

## REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall, 2016 COLLEGE: CEHD

## PROPOSED IMPROVEMENTS

## Academic Program

- ☐ New degree\*  
☐ New major\*  
☐ New curriculum\*  
☐ New concentration\*  
☐ New certificate  
☐ New minor  
☐ Revised major  
☐ Revised minor  
☐ Admission requirements  
☐ Graduation requirements  
☐ Deletion ☐ Transfer  
☒ Other (explain\*\*)

## Substantive Course Changes

- ☐ New course  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix ☐ Title and description  
 (attach current & proposed)  
☐ General education (select one)  
 Not Applicable  
☐ Other (explain\*\*)

## Misc. Course Changes

- ☐ Title  
☐ Description (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

**\*\* Other:** This proposal serves to change the catalog description of the child and family development major to better explain the various formats available to complete the major.

Title of degree, curriculum, major, minor, concentration, or certificate: Child and Family Development (CFDJ)

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture  
 2. ☐ Lab or discussion  
 3. ☐ Lecture/lab/discussion  
 4. ☐ Seminar or ☐ studio  
 5. ☐ Independent study  
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

Chair, College Curriculum Committee

Date

Dean

Date

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

RECEIVED

SEP 29 2015

College of Education and  
Human Development

1. Explain briefly and clearly the proposed improvement.

**Change the major catalog description to include all class modalities available to students, including traditional, hybrid, and online instruction.**

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

**Currently, the child and family development courses are offered on-campus and in an online/hybrid format that require periodic on-campus sessions. Through an agreement with Extended University Programs (EUP), in fall 2016 an additional modality for degree completion will be added. Courses will start being offered online with only two on-campus sessions required to earn the degree. The proposed catalog copy improvement will explain more clearly the options students have to complete the major.**

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

**No effect on other colleges, departments or programs.**

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

**The formats offered for the child and family development major will also be available for the family studies major. The clarified catalog explanation will also be reflected in the family studies major description.**

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

**Effects on enrolled students include the ability to choose the appropriate course formats for their lifestyle. The clarified explanation will help students understand options and may reduce time to graduation for non-traditional students who struggle to meet the physical requirements of on-campus and online/ hybrid courses.**

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

**The proposal is beneficial to students because it clearly outlines the multiple class modalities available to them and allows them to choose the one that fits their needs, thus improving retention and completion rates for the major.**

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

**Two new faculty positions have been approved and filled for the 2015-2016 academic year to develop and implement the new format. The positions are funded by EUP as instructional expenses. It is expected that increased revenue from additional students will eventually cover the expense of the new faculty positions, and will generate revenue for the department.**

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

**N/A**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

**N/A**

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

**Informal assessment includes student and advisor reports. Students report confusion regarding access to the different modalities available to them. Advisors indicate that students sometimes misunderstand the options they have for course completion. It is likely the confusion will be worse with an additional modality being offered.**

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

**No change to current articulation agreements or transfer students.**

**Following are the current catalog copy and proposed catalog copy—changes are in bold. IT IS PREFERRED THAT THE BOLD FONT IS MAINTAINED WHEN ENTERED INTO THE 2016-2017 CATALOG.**

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>
<p>Child and Family Development (122 hours)</p> <p>The Child and Family Development major prepares individuals to work with infants, toddlers, preschoolers, school-age children, and their families in a variety of settings. Students explore relationships among children, families and their environment and culture with the goal of improving quality of life within communities and society at large. This program meets State of Michigan requirements for childcare center directors. It is not meant to provide Michigan Teacher Certification.</p> <p>The Child and Family Development major includes knowledge about human growth and development; parent education; family dynamics; societal factors that influence family life; human sexuality; interpersonal relationships; family resource management; family law and public policy; ethics; and family life education methodology.</p> <p>Graduates of this program are eligible to be granted provisional status as a Certified Family Life Educator (CFLE) by the National Council on Family Relations. Graduates with this major hold positions such as parent educators, child life specialists, and early childhood educators in school readiness programs, child development centers, youth and community programs, and alternate education settings.</p> <p>1. General Education Requirements (37 hours)</p> <p>2. Required Core FCS Courses (57 hours) Grade of "C" or better is required in Core Courses.</p> <p>FCS 1010 - Intro to Family Life Education Credits: 3 hours FCS 2020 - Field Experience Credits: 1 to 3 hours (120 clock hours) Credits: 2 hours FCS 2090 - Consumer Education Credits: 3 hours FCS 2100 - Human Sexuality Credits: 3 hours FCS 2140 - Child Development Credits: 3 hours FCS 2150 - Adolescent Development Credits: 3 hours FCS 2660 - Personal Nutrition Credits: 3 hours FCS 3140 - Infant and Toddler Development Credits: 3 hours FCS 3150 - Global Ecology of the Family Credits: 3 hours FCS 3160 - Early Childhood Assessment and Curricula Credits: 3 hours</p>	<p>Child and Family Development (122 hours)</p> <p>The Child and Family Development major prepares individuals to work with infants, toddlers, preschoolers, school-age children, and their families in a variety of settings. Students explore relationships among children, families and their environment and culture with the goal of improving quality of life within communities and society at large. This program meets State of Michigan requirements for childcare center directors. It is not meant to provide Michigan Teacher Certification.</p> <p>The Child and Family Development major includes knowledge about human growth and development; parent education; family dynamics; societal factors that influence family life; human sexuality; interpersonal relationships; family resource management; family law and public policy; ethics; and family life education methodology.</p> <p>Graduates of this program are eligible to be granted provisional status as a Certified Family Life Educator (CFLE) by the National Council on Family Relations. Graduates with this major hold positions such as parent educators, child life specialists, and early childhood educators in school readiness programs, child development centers, youth and community programs, and alternate education settings.</p> <p><b>There are three formats available to complete this major: on-campus (completed in-class at the main campus), online/hybrid (completed primarily online with periodic, required, on-campus sessions), and online (courses completed online with only two multi-day, on-campus experiences required).</b></p> <p>1. General Education Requirements (37 hours)</p> <p>2. Required Core FCS Courses (57 hours) Grade of "C" or better is required in Core Courses.</p> <p>FCS 1010 - Introduction to Family Life Education Credits: 3 hours FCS 2020 - Field Experience Credits: 1 to 3 hours (120 clock hours) Credits: 2 hours FCS 2090 - Consumer Education Credits: 3 hours FCS 2100 - Human Sexuality Credits: 3 hours</p>

