

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
General education (select one)
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:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: FCS 5110 Credit hours: 3

Existing course title:

Proposed course title: Kinship Care Family Members: Strengths and Challenges

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) None

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): Kinship Care Fam: Streng&Chall

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)

- Lecture
Lab or discussion
Lecture/lab/discussion 3
Seminar or studio
Independent study
Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Gary H. Big

Date 10-12-15

Chair, College Curriculum Committee

Carl

Date 10-27-15

Dean Date: 11-1-15 Graduate Dean:

M K

Date

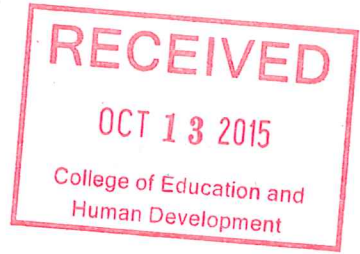
Curriculum Manager: Return to dean Date Forward to: Date

Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove Chair, GSC/USC Date

* Approve Disapprove Provost Date



1. Explain briefly and clearly the proposed improvement.

New course is being proposed by the FCS Dept: FCS 5110: Kinship Care Family Members: Strengths and Challenges

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

For several years, the FCS Dept has had considerable expertise in kinship care, particularly the care of children by their grandparents. Previous FCS Dept Chair Dr. Linda Dannison and Dr. Andrea Smith, TLES with a joint appointment in FCS, developed resources for kinship care families and those who work with them. The FCS Dept and WMU collaborates with Georgia State University on the National Research Center on for Grandparents Raising Grandchildren <http://www.wmich.edu/grandparenting>. WMU also houses the online journal **GrandFamilies: The Contemporary Journal of Research, Practice and Policy** through the University Library's ScholarWorks platform. These courses have the potential of meeting a need for training in this area for professionals working with this unique family form that capitalizes on WMU's strong reputation. The long-term plan is to develop a graduate certificate program. A proposal to reduce the minimum number of credit hours required for a certificate at WMU from 15 to 9 is before the Graduate Studies Council. If that proposal is approved, the FCS Dept would develop a 9-credit graduate certificate program in this area. If the minimum number of credits stays at 15 hrs, the dept will consider developing a 15-credit certificate program.

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.

Such courses do not exist elsewhere at WMU, and these would also be on the cutting edge of academic coursework in this area of kinship care. These courses would be viable electives for the MA in Family and Consumer Sciences and also as advanced courses for undergraduate majors in Family Studies and Child and Family Development majors. The teaching workload of Dr. Andrea Smith would need to be considered. The one-credit courses also being proposed would likely be offered by part-time faculty with expertise in specific content areas.

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

Would enhance elective offerings as noted in #3 above.

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.

Offering these courses will provide graduate students in the MA in FCS additional elective coursework, potentially facilitating time-to-degree.

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?

In 2011, 7.7 million children in the U.S.—one-in-ten—were living with a grandparent, and approximately 3 million of these children were also being cared for primarily by that grandparent (Pew Research Center, Sept 2013). Children who are cared for primarily by a grandparent are more likely to be living below the poverty line (28% versus 17%) and have lower median household income (\$36,000 versus \$48,000) than children who are not being cared for primarily by a grandparent. This widespread family structure involves special considerations related to legal, economic, educational, and child development matters.

These courses, primarily intended to be offered online, would serve a need for training of human services professionals who work with kinship care families. This is the intended student audience, along with students in FCS Dept undergrad and graduate programs. It is estimated that this course and others would have a minimum of 10 students.

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.)

The primary cost of offering this proposed course and others also being proposed is faculty pay. This would be accomplished by assigned teaching time of full-time faculty for this course and another 3-credit course. Staffing of the three 1-credit courses would be done primarily through part-time instructors with expertise in the content areas.

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.) NA
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.

