GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 1.10.22	2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) PROPOSED COURSE: Prefix: PSY Number: 123 Title: Psychology of Parenting Credits: 3
CROSS LISTED WITH:

Prefix: Number: **;** Prefix: Number: **;**
Prefix: Number: **;** Prefix: Number: **;**
Prefix: Number: **;** Prefix: Number: **.**

4.) COMMUNITY COLLEGE INITIATOR: ALISA BEYER PHONE: 480-857-5537 EMAIL: alisa.beyer@cgc.edu

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY**:** The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
<u>Core Areas</u>: **Social-Behavioral Sciences (SB)**   <u>Awareness Areas</u>: **Select awareness area...**

6.) REQUIRED DOCUMENTATION
☒ Cover Form
☒ Course Syllabus
☒ Course Description
☐ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☐ DEC   prefix ☒ Elective

Current General Studies designation(s):

Requested Effective date: **2022 Fall**   Course Equivalency Guide

Is this a multi-section course?   Yes

Is it governed by a common syllabus? Yes

Chair/Director: DENNIS ABRY, PSYCHOLOGY IC CHAIR   Chair/Director Signature:
          IC Response Received 1/19/2022

AGSC Action: Date action taken: ☐ Approved   ☐ Disapproved

Effective Date: **Select semester**

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

		ASU--[SB] CRITERIA	
**A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.**
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	syllabus
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY Psychology	syllabus
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
PSY	123	Psychology of Parenting	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course focuses on the demonstration and application of psychological principles and the development and guideance of children and adolescents. The course emphasis is on understanding children, developmental changes, and how these changes relate to caring for and promoting development through parent-child interactions. The course covers science-based practices for parenting and awareness of factors that impact parenting.	The Maricopa Community Colleges course description reads as follows This course focuses on the demonstration and application of psychological principles and the development and guideance of children and adolescents. Readings that follow the criteria include: Process of Parenting (Brooks) chapter 1: Parening is a Process Chapter 3: cultural influences of parenting Chapters 6-12: parenting at developmental stages from becoming parents to parenting adults Chapters 13-15: parenting in varying life circumstances Class also includes selected chapter readings from Kadzin and Dinkmeyer et al on practical parenting tips based on research Assignment that illustracts how thie course meets this criteria include: Application discussion board activities that include case studies/scenarios, exams, and final reflection paper

2-course emphasis	course catalog description: The demonstration and application of psychological principles to parenting and the development and guidance of children and adolescents.	The MCCD Official Course Comptetencies support the criteria emphasizing the study of social behavior:
		1. Identify the basic aspects of psychological development of the normal child and adolescent. (I)
		2. Describe main ideas in current research regarding the connections between neurological development and parenting, including but not limited to attachment, parent-child relationships, and the ability to regulate emotions. (I)
		3. Analyze effective methods of communicating with children, teens, and other family members. (II)
		4. Analyze various parenting styles and their effect on the growth, development, and functioning of children and adolescents. (II)
		5. Explore how parenting behaviors, practices, and strategies affect the social/emotional development and functioning of children and adolescents. (II)
		6. Describe parenting within different types of contemporary families (such as single, divorced, blended, gay/lesbian, immigrant, and military families). (II)
		7. Examine possible practices and available resources for parenting children with special needs, which may include consideration of gifted children and children with special needs. (III)
		8. Describe the characteristics and strategies for parenting children in routine situations, such as illness, sibling issues, or school problems. (III)
		9. Discuss the intersections of parenting and school. (III)

		10. Explore the characteristics and strategies for parenting during traumatic events such as major illness, death, divorce, abuse/violence, and disasters. (III) 11. Discuss current social, cultural, and economic issues that impact contemporary families and parenting today. (IV) 12. Reflect about parenting in real-life situations using the theory and practice provided in the course. (I-IV) Course readings cover these different areas Assignments that illustrate how the course meets this criteria include: Discussion Board assignments Exams Final Reflection Paper

3-distinct knowledge	The course primarily emphasizes understanding psychological development of normal child and adolescent, parenting duirng each developmental period including aspects of attachment, parenting practices including communication and family systems, contextualizing parenting, along with examining other system factors like culture and society.	The MCCCD Official Course Competenices follow this course outline:
		
		Course Outline:
		I. Psychological development of the normal child and adolescent
		  A. General stages of development from birth to early adulthood
		  B. Parenting and stages of development
		  C. Attachment
		II. Foundations of parenting
		  A. Communication
		  B. Parenting styles
		  C. Parenting behaviors, practices, and strategies
		  D. Family systems
		III. Parenting in context
		  A. Children with special needs
		  B. Routine situations
		  C. School
		  D. Traumatic events
		 IV. Social, cultural, and economic factors in parenting
		  A.Impact of socioeconomic status (SES) on parenting
		  B.Impact of societal inequities on parenting
		  C. Diversity as protective factor in parenting

| | | The course also outlines the following course competencies: The MCCD Official Course Comptetencies support the criteria emphasizing the study of social behavior: 1. Identify the basic aspects of psychological development of the normal child and adolescent. (I) 2. Describe main ideas in current research regarding the connections between neurological development and parenting, including but not limited to attachment, parent-child relationships, and the ability to regulate emotions. (I) 3. Analyze effective methods of communicating with children, teens, and other family members. (II) 4. Analyze various parenting styles and their effect on the growth, development, and functioning of children and adolescents. (II) 5. Explore how parenting behaviors, practices, and strategies affect the social/emotional development and functioning of children and adolescents. (II) 6. Describe parenting within different types of contemporary families (such as single, divorced, blended, gay/lesbian, immigrant, and military families). (II) 7. Examine possible practices and available resources for parenting children with special needs, which may include consideration of gifted children and children with special needs. (III) 8. Describe the characteristics and strategies for parenting children in routine situations, such as illness, sibling issues, or school problems. (III) 9. Discuss the intersections of parenting and school. (III) 10. Explore the characteristics and strategies for parenting during traumatic events such as major illness, death, divorce, abuse/violence, and disasters. (III) 11. Discuss current social, cultural, and economic issues that impact contemporary families and parenting today. (IV) 12. Reflect about parenting in real-life situations using the theory and practice provided in the course. (I-IV) Assignments that illustrate how the course meets this criteria include: Discussion Board assignments that include case studies/scenarios Exams Final Reflection Paper |

