your ideas about resolving this issue or concern? Will you hold interviews, or focus groups?
- How will you share the information actively – involve others? Begin with a DVD clip? Integrate slides on others’ perspectives on the topic, power point slides? Brochure & Folder of relevant information for participants? Will you conduct a Survey to learn how participants received the information and other important feedback?

B. Program & Paper: Design of a Program for families, children, & community – research, blueprint, name of the new program.

- Purpose is to design a program of interest to you.
- What you do: **Identify** a program you wish to design; **Provide three to four research based reasons** for designing this program; **create a blueprint of your**

- program**– facilities, population, curriculum, philosophy, program content; hour of operation, daily schedule, etc. Identify the benefits of your program
- Submit a paper that describes your program – name, reasons for designing such a program, facilities, philosophy, population, and benefits of program.

PROGRAM: Consider the following in designing a Program

- Choose a program that (i) *you are passionate about but does not exist* or (ii) *exists but not to your liking*
- Write down at least 3 –4 research based reasons for choosing to design this program; cite the research in APA style e.g. Ferling A.J. (2010). *The most important job in the world -parenting*. *Young Children*, (19), 6-10.
- How will you design your program to meet the needs of children and families in present day America?
- Be ready to include the following information in your final paper: Name of program, rationale, program philosophy, population served, staff & qualifications, services provided, and benefits. Share a blueprint of what the program looks like in class. You may wish to prepare a brochure about your program.

Paper should be prepared in this particular order with the relevant information:

- ✓ Topic of Action Research OR Name of Program
- ✓ Introduction: Define the Topic or Program; describe the purpose of Topic or Program in the lives of children, families, and community; along with three to four research based reasons for engaging in Action Research OR designing a Program. Reasons must be based on research (2009 – 2016).
- ✓ Describe the Process of Completing the project –e.g. how did you prepare the plan to meet the needs through Action Research and the design of your Program – rationale, facilities, population, etc
- ✓ Benefits of Workshop or Program to children, families, and community
- ✓ Personal Reflection on the assignment
- ✓ References Used (APA Style)

Paper: Should be:

- ✓ Typed: double-space on your assignment
- ✓ Font size 12, in either Georgia or Garamond)
- ✓ Follow the APA Style (check www.apa.org)

Final Submissions are as follows:

- ✚ **PROGRAM-** Rubric & Paper
- ✚ **ACTION RESEARCH-** Rubric & Paper

Rubric is in the *Forms & Rubrics* document

PARTICIPANTS

Please write your name, (# of credits e.g. 1, 2, 3, 4), & address and # where you can be reached.

Name & (*# of credits*)

Address & Phone Number

PARTICIPANTS

Please write your name, (# of credits e.g. 1, 2, 3, 4), & address and # where you can be reached.

Name & (*# of credits*)

Address & Phone Number