<p>FCS 3170 - Crisis and Resiliency in Families Credits: 3 hours  FCS 3180 - Intimate Relationships: Friends, Family, and Marriage Credits: 3 hours  FCS 4130 - Later Life Family Relationships Credits: 3 hours  FCS 4150 - Effective Parenting Credits: 3 hours  (Students will satisfy the Baccalaureate-level Writing requirement by successfully completing FCS 4150.)  FCS 4190 - Teaching Family Life Education Credits: 3 hours  FCS 4290 - Internship Credits: 2 to 6 hours Credits: 6 hours  FCS 5500 - Raising Children in Contemporary Society Credits: 3 hours  FCS 5750 - Administration of Child Development Centers Credits: 3 hours</p> <p>3. Required Related Courses (12 hours)  COM 1040 - Public Speaking Credits: 3 hours</p> <p>One of the following:  CS 1000 - Fluency with Information Technology Credits: 3 hours  FCS 2250 - Computer Applications Credits: 3 hours</p> <p>One of the following (3 credits):  SPED 5300 - Introduction to Special Education Credits: 3 hours  FCS 5220 - Topics in Family and Consumer Sciences Credits: 1 to 3 hours  SOC 4120 - Child Abuse Credits: 3 hours</p> <p>One of the following:  FCS 5680 - Gender, Culture, and Families Credits: 3 hours  GWS 3200 - Women, Globalization and Social Change Credits: 3 hours</p> <p>4. Electives  As needed for graduation total of 122 hours.</p>	<p>FCS 2140 - Child Development Credits: 3 hours  FCS 2150 - Adolescent Development Credits: 3 hours  FCS 2660 - Personal Nutrition Credits: 3 hours  FCS 3140 - Infant and Toddler Development Credits: 3 hours  FCS 3150 - Global Ecology of the Family Credits: 3 hours  FCS 3160 - Early Childhood Assessment and Curricula Credits: 3 hours  FCS 3170 - Crisis and Resiliency in Families Credits: 3 hours  FCS 3180 - Intimate Relationships: Friends, Family, and Marriage Credits: 3 hours  FCS 4130 - Later Life Family Relationships Credits: 3 hours  FCS 4150 - Effective Parenting Credits: 3 hours  (Students will satisfy the Baccalaureate-level Writing requirement by successfully completing FCS 4150.)  FCS 4190 - Teaching Family Life Education Credits: 3 hours  FCS 4290 - Internship Credits: 2 to 6 hours Credits: 6 hours  FCS 5500 - Raising Children in Contemporary Society Credits: 3 hours  FCS 5750 - Administration of Child Development Centers Credits: 3 hours</p> <p>3. Required Related Courses (12 hours)  COM 1040 - Public Speaking Credits: 3 hours</p> <p>One of the following:  CS 1000 - Fluency with Information Technology Credits: 3 hours  FCS 2250 - Computer Applications Credits: 3 hours</p> <p>One of the following (3 credits):  SPED 5300 - Introduction to Special Education Credits: 3 hours  FCS 5220 - Topics in Family and Consumer Sciences Credits: 1 to 3 hours  SOC 4120 - Child Abuse Credits: 3 hours</p> <p>One of the following:  FCS 5680 - Gender, Culture, and Families Credits: 3 hours  GWS 3200 - Women, Globalization and Social Change Credits: 3 hours</p> <p>4. Electives  As needed for graduation total of 122 hours.</p>
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