4	This course provides historic perspectives regarding parenting styles, it is based in evidenced based practives/empirical research. The course integrates research in neuroscience, culture, cognition, affect, communication, and behavioral perspectives using empirical findings.	The MCCD Official Course Comptetencies support the criteria emphasizing the study of social behavior: 1. Identify the basic aspects of psychological development of the normal child and adolescent. (I) 2. Describe main ideas in current research regarding the connections between neurological development and parenting, including but not limited to attachment, parent-child relationships, and the ability to regulate emotions. (I) 3. Analyze effective methods of communicating with children, teens, and other family members. (II) 4. Analyze various parenting styles and their effect on the growth, development, and functioning of children and adolescents. (II) 5. Explore how parenting behaviors, practices, and strategies affect the social/emotional development and functioning of children and adolescents. (II) 6. Describe parenting within different types of contemporary families (such as single, divorced, blended, gay/lesbian, immigrant, and military families). (II) 7. Examine possible practices and available resources for parenting children with special needs, which may include consideration of gifted children and children with special needs. (III) 8. Describe the characteristics and strategies for parenting children in routine situations, such as illness, sibling issues, or school problems. (III) 9. Discuss the intersections of parenting and school. (III) 10. Explore the characteristics and strategies for parenting during traumatic events such as major illness, death, divorce, abuse/violence, and disasters. (III) 11. Discuss current social, cultural, and economic issues that impact contemporary families and parenting today. (IV) 12. Reflect about parenting in real-life situations using the theory and practice provided in the course. (I-IV) Readings include: Readings that follow the criteria include: Process of Parenting (Brooks) chapter 1: Parening is a Process Chapter 3: cultural influences of parenting Chapters 6-12: parenting at developmental

		stages from becoming parents to parenting adults
		Chapters 13-15: parenting in varying life circumstances
		Class also includes selected chapter readings from Kadzin and Dinkmeyer et al on practical parenting tips based on research
		Assignments that illustrate how the course meets this criteria include:
		Discussion Board assignments that include integration of research with application based scenarios
		Exams
		Final Reflection Paper

Psychology of Parenting

Course: **PSY123**

First Term: **2022 Fall**
Final Term: **Current**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load
Course Type: **Academic**
Load Formula: **S - Standard Load**

Description: The demonstration and application of psychological principles to parenting and the development and guidance of children and adolescents.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Identify the basic aspects of psychological development of the normal child and adolescent. (I)
2. Describe main ideas in current research regarding the connections between neurological development and parenting, including but not limited to attachment, parent-child relationships, and the ability to regulate emotions. (I)
3. Analyze effective methods of communicating with children, teens, and other family members. (II)
4. Analyze various parenting styles and their effect on the growth, development, and functioning of children and adolescents. (II)
5. Explore how parenting behaviors, practices, and strategies affect the social/emotional development and functioning of children and adolescents. (II)
6. Describe parenting within different types of contemporary families (such as single, divorced, blended, gay/lesbian, immigrant, and military families). (II)
7. Examine possible practices and available resources for parenting children with special needs, which may include consideration of gifted children and children with special needs. (III)
8. Describe the characteristics and strategies for parenting children in routine situations, such as illness, sibling issues, or school problems. (III)
9. Discuss the intersections of parenting and school. (III)
10. Explore the characteristics and strategies for parenting during traumatic events such as major illness, death, divorce, abuse/violence, and disasters. (III)
11. Discuss current social, cultural, and economic issues that impact contemporary families and parenting today. (IV)
12. Reflect about parenting in real-life situations using the theory and practice provided in the course. (I-IV)

MCCCD Official Course Outline

I. Psychological development of the normal child and adolescent
   A. General stages of development from birth to early adulthood
   B. Parenting and stages of development
   C. Attachment
II. Foundations of parenting
   A. Communication
   B. Parenting styles
   C. Parenting behaviors, practices, and strategies
   D. Family systems
III. Parenting in context
   A. Children with special needs
   B. Routine situations
   C. School
   D. Traumatic events
IV. Social, cultural, and economic factors in parenting
   A. Impact of socioeconomic status (SES) on parenting
   B. Impact of societal inequities on parenting
   C. Diversity as protective factor in parenting

MCCCD Governing Board Approval Date: **June 22, 2021**

Psychology of Parenting

PSY-123

FALL 2021   Section 15751   3.00 Credits   08/23/2021 to 12/17/2021   Modified 11/22/2021

🕐 Meeting Times

Location	Delivery	Dates	Days	Times
CGCC Internet Online	Online	8/23/2021 - 12/17/2021	N/A	N/A

Course Contact Hours

Weekly
Online

This online course is equivalent to a 3-credit course offered in person. If this course were conducted in person it would be scheduled to meet for 45 clock hours and students would be expected to commit to at least 60 additional hours (105 hours total) for reading and completing assignments. If you are not prepared to dedicate at least 105 hours to this course— you may want to reconsider your enrollment. Most students who have taken PSY123 report spending approximately 4-5 hours per week on reading and assignments.

👤 Contact Information

Faculty Instructor: Dr. Alisa Beyer

Email: alisa.beyer@cgc.edu
Office: EST 234
Phone: 4808545537
Website: https://sites.google.com/cgc.edu/abeyer/home (https://sites.google.com/cgc.edu/abeyer/home)

Communication Policy: Please use the Inbox within Canvas to contact me. If Canvas is down or you need an alternative email, you can use my CGCC email address. Be sure to label all messages as Course Prefix/Number.

I will respond within 24 hours Monday through Friday. If I am working on the weekends and holidays, I will respond within 48 hours.

For questions that may be of general interest to the class, please use the general course discussion board in Canvas. Please send me a message in Canvas with specific questions about the class, or regarding personal matters. Do not hesitate to contact me whenever you have concerns about your progress, or if you need help.

Student check-in office hours

Tuesday 10-11:15 am (EST 234 & Webex)

Wednesday 10:30-11:45 am (EST 234 & Webex)

Thursday 11:30 am -1:15 pm (EST 234 & Webex)

You can come to campus for these times or join via a virtual meeting in Webex (click on link).

