

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
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 5120 Credit hours: 1

Existing course title:

Proposed course title: Educational Systems and Kinship Care Families

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) None

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): Educ System & Kinship Care Fam

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 1
Seminar or studio
Independent study
Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Handwritten signature of Gary D. Meyer

Date 10-12-15

Chair, College Curriculum Committee

Handwritten signature of Paul White

Date 10-27-15

Dean Date: 11-1-15 Graduate Dean:

Handwritten signature of Mark K. Kelly

Date

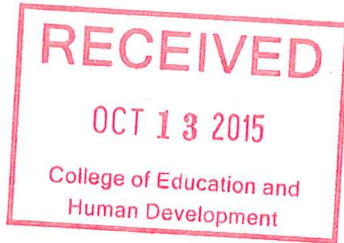
Curriculum Manager: Return to dean Date Forward to: Date

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 5120: Educational Systems and Kinship Care Families

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 (see <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. Staffing of this 1-credit course 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 FCE 5120 course will be able to demonstrate:

1. Enhanced knowledge of the history of American education and current issues in American schools.
 2. Increased awareness of the effects of poverty on learning
 3. Heightened familiarity with models and strategies of family engagement in school settings
 4. Enlarged awareness of common school related experiences for kinship care family members
 5. Increased abilities to develop strategies to reduce educational challenges for kinship care family members
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 5120

Educational Systems and Kinship Care Families

Course Number: FCS 5120

Course Title: Educational Systems and Kinship Care Families

Instructor:

Prerequisites: None

Credits: 1 credit

Required Texts: Grant, K. and Roy, J. (2015). Home, School and Community Collaboration: Culturally Responsive Family Engagement. CA: Sage.

Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. Alexandria, VA: ASCD.

Rossen, E. and Hunt, R. (Eds.) (2013). Supporting and Educating Traumatized Students: A Guide for School-Based Professionals