Students enrolled in this course FCS 5110 course will be able to demonstrate:

1. Heightened awareness of the utility of Ecological Theory as a professional lens when working with kinship care family members
 2. Familiarity with demographics and commonality of kinship care families within the United States and internationally
 3. Increased awareness of the inter-relationships of the varied systems (for example: educational, legal, health care, occupational, etc.) within which kinship care family members frequently interact
 4. Enhanced knowledge of common challenges for adult kinships caregivers, the children in their care and children's biological parents
 5. Enlarged perspectives of kinship care family structures, as well as differing cultural and social realities within the United States and internationally
 6. Increased repertoire of strategies for building resiliency in all generations of kinship care family members
 7. Improved knowledge of available resources and strategies for assisting kinship care family members to access existing resources
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.

The CEHD would like to offer additional graduate certificate programs in areas of faculty expertise. This course and others are being proposed following discussions about how to further develop the reputation of WMU as a leader in the area of kinship care, particularly grandparents raising grandchildren.

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. NA

FCS 5110

Kinship Care Family Members: Strengths and Challenges

Course Number: FCS 5110

Course Title: Kinship Care Family Members: Strengths and Challenges

Instructor:

Credits: 3

Prerequisites: None

Required Texts: deToledo, S. and Brown, D. (2013). Grandparents as Parents: A Survival Guide for Raising a Second Family (2nd Ed.). New York, NY: The Guilford Press.

Hayslip, B. and Kaminsky, P. (2008). Parenting the Custodial Grandchild: Implications for Clinical Practice. New York, NY: Springer.

Research articles related to particular course topics will be posted throughout the semester. Students will have additional opportunities to seek out professional research materials are of particular interest to them.

Course Description:

FCS XXXX focuses on highlighting varying experiences and realities for multi-generational kinship care family members, including adult caregivers, the children in their care, and children's biological parents. Common challenges will be presented, along with strategies for assisting family members in resiliency building and accessing available resources. Socio-cultural differences, both within the United States and internationally, will be examined. Topics addressed in this course may vary to some extent each semester, depending on students' professional experiences, needs, and interests.

Course Objectives and Outcomes:

Students enrolled in this course will be able to demonstrate:

1. Heighted awareness of the utility of Ecological Theory as a professional lens when working with kinship care family members
2. Familiarity with demographics and commonality of kinship care families within the United States and internationally
3. Increased awareness of the inter-relationships of the varied systems (for example: educational, legal, health care, occupational, etc.) within which kinship care family

- members frequently interact
4. Enhanced knowledge of common challenges for adult kinships caregivers, the children in their care and children's biological parents
 5. Enlarged perspectives of kinship care family structures, as well as differing cultural and social realities within the United States and internationally
 6. Increased repertoire of strategies for building resiliency in all generations of kinship care family members
 7. Improved knowledge of available resources and strategies for assisting kinship care family members to access existing resources

Modes of Instruction:

This course may be offered in face-to-face or online formats. Course content, for face-to-face courses, will be provided via lecture, large and small group discussions, video presentations and guest speakers. Course content for online courses, including pre-recorded online lectures and additional written materials will be available using WMU's E-Learning. System. Assignments, discussions and group initiatives will also utilized E-Learning. Students are encouraged to set up individual or small group meetings with the instructor if questions arise or more information about specific topics is desired using google-chat, skype, email or scheduled conference calls.

Methods of Evaluation:

1. **Interviews with Kinship Care Family Members: (50 points):** Students are asked to interview members of kinship care families. These individuals may comprise one single family or may represent different families. An individual interview should be conducted with the following family members:
 - a. An adult caregiver (for example, a grandmother/grandfather, an aunt/uncle or a caregiver who is not a biological relative)
 - b. The biological parent
 - c. A child between the ages of 5-11 years
 - d. An adolescent between the ages of 12-18 years

Plan to spend between 30-45 minutes interviewing each adult and 15-20 minutes interviewing each child. You may use alternative methods (for example, play or art-based interactions) if you choose, particularly when interviewing children and/or adolescents.

The following topics may be used as a rough guide for these interviews. Please don't view these as a "road map" for your interviews; let your conversations flow naturally.