Student guide to webex (https://docs.google.com/document/d/1i4suJA4x6amjYjwn1Jko4alQLXm1_FlC4ZCPy6sgJSo/edit?usp=sharing)

Office Hours

Student Check-In Evening Option
Tuesday, 6:15 PM to 6:45 PM, https://maricopa.webex.com/meet/abeyer

https://maricopa.webex.com/meet/abeyer (https://maricopa.webex.com/meet/abeyer)

meeting room: 146 453 5439

OR Join by phone +1-408-418-9388 Access code: 146 453 5439

If you are unable to meet in Webex, please let me know and we can do a call. If you are joining webex, you may just do audio if you prefer. I also have office hours other days of the week. You can make an appointment. If these times do not work for you, please go to https://psy-beyer.youcanbook.me/ (https://psy-beyer.youcanbook.me/)

🖥 Course Description

The refund date for this section of the course is Monday August 30, 2021.

MCCCD Official Course Description
The demonstration and application of psychological principles to parenting and the development and guidance of children and adolescents.

Requisites

MCCCD Official Course Requisites

◎ Course Competencies

MCCCD Official Course Competencies
1. Identify the basic aspects of psychological development of the normal child and adolescent.
2. Describe main ideas in current research regarding the connections between neurological development and parenting, including but not limited to attachment, parent-child relationships, and the ability to regulate emotions.
3. Analyze effective methods of communicating with children, teens, and other family members.
4. Analyze various parenting styles and their effect on the growth, development, and functioning of children and adolescents.
5. Explore how parenting behaviors, practices, and strategies affect the social/emotional development and functioning of children and adolescents.
6. Describe parenting within different types of contemporary families (such as single, divorced, blended, gay/lesbian, immigrant, and military families).
7. Examine possible practices and available resources for parenting children with special needs, which may include consideration of gifted children and children with special needs.
8. Describe the characteristics and strategies for parenting children in routine situations, such as illness, sibling issues, or school problems.
9. Discuss the intersections of parenting and school.
10. Explore the characteristics and strategies for parenting during traumatic events such as major illness, death, divorce, abuse/violence, and disasters.
11. Discuss current social, cultural, and economic issues that impact contemporary families and parenting today.
12. Reflect about parenting in real-life situations using the theory and practice provided in the course.

📊 Program & General Education Outcomes

Student Learning Outcomes

The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: communication, critical thinking, literacy, and personal development. Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.

For this course, we are focusing on personal development. You have some assignments that will be connected to personal development and used for college-wide assessment purposes.
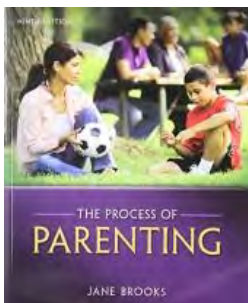
📖 Materials

The Process of Parenting (Required)
9th edition
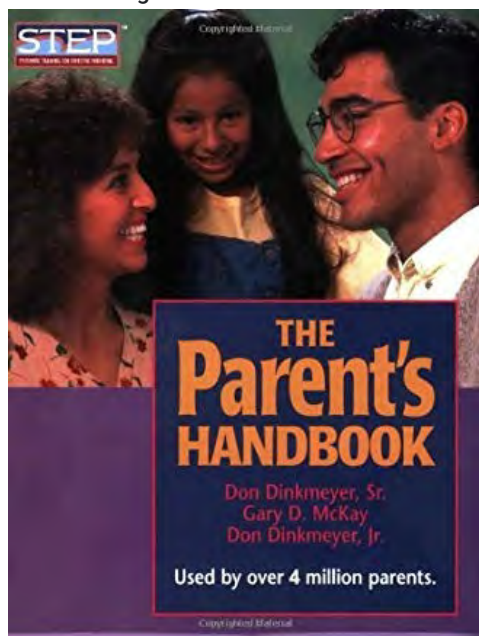ISBN: 9780077469184
Author: Brooks

Parent's Handbook (Required)

2008
ISBN: 9780979554209
Author: Dinkmeyer, McKay, & Dinkmeyer
we are using the Parent's Handbook around week 10 - purchase before week 10

Scholarship for Required Course Materials

If you are experiencing an unanticipated financial hardship and expect that it might interfere with your ability to secure a text for this class, please let your instructor know immediately. The Office of Student Affairs has scholarship funding available for textbooks and other daily living necessities (https://www.cgc.edu/news/2020/when-you-need-help-some-basic-needs-we-are-here-you). Please inform your instructor of your situation before the second class session. You may also contact Yvette Strickling, Program Analyst, Student Rights and Responsibilities, directly at 480-857-75188 or yvette.strickling@cgc.edu for assistance.

Third-Party Learning Tools

In this course, we will use [LIST ALL THAT APPLY] as a web-based 3rd party tool(s) to complete or participate in assignments, activities and/or access course materials. Students may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at risk of disclosure.

Third-party Tool	Terms of Usage Link	Accessibility Statement
Canvas LMS	Canvas LMS Terms of Use	Instructure Accessibility Statement
Turnitin	Turnitin Terms of Service	Turnitin Accessibility Statement
Respondus Lockdown Browser	LockDown Browser Terms of Use	Lockdown Browser and Respondus Monitor Accessibility

Using LockDown Browser for Online Exams

This course requires the use of LockDown Browser for online exams, tests or quizzes in Canvas. Watch this short video Introduction to Respondus LockDown Browser for Students (https://youtu.be/XuX8WoeAycs?t=28) to get a basic understanding of LockDown Browser. Make sure to plan ahead. Do not wait until the last minute to download the necessary software.

Download and install LockDown Browser from this link: http://www.respondus.com/lockdown/download.php?id=723113063 (http://www.respondus.com/lockdown/download.php?id=723113063)

Note: Don't download a copy of LockDown Browser from elsewhere on the Internet; those versions won't work at our institution. To take an online test, start LockDown Browser and navigate to the exam in Canvas. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review the Student Quick Start Guide (PDF) (https://www.respondus.com/downloads/RLDB-QuickStartGuide-Instructure-Student.pdf)

Note for DRS Students: Respondus is not compatible with some types of accessibility software, such as Kurzweil. If your instructor has indicated that Respondus LockDown Browser will be required for this course, please talk with your instructor and/or DRS staff as soon as possible to identify options for appropriate accommodations prior to the first test or exam.

Technology Requirements

Required Computer Skills:

1. Be able to access and navigate the internet.
2. Be able to use email, including attaching and downloading files. Be able to save and retrieve files on your computer.
3. Be able to use a computer, a keyboard, and a mouse or touchpad. For eLearning courses, this also includes a webcam, microphone and speakers.
4. Be able to run and operate a variety of software programs, including those for word processing and creating presentation materials (eg, Word or PowerPoint). Be able to organize, copy, paste, name and rename files.
5. Be able to browse, upload and attach files.
6. Be able to cut and paste information from one document/program to another.

Required/Recommended Technologies:

1. Access to a computer with Internet connection. (For eLearning courses, access to an internet-enabled computer or tablet with video conferencing capability, either integrated or using connected external devices.)
2. Microsoft Office or Google Apps for word processing and other academic uses. Both Microsoft 365 and Google G Suite for Education are free to Maricopa students. Find more information at My.Maricopa.edu/student-perks (https://my.maricopa.edu/tools/student-perks)
3. Web browsers: The newest version of Chrome (https://www.google.com/chrome/), Firefox (http://www.mozilla.org/en-US/firefox/new/), or Microsoft Edge (https://support.microsoft.com/en-us/microsoft-edge/download-the-new-microsoft-edge-based-on-chromium-0f4a3dd7-55df-60f5-739f-00010dba52cf). Safari and Internet Explorer are not recommended (especially anything below IE 8).
4. Plug-ins: Adobe Acrobat Reader (http://get.adobe.com/reader/), and Java (https://www.java.com/).
5. Many students also find it helpful to utilize text-to-speech screen reader technology that can be used as browser extensions, such as Read Aloud (https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiaplp?hl=en), Natural Reader (https://chrome.google.com/webstore/detail/natural-reader-text-to-sp/kohfgcgbkjodfcfkcackpagifgbcmimk?hl=en), WebAnywhere (https://webinsight.cs.washington.edu/wa/), or Apple VoiceOver (https://www.apple.com/accessibility/vision/).
6. Hardware: Webcam with microphone and speakers
7. Maricopa adopted Cisco Webex Meetings as the preferred virtual meeting software - install the desktop application (https://www.webex.com/downloads.html). Login to create meetings at maricopa.webex.com (https://maricopa.webex.com/); use your MEID@maricopa.edu to login.

Activate and Access Your Maricopa Student Email and Applications

All students attending a Maricopa Community College are assigned a new Gmail account.   To get started, using your MEID and password, you can login to your Maricopa student email account at google.maricopa.edu (http://google.maricopa.edu/). Your Maricopa student email account starts with your MEID and ends with "@maricopa.edu." Maricopa Enterprise IDs have the format of either "XXX9999999" or "XXXXX99999" where "X" is a letter and "9" represents a number. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information.

If it has been more than a year since you last used your MEID, then you will need to reactivate it and reset your password. If you have used it within the last year and have forgotten your password, then you can do a self-service password reset. This MEID page (https://tools.maricopa.edu/Support/FindMeid) has instructions for reactivating your MEID and resetting your

password. Student Email and Sign-In Help (https://my.maricopa.edu/help/student-email-and-sign-help) is also available.

In addition to the Google Tools that come along with your email account, Maricopa Community Colleges provides a variety of tools (https://my.maricopa.edu/tools), including Microsoft Office 365, to every current student free of charge. Find instructions at my.maricopa.edu/help/microsoft-365 (https://my.maricopa.edu/help/microsoft-365). For antivirus protection, Maricopa purchased Sophos antivirus software, the award-winning market leader in virus, malware, privacy, ransomware, and exploit protection, for all students; for more information and download instructions, visit district.maricopa.edu/information-technology/information-security/antivirus (https://district.maricopa.edu/information-technology/information-security/antivirus).

Major Assignments & Activities
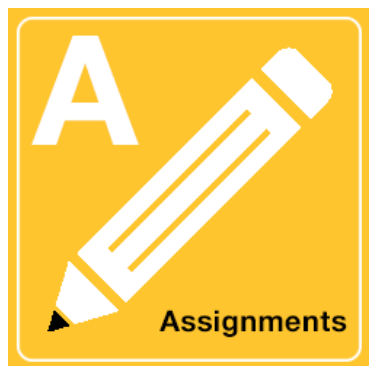
The course consists of 3 units containing 16 modules over 16 weeks. Each module corresponds to approximately 1 week of the semester. Following the Start Here Module, modules will contain some or all of the following components:

- **Weekly introduction and Readings:** Every module will have a weekly introduction. In addition to required readings above, if the module has additional readings – the reading will be posted (and noted on the syllabus for that week).
- **Discussions:** You will benefit greatly by leveraging the vast experience everyone has in this course by participating in the discussions fully. There are 12 discussion boards. (1 is optional). Here you will reply to the question posed on the Discussion Board. Discussion Board postings are designed to prompt you to reflect on that week's lessons. You will read the discussion posts of your classmates to get a sense of the variety of perspectives and viewpoints on a particular topic as well as to build community and interaction in this course. EACH post must have at least 5 sentences in it in order for you to receive full credit. Please take the time to read and respond to each other's posts. A rubric will be used to grade discussion board posts. Please see info about netiquette in the syllabus.
- **Quizzes:** Reading quizzes will check your understanding of the readings. There will be 12 graded quizzes. Quizzes will be multiple choice. Quizzes must be taken in 1 sitting. Each quiz is worth 10 There is a time limit on the quizzes. Quizzes will be available for the entire week and will be due by 11:59 p.m. Reading quizzes do not need webcam or proctoring. You may take each quiz 2 times with the average score being kept.
- **Tests (end of each unit):** Requires Respondus and webcam or Testing Center proctoring. There are 3 exams for the course that will be multiple choice, true/false, and short answer. Exams must be taken in 1 sitting. Each exam is worth 50 There is a time limit on the exams. Exams will be available for the entire week and will be due by 11:59 p.m. You will not be able to access the test after the due date. **NOTE: evidence of red flags in Respondus will lead to a requirement that you must take proctored exam.**
- **Final Project (week 16 and finals week):** Throughout the course you will be asked to reflect on your learning about parenting in discussion boards and suggested activities in the weekly modules. You will submit a reflection paper during finals week that summarizes your learning and impact of the course on your desired parenting style. Paper is worth 100

✔ Grading

Submitting Assignments:

All assignments have a specific due date. Assignments must be posted or submitted by 11:59 pm on the date specified.