1. Circumstances/reasons leading to the formation of the kinship care family
2. Length of time as a kinship care family member
3. Personal challenges, both frequent and infrequent
4. Personal strengths, including strengths that have been developed as a result of the kinship care experience
5. Helpful supports and/or resources
6. Desired supports and/or resources

Please summarize each of these interviews separately. Then, compare and contrast answers received from individuals occupying different roles. What similarities exist? What differing points of view become more apparent? Conclude your paper by summarizing your new learning and information that could benefit other professionals working with kinship care family members.

This assignment should be submitted in drop-box.

2. Individual Power-point Research Assignment: (60 points): Each class member will research and prepare a PowerPoint (PPT) presentation focusing on one of the topics listed below (or another topic otherwise mutually agreed upon by both student and professor). Each topic may be chosen by only one student. Topic choices must be approved by the professor, and will be allocated on a “first come, first served” basis. Your presentation should focus on kinship care families’ interactions within each of these systems.

- School
- Special Education
- Occupational
- Mental Health
- Child care
- Financial
- Legal
- Family Relationships
- Physical Health
- Family communication
- Lifestyle changes
- Public Assistance
- Emotional Challenges
- Family Violence
- Military

Note that the above list is neither exhaustive nor inclusive. Students may choose other related topics to submit for instructor approval.

Study your selected topic in depth. You must engage in research that goes beyond the texts required for this course. Based on your research, design and develop a PowerPoint presentation to convey what you’ve learned to other class members. Aim for a presentation that would be between 20-25 minutes in length. Your presentation should provide an overview of your particular topic in relation to kinship care families, present common realities and challenges, and highlight existing resources and/or programs. If none (or few) resources/programs exist, please highlight recommendations related to developing services and resources. A bibliography citing all sources (minimum of 10 resources) used to develop your presentation is required. Your bibliography should be presented on the last slide(s) of your PowerPoint presentation

Please provide a video recording of you giving your presentation. This can be a presentation given to an actual group, or may be a simulated presentation for purposes of this class. Upload your presentation to the discussion link in E-learning. Please provide a copy of your power-point slides (not your entire recorded presentation) in the course drop-box.

This assignment should be submitted to both drop-box and discussions as described above.

3. Peer Responses to PowerPoint (PPT) Presentations (30 points):

Each student is to view every other student's recorded power-point presentation and thereby learn and benefit from one another's good work. Please use the following response sheet to record your responses to these presentations.

- Strengths of this presentation
- New learning as a result of viewing this presentation
- Suggestions for improving this presentation

To conclude this assignment, please choose the three presentations that focused on information that will have the most impact on your own professional work with kinship care family members. Highlight why the information in the three presentations you've selected is important to you and how your future professional work may be affected.

This assignment should be submitted to drop-box.

4. Online Lecture Reviews: (10 points per lecture plus one summary paper = 50 points total)

Four online lectures are posted in the Course Content link for this class. These lectures are:

1. Kinship Care Families in the United States: An Overview
2. Kinship Care Families in International Settings: Similarities and Differences with U.S. Families
3. Enhancing Resilience in Kinship Care Family Members
4. Family Relationships: Improving Communication and Increasing Understanding

Students are asked to review each lecture and respond to the questions posted at the end of each presentation. In addition, students are asked to prepare a summary paper (2-3 pages) that compares and contrasts major points contained in each lecture. Points of emphasis in this final summary should include:

- What were the most important aspects of each presentation?
- Were there consistent themes within these lectures? Were there inconsistencies? If so, highlight specific examples.
- What new learning occurred as a result of exposure to these lectures? How will this information influence your own professional practice?

This assignment should be submitted to drop-box.