Class assignments must be submitted through Canvas unless otherwise noted. For the final reflection paper, you must type your assignment in a Word document or as a PDF and then add it as an attachment to the Assignment. Be sure to keep copies of all your work. You should submit your work in a standard typeface and size. Please use either 12 Times New Roman or 12 Arial in all Word

documents.

Extra credit: There will be opportunities for extra credit in this course. Utilize extra credit if you had missed a class assignment. *There is a maximum of 20 points extra credit to earn.* There will be more than 20 points of extra credit offered. Extra credit opportunities are listed in the Canvas course under Extra Credit.

Late assignments: Students are automatically given a 48-hour grace period for missed *weekly* **Canvas assignments**. Past the grace period, students will receive up to half credit for late reading quizzes and late weekly Canvas assignments. *For late reading quizzes, you need to contact the instructor to open the quiz back up.* Students have up to **2 weeks** after the initial due date to submit the late *weekly* assignment in Canvas.

Students must take the exams within the exam window. Late exams will face point penalties and must be taken within 2 weeks past the due date (5 points per week) and permission from the instructor must be granted.

Students will be docked 5 points for each day the final reflection paper is late.

NOTE: *If the assignment cannot be completed on-time, contact the instructor before the due date to request an extension. As the semester progresses, please contact me as soon as possible if you find yourself falling behind in the class for any reason.*

Grading - approximate point value - all points and grading available in Canvas

Assignment	Point Value	Final Grade
11 Discussions	110 total (10 points each)	**A = 450-500 (90-100%)**
12 Quizzes	120 total (10 points each)	**B = 400-444 (80-89%)**
3 Exams	150 total (50 points each)	**C = 350-394 (70-79%)**
Week 1 work	20 total	**D = 300-344 (60-69%)**
Final paper	100 points	**F = 0-294 (0-59%)**
TOTAL	500 points	***I round up if final grade .5 or higher**

✳ Course Policies

Attendance

Attendance:

For first day attendance policy, you must submit week 1 assignment or you will be dropped (refund purposes).

Students will need to use the Learning Management System (Canvas) no less than twice a week to complete all assignments, discussions, quizzes, and projects by the deadlines (see below late-assignment policy for further details). *Please contact me if you anticipate not being able to login to the course for a full week during the semester.* As per college policies, students are expected to attend classes ("The faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times a class meets per week."). If I determine through the tracking data that a student has not logged in during the week or if a student has not submitted work for two weeks, I will contact the student via Canvas message within the course prior to initiating a withdrawal.

Last Day of Attendance:

CGCC is a "term-based" institution, requiring weekly academic activity in an online course. For the purposes of disbursing federal

financial aid, faculty must report the last date of attendance (LDA) in the event of a student withdrawal or course failure. To determine an LDA, faculty must ensure students engage in academic activity on a weekly basis. Examples of academic activities include:

- *Submitting an academic assignment (assignment required in the class, regardless of whether it is graded or not), paper, or project,*
- *Taking an exam, quiz, computer-assisted instruction, or an interactive tutorial required by the class,*
- *Participating in an online study group (where there is assigned attendance/participation as part of the class)*
- *Initiating contact with the instructor to ask a question about the academic subject studied in the class.*

Simply logging in to an online class does not constitute academic activity. Students interested in working ahead in an online class should consult with their instructor as academic activity must still be recorded in every week of the class.

Conduct

You are expected to treat your instructor and your fellow classmates with respect. In all correspondence, whether communicating in person or online, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

If you do not abide by the conduct code, for discussion boards, I will remove your posts and block you from that discussion board (thus, you lose points for that assignment).

1. Netiquette refers to the rules of behavior while on the Internet. When interacting within the online course environment, please follow the below
2. Show professionalism and courtesy in all communications within the
3. No one else should be given access to the course or conferences without the faculty member's permission
4. Do not use the words or text from others without acknowledging the source
5. Humor can easily be misinterpreted within the online environment, please be cautious with the use of humor and use symbols to help prevent misunderstandings. :-) :-(
6. Adhere to the same behavioral standards as you would in a face to face classroom and as is specified in the [student handbook](#)
7. Avoid typing in all capital letters, for those of us using the Internet frequently, this can seem like you are 'yelling'
8. Respect other people's time and contribute thoughtful comments and ideas to the discussions rather than simply making statements such as 'I agree'
9. Use correct spelling and grammar. Avoid the use of abbreviations and use spell check within your word processor or within the course to check the spelling of your communications

🏛 Institutional Policies

MCCCD Academic Policies

Academic Honesty/Integrity

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce original, independent work. Any student whose work indicates a violation of the MCCCD Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Refer to the Maricopa Administrative Regulation 2.3.11 (https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11) for information regarding Academic Misconduct and due process procedures.

Example: Academic Misconduct (from CGCC's Student Handbook) (https://www.cgc.edu/academics/course-catalog)

1. **Academic Misconduct** - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies, objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
2. **Cheating** is any form of dishonesty in an academic exercise. It includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.
3. **Plagiarism** is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance.

1. **Warning** - A notice in writing to the student that the student has violated the academic standards as defined in 1.A above.
2. **Grade Adjustment** - Lowering of a grade on a test, assignment, or course.
3. **Discretionary assignments** - Additional academic assignments determined by the faculty member.
4. **Course Failure** - Failure of a student from a course where academic misconduct occurs.

Appealing Final Course Grade

Appeals to change a final course grade must be initiated within 60 days of the date on which the grade was issued. See Instructional Grievance Process (https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-6) for additional information.

Withdrawing from the Course

There are two kinds of withdrawal: student-initiated withdrawal and instructor-initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu (https://my.maricopa.edu/) on your Class Schedule. For more information on dropping a class, please visit my.maricopa.edu/dropping-class (https://my.maricopa.edu/dropping-class) for details and instructions.

After the last day for student-initiated withdrawal, students may ask instructors to withdraw them. Per MCCCD Administrative Regulations Appendix S-7 (https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-7), after this deadline, a grade of W (withdrawn passing, not computed in GPA) or a grade of Y (withdrawn failing, 0 grade points per credit hour) may be assigned in accordance with the course syllabus. Other relevant dates are listed in the college academic calendar.

Withdrawal Warning for Non-payment of Fees:

Every term, students suddenly discover that they have been DROPPED FROM ALL THEIR CLASSES because they have failed to pay a lab fee or some other fee that is required for an online class. Please log into your MCCCD Student Center (https://redirect.maricopa.edu/student-center) to verify that you have paid all your fees.

If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the department chair, and can take a week or more! Also, there is no guarantee of reinstatement after your fees are paid, so please check your account now to be sure that you are not withdrawn for nonpayment of

fees.

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College and District Policies

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Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student needs academic adjustments/accommodations, the qualified student is required to work with the Disability Resources and Services Office (DRS) at their individual college(s). College DRS offices may only offer accommodations/academic adjustments for their own college. Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this online service process, please contact your local DRS office.

 If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed on the following webpage: CGC Disability Resource page (https://www.cgc.edu/student-resources/disability-resources) The DRS office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and MCCCD. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

Diversity & Inclusion

Chandler-Gilbert Community College, its faculty and staff, value diversity and support an inclusive and diverse learning environment where individual differences are welcomed, understood, respected, appreciated, and recognized as a source of strength. As mentioned in the Student Handbook, we embrace a notion of an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender, and gender identity, sexuality, class, and religion. All of those affiliated with CGCC are expected to practice patience and respect for one another, refrain from jumping to conclusions or judgments, avoid labels, and allow for others to speak in a safe learning environment–both in-person and online (on Canvas).

- When communicating verbally or in writing, think about what you have to say and the potential impact despite your best intentions.
- Show respect for the viewpoints of others who may disagree or see things differently than you.
- Strive to find a balance between speaking, listening, and reflecting.
- Consider all the communication that you produce as a reflection of the way you would like to and/or expect to be perceived.

Comments that cause harm, stress, or embarrassment, and work that offends and infringes on the safe space that this educational class should be, will not be tolerated.

Addressing Incidents of Title IX Sexual Harassment

Policy 2.4.4 Sexual Harassment Policy for Students was replaced with Administrative Regulation 5.1.16 (https://district.maricopa.edu/regulations/admin-regs/section-5/5-1#16) now known as Title IX Sexual Harassment Policy (https://district.maricopa.edu/regulations/admin-regs/section-5/5-1#16). Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies.

In accordance with Title IX of the Education Amendments of 1972, the MCCCD prohibits unlawful sexual harassment against any participant in its education programs or activities. Sexual harassment includes quid pro quo (this for that) harassment, hostile environment, sexual assault, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to students, MCCCD employees, and visitors to campus.

The policy of the MCCCD is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual

harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in the policy. MCCCD will provide on its Title IX and Preventing Sexual Harassment (https://district.maricopa.edu/consumer-information/title-ix) webpage a link to all Title IX Coordinators (https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators) at the MCCCD. Please contact Veronica Hipolito, Vice President of Student Affairs and Title IX/504 Coordinator, with questions and concerns at veronica.hipolito@cgc.edu (mailto:veronica.hipolito@cgc.edu) or (480) 732-7309. Reports may be filed anonymously at: district.maricopa.edu/consumer-information/reporting (https://district.maricopa.edu/consumer-information/reporting).

Student Responsibilities

Students are responsible for reading and understanding the information contained in the syllabus, and for the college policies included in CGCC's Catalog and Student Handbook (https://www.cgc.edu/academics/course-catalog). For an indexed overview of policies by topic or area of concern, the Rights & Responsibilities (https://www.cgc.edu/admissions/admissions-records/rights-responsibilities) page on CGCC's Admissions & Records website is a useful quick reference to the full set of MCCCD Catalog Common Pages (https://my.maricopa.edu/academics/catalog-common-pages) all students should know.

CGCC Academic Supports

Computer Lab

The CGCC Computer Lab is open to ALL currently enrolled CGCC students. The lab has Windows and Mac computers, printers, scanners, headsets, etc. Staff provide FREE one-on-one walk-in assistance with technology questions, Wi-Fi, Canvas, software, and more. Labs are at both campuses Pecos (Bradshaw 123) and Williams (Bridget Hall 116). We are also available online. For more information, please visit cgc.edu/computerlab (http://cgc.edu/computerlab) or call 480-732-7221.

Counseling

Counseling provides free assistance to currently enrolled CGCC students with personal support and problem solving, goal achievement, academic skill-building, and career counseling. Connections with community or crisis resources and referrals are also available. For Fall 2021, appointments can be conveniently scheduled online. For more information, please refer to our website at cgc.edu/counseling (https://cgc.edu/counseling) or call us at 480-732-7158.

Learning Center - Tutoring

The Learning Center provides free in-person and online tutoring and resources to assist students to achieve academic success. While the emphasis is on providing writing, mathematics, and science support, tutoring services are available for a wide range of academic courses at CGCC. Tutoring services are available on a drop-in basis, by appointment and online. In addition to tutoring, academic support resources include interactive workshops focusing on a variety of topics, handouts, textbooks, calculators, science models, and other assistive tools.

Students must be enrolled at CGCC in the class for which they are seeking assistance. At the Pecos Campus, the Learning Center is located on the second floor of the Library and at Williams Campus, the Learning Center is located in Bridget Hall. For more information, visit www.cgc.edu/lc (https://www.cgc.edu/lc), call 480-732-7231 or email tutoring@cgc.edu.

Library and Course Reserves

The CGCC Libraries are here to help you with your research and to achieve your educational goals. We offer a full-range of library services including access to information in a variety of formats including web-based (online subscription databases), traditional print sources, and multimedia sources. Course textbook reserves are available at both campuses but not all textbooks for all classes are available. Drop-in, call, or email the library for more information on whether your textbook is available. Textbooks do not leave the library, are for a 2-hour check-out only, and are based on availability.