5. Discussion Posts: “Grandparents as Parents” (5 points for 5 submissions = 25 points)

Readings will be assigned on a bi-weekly basis (see Schedule). Based on these readings you are to prepare a Discussion Post, which must be submitted by **10:00 p.m. on each designated Thursday** for both peer and instructor review. Include in your writing significant thoughts/feelings/ideas, etc., which are stimulated by the assigned readings. Do not be afraid to be critical in your response—if you disagree, say so and support your reasons why. Consider what use you might make of the text’s information in your current or future work with kinship care families. The recommended length for each entry is 3 to 4 substantial paragraphs. *What matters here is not the specific length of your entries, but rather evidence of thoughtfulness and critical thinking, particularly with regard to application of developmental theories, concepts, and principles in working with families*

These responses should be posted using “discussions”. You may compose your post in the box provided in E-Learning or you may compose your post in Word and submit it as an attachment. Either way, please make sure your post is clearly labeled with your name. *Altogether, you will submit a total of 5 weekly Discussion Posts. Each Discussion Post is worth 10 points for a total 1-2*

This assignment should be submitted to discussions as described above.

6. Peer Responses to Weekly Discussion Posts on “Grandparents as Parents” (2 points for 5 submissions = 10 points):

Students are asked to review and rate other class members; bi-weekly Discussion posts by no later than *Monday at 10:00 p.m.* on selected due dates (see course schedule). Please provide a brief, 1- to 2-sentence explanation of your rating. Be thoughtful in your responses. Take it seriously, and learn as much as you possibly can from one another!

The rating scale is below:

- | | |
|-----------------------------|--|
| 1. Agree: | I feel the same way completely. |
| 2. Both Agree and Disagree: | I agree with some parts, but not other parts. |
| 3. Disagree: | I have a different view on this topic. |
| 4. Neither: | I could go either way. I haven’t made up my mind |

You must provide both a numerical rating AND a thoughtful response to each of your classmates’ posts. You must respond to all of your peers’ Discussion posts to earn 2 points each week for a total of 10 points.

These responses should be posted using the appropriate links in discussions.

7. Group Presentation: “Parenting the Custodial Grandchild” (15 points):

Each student will work with 1-2 other students to create a summary of an assigned chapter(s) in Hayslip and Kaminsky’s text. (*Specific assigned chapters will vary each semester, according to the number of students enrolled in the course*). Your group’s task is to prepare a 1-2 page outline of each chapter you are assigned to review. Next, prepare a summary (1-2 pages) of your assigned chapters that compares and contrasts information. Finally, pose three questions related to implications for clinical practice that reflect the information your team has reviewed.

This assignment should be submitted to discussions.

8. Group Response: “Parenting the Custodial Grandchild” (2 points for 5 submissions = 10 points)

You are asked to work with your assigned team members to provide a group response to questions posed in each team’s summary of assigned chapters in Hayslip and Kaminsky’s text. Only one response from each team (not one response from each individual) is required for this assignment. Use the provided rating scale and a 1-2 paragraph response that supports your team’s ratings for each submission.

The rating scale is below:

- | | |
|-----------------------------|--|
| 1. Agree: | I feel the same way completely. |
| 2. Both Agree and Disagree: | I agree with some parts, but not other parts. |
| 3. Disagree: | I have a different view on this topic. |
| 4. Neither: | I could go either way. I haven’t made up my mind |

You must provide both a numerical rating AND a thoughtful response to each of your classmates’ posts. You must respond to all of your peers’ Discussion posts to earn 2 points each week for a total of 10 points.

This assignment should be submitted to discussions.

Evaluation:

Interviews with KC Family Members	50 points
Individual Research Assignment (Power-point)	60 points
Peer Responses to Power-point Presentations	30 points
Online Lecture Reviews	50 points
Discussion Posts: <u>Grandparents as Parents</u>	25 points
Peer Responses: <u>Grandparents as Parents</u>	10 points
Group Presenting: <u>Parenting Custodial Grandchildren</u>	15 points
Group Response: <u>Parenting Custodial Grandchildren</u>	10 points

Grading Scale:

A maximum of 250 points may be earned.

95 – 100 % = A	[237-250points]
90 – 94% = BA	[225-236 points]
85 – 89% = B	[213-224 points]
80 – 84% = CB	[200-212 points]
75 – 79% = C	[188-199 points]
70-74% = CD	(175-195 points)

Course Overview

Week/Topic	Reading	Assignments
1—Course Introduction/ Continuum of Care	deToledo & Brown, Intro & Ch. 1 Hayslip & Kaminski, Ch. 6	
2—Overview of Kinship Care Family Structures: U.S. And Internationally	deToledo & Brown, Ch. 3 Hayslip & Kaminski, Ch. 7	Online Lecture #1 Discussion Post #1
3—Demographic Info on Kinship Care Families	Research Articles (posted) deToledo & Brown, Ch. 4	Discussion Response #1
4—Adult Caregivers: Challenges	Hayslip & Kaminski, Ch. 1, 2 & 9	Online Lecture #2 Discussion Post #2
5—Adult Caregivers: Strengths	Hayslip & Kaminski, Ch. 5 & 12	Discussion Response #2
6—Kids in Kinship Care: Social & Emotional Development	deToledo & Brown, Ch. 6 Hayslip & Kaminski, Ch. 2 Research Articles (posted)	
7—Kids in Kinship Care: Cognitive & Physical Development	deToledo & Brown, Ch. 7 Hayslip & Kaminski, Ch. 4	Online Lecture #3
8—Extended Family & Biological Parents	deToledo & Brown, Ch. 5 & 9 Hayslip & Kaminski, Ch. 13	Discussion Post #3
9—Presence of Fictive Kin	deToledo & Brown, Ch. 14 Research Articles (posted)	Discussion Response #3
10—Kinship Care Families and System Interfaces	deToledo & Brown, Ch. 10-13 Hayslip & Kaminski, Ch. 8 & 10	Online Lecture #4 Discussion Post #4
11--Family Interactions and Communications	Hayslip & Kaminski, Ch. 5 & 14	Interview Assignment Discussion Response #4
12—Enhancing Resilience in Kinship Care Family Members	Hayslip & Kaminski, Ch. 11 & 15	Lecture Response Discussion Post #5 Group Presentation

13—Differing Perspectives/ Hayslip & Kaminski, Ch. 16-17 Discussion Response #5
Research

14—Developing Family Identities Research Articles (posted) Responses: Group Pres.

15—Putting it All Together PP Research Assignment

Catalog copy for CEHD 617

Catalog Copy:

FCS 5110 - Kinship Care Family Members: Strengths and Challenges

Focuses on highlighting varying experiences and realities for multi-generational kinship care family members, including adult caregivers, the children in their care, and children's biological parents. Common challenges will be presented, along with strategies for assisting family members in resiliency building and accessing available resources. Socio-cultural differences, both within the United States and internationally, will be examined. Topics addressed in this course may vary to some extent each semester, depending on students' professional experiences, needs, and interests.

Credits: 3 hours

WESTERN MICHIGAN UNIVERSITY



Department of Teaching, Learning, and Educational Studies
College of Education and Human Development

October 12, 2015

CEHD College Curriculum Committee
WMU

Dear CEHD College Curriculum Committee:

I support the development of the following FCS courses in the area of Kinship Care:

- FCS 5110: Kinship Care Family Members: Strengths and Challenges (3 credits)
- FCS 5120: Educational Systems and Kinship Care Family Members (1 credit)
- FCS 5130: Health Care and Kinship Care Family Members (1 credit)
- FCS 5140: Economic Realities and Kinship Care Family Members (1 credit)
- FCS 6570: Developing Effective Programming for Kinship Care Family Members (3 credits)

The TLES Department will work with the FCS Department in determining the teaching workload of Dr. Andrea Smith who has expertise in the area of kinship care as it relates to coverage of these courses, particularly the two 3-credit courses.

Sincerely,

A handwritten signature in black ink, appearing to read "Regena F. Nelson".

Regena Fails Nelson, Ph.D.
Chair,
Teaching, Learning and Educational Studies