We also provide virtual and face-to-face reference services. Stop by the library on either campus or use our Ask-a-Librarian (https://maricopa.libanswers.com/widget_standalone.php?hash=7c4e97f0237bc84fd87883de478f849b) online 24/7 chat service.

For more information on hours and how to contact us visit our website: cgc.edu/student-resources/library (https://www.cgc.edu/student-resources/library)

Additional Student Success Supports

We recognize that sometimes academic success takes additional support outside the classroom. Find more information about these campus and community resources in the resource guide attached below:

- Basic Needs & Community Resources
- CGCC Career Services
- College Police, including emergency notification systems & safety plans
- Fitness Center - Coyote Strong
- Student Life & Leadership
- Veterans Services

📄 Additional Student Success Supports
Resource guide of additional CGCC Student Support Services

📅 Course Calendar

Fall 2020

Module/Week	Assignments, Quizzes, Activities	Due Dates
UNIT 1 begins **Module 1:8/23** **Getting- Started**	Course Orientation **Introduction on Canvas Discussion Board** Syllabus Quiz	TH for DB and Q
Module 2: 8/30	Read chapters 1 & 2 in Process of Parenting Parenting class survey **Discussion Board** P of P Ch. 1 & 2 Quiz	TH for DB Next Monday for Q
Module 3: 9/6	Read chapter 3 in Process of Parenting *Read Kazdin, A. E. (2008). The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills. New York: Houghton Miffling. **Discussion Board** P of P Ch. 3 Quiz	TH for DB Next Monday for Q
Module 4: 9/13	Read chapter 5 & 6 in Process of Parenting **Discussion Board** P of P Ch. 5 & 6 Quiz	TH for DB Next Monday for Q

Module/Week	Assignments, Quizzes, Activities	Due Dates
Module 5:9/20	Read chapter 7 in Process of Parenting P of P Ch. 7 Quiz	No DB Exam 1 opens Next Monday for Q
Module 6: 9/27	Read chapter 8 in Process of Parenting *Read Kazdin, A. E. (2008). The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills. New York: Houghton Miffling. **Writing Assignment #4** **Discussion Board for 7 & 8** P of P Ch. 8 Quiz	TH for DB Next Monday for Q
UNIT 2 begins **Module 7: 10/4**	Read chapter 9 in Process of Parenting *Read Kazdin, A. E. (2008). The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills. New York: Houghton Miffling. P of P Ch. 9 Quiz	No DB Next Monday for Q Exam 1 closes Monday
Module 8: 10/11	Read chapter 10 in Process of Parenting *Read Kazdin, A. E. (2008). The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills. New York: Houghton Miffling. **Discussion Board 9 & 10** P of P Ch. 10 Quiz	TH for DB Next Monday for Q
Module 9: 10/18	Read chapter 11 in Process of Parenting P of P Ch. 11 Quiz	No DB Exam 2 closes Next Monday for Q
Unit 3 begins **Module 10: 10/25**	Read chapters 1-3 in Parenting Handbook STEP *Forehand, R. & Long, N. (2010). Patience and stress chapter and Specific Behavior Problems from *Parenting the strong-willed child: The clinically proven five-week program for parents of two- to six-year-olds*, 3rd edition. New York; Mc-Graw Hill. **Discussion Board** **Parenting Handbook Quiz**	TH for DB Next Monday for Q

Module/Week	Assignments, Quizzes, Activities	Due Dates
Module 11: 11/1	Read chapters 4-7 in Parenting Handbook STEP Read Kazdin, A. E. (2008). The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills. New York: Houghton Miffling. *Forehand, R. & Long, N. (2010). Specific Behavior Problems from *Parenting the strong-willed child: The clinically proven five-week program for parents of two- to six-year-olds*, 3rd edition. New York; Mc-Graw Hill. *Phelen, T. & Lee, T. (2017). Part 2 Important Things about 1-2-3 from *1-2-3 Magic for kids: Helping Kids Understand the New Rules* 2nd edition. New York: Sourcebooks. **Discussion Board** Parenting Handbook Quiz	TH for DB Next Monday for Q
UNIT 3 begins **Module 12: 11/8**	Read chapter 12 & 17 in Process of Parenting **Discussion Board** P of P Ch. 12 & 17 Quiz	TH for DB Next Monday for Q
Module 13: 11/15	Read chapter 13 & 14 in Process of Parenting P of P Ch. 13 & 14 Quiz	No DB Next Monday for Q
11/22	Thanksgiving week – work ahead, take a break, or catch up	(remember PoP Quiz)
Module 14: 11/29	Read chapter 15 & 16 in Process of Parenting **Discussion Board** P of P Ch. 15 & 16 Quiz	TH for DB Next Monday for Q
Module 15: 12/6	*Read Solomon, A. (2012). Chapter VII Disabilities.*Far from the tree: Parents, children and the search for identity*. Simon and Schuster. *Read Solomon, A. (2012). Chapter VIII Prodigies.*Far from the tree: Parents, children and the search for identity*. Simon and Schuster. **Optional Discussion Board**	TH for DB No QUIZ for this reading -
Finals week	Exam 3 Final reflection paper	Exam 3 closes

Additional Items

Tips for College Success

1. Develop effective time management skills, by trying different strategies and evaluate periodically.
2. Complete and turn in your class assignments.
3. Give yourself enough time to study, read, and complete your work (schedule at least 4 hours weekly for this class).
4. Communicate with your professor(s) frequently.
5. Ask questions of your professor(s), if you are unsure or need clarification on an assignment or exam.
6. Get involved on campus. Go to Coyote Connect (https://cgc.campuslabs.com/engage/) for campus events.
7. Build a support network and/or study groups with your fellow students.
8. Establish your academic goals by seeking out career services and meeting with academic advisors regularly. https://www.cgc.edu/student-resources (https://www.cgc.edu/student-resources) click on Academic Advisement or Career Services.
9. Find the best balance between your academic workload and your life responsibilities (work, family, etc.).
10. Know and use campus resources including counseling and housing options, https://www.cgc.edu/student-resources (https://www.cgc.edu/student-resources)
11. **Ask for help**. You don't have to figure out everything on your own. From getting help to pay for school, working with a tutor to improve your grades, or attending college workshops, CGCC offers services both in-person and online to support your success. Use them early and often. Service hours and success workshops are announced through the edu website and social media.
12. Share you favorite tip (from here or your own) with me for 2 points extra credit -- message me in Canvas. :) Thank you for reading through the syllabus.

Syllabus Statements

CGCC Syllabus Statements (http://bit.ly/CGCSyllabusStatements)

Syllabus Changes

This syllabus is intended to contain complete and accurate information; however, I reserve the right to adjust this syllabus during the course. Students will be notified by the faculty member of any changes in course requirements or policies.

Final Paper Reflection

My goal in the final paper is for you to have a document where you have put together a parenting approach that will work for you and is guided from theories and research in this course.

This should become your own guidebook for parenting -- notes and information you have taken from the class that will remind you of the great tools, techniques, and information to make you a stronger parent or caregiver! Aim for *at least* 5 pages (but I don't have a page limit if you had been taking notes throughout the semester and have more than 5 pages).

Start a document NOW and add to it each week!

Below are some guiding questions for this paper. *For your paper, make sure that you connect and cite to classroom material.* I will not expect you to use APA citations - you can informally share. For example, if I wanted to cite something from chapter 1, I could do this (PoP chapter 1). I expect the only references you will use are class materials. Should you add in more, you must cite AND add a reference section to your paper. You do not need to add the class materials as a reference page.

You do <u>not</u> have to answer all the questions - this is meant to be what YOU want to get out of the course. You can use bullets, but should have a clear structure to your paper and good grammar. The paper can be written informally, first person. Again, while I

don't have a page limit, I would expect you to have at least 5 pages.

All chapters/class materials

- Create your own Parent Manifesto from things you have learned from this course that have inspired your parenting!
- What helpful information did you gather from the chapter? Was there something you read that created an ah-ha moment for you? Share and explain.
- As a parent, what are concerns you have? What are frustrations and challenges? What are your joys? Connect to course content as you share. For example, if you have a challenge, what course materials helped you out, or from the course materials, what reinforced your joys?

- Develop an effective parent tool kit -- what qualities focus on raising a thriving child. Differentiate points for developmentally appropriate ways to parent effectively (chapters 7 - 11 of Brooks).

Chapter 1

- If you were to write a description of the way YOU parent (or plan to parent), what would it look like? [would revisit this question as we move through the material]
- How Parenting Has Changed Me as a Person? If you are not yet a parent, how do you think it will based on taking this course? [again, question to revisit as we move through the course]

Chapter 2

- What are your long-term and short-term goals for parenting?
- How does culture impact your parenting approach?
- Are there techniques in this course that conflict with your culture, but you see value in? [you will be better able to answer this question as we move through the course]

Chapter 3 & Kazdin chapter 2

- Consider what you know about your children's temperament and how has that influenced your parenting?
- Put Kazdin's points to practice. Consider a positive opposite and what repeated practice you could do with a child to reinforce good behavior. Also connect to the A-B-C with what prompts you could give the child and how to reinforce the good behavior.

- From the information shared in chapter 3, what was most impactful for you in regards to parenting/caregiving and why?

Chapter 5 & Chapter 6

- Imagine your "tank." Consider what your fuel is (alone time, sleep, good food, etc) and consider what fuel is for each family member. Consider what drains your tank (nagging, morning rush, etc) - and what drains the tank for others in the home. What are you doing to keep the fuel and decrease the drainage? Connect to course materials that help you be the parent you want to be (up the fuel and decrease the drainage).
- Discuss the role of digital technology plays in home and family life. Connect to areas of support in developing family guidelines from materials presented in the course.

- Make a resource page for the useful communication and problem-solving tips and guides given in chapters 5 & 6. Consider this like an expanded tool kit from the tool chest section of chapter 6.

Chapter 7 (start of unit 2)

- Write an advice letter for a parenting tips and important information connected to raising a child birth to 2 years old.

Chapter 8

- Write an advice letter for a parenting tips and important information connected to raising a child 2-5 years old.
- Think about the role of siblings in your life. What have the positive and negative contributions been so far? What have been the major changes in relationships since early

childhood? What are the qualities of siblings who have good relationships with each other? What can you do to discourage sibling rivalry? Revisit tips from section in chapter 5.

Chapter 9

- Write an advice letter for a parenting tips and important information connected to raising a child in elementary school.

Chapters 10-11

- Write an advice letter for a parenting tips and important information connected to raising a child during the teen years.
- Write a letter for a teen about changes that happen and advice to help navigate strong relationship building with peers, siblings, and parents. Consider ties into the developmental assets from the Search Institute.

- Write an advice letter to a teen dealing with the break-up of the first relationship. Teen talks about feeling broken-hearted and depressed, and parents help them problem-solve ways to deal with these feelings. What would your letter say?

- At what point do you believe late adolescents would break a confidence and tell a friend's parents about shoplifting, drinking and driving, bulimia, thoughts about suicide? What factors in parenting styles and relationship building are needed for there to be a relationships with parents to confide in?

Chapters 12-17

- Given some of the challenges and stresses in parenting, what information shared from this section of the book impacted you

the most and why?

Parenting Handbook

- What were the greatest takeaways from this book? What did you put into practice and how did it work - reflect.

Submit paper here: **Final Paper (https://learn.maricopa.edu/courses/1187672/assignments/11091531)**
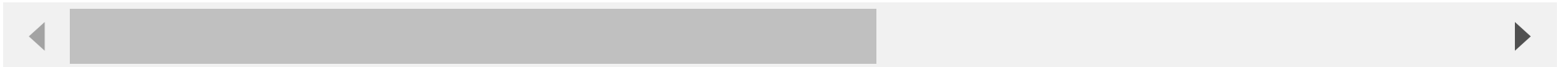
NINTH EDITION

PARENTING

JANE BROOKS

BRIEF CONTENTS

THE
Parent's
HANDBOOK

Don Dinkmeyer, Sr.
Gary D. McKay
Don Dinkmeyer, Jr.

Used by over 4 million parents.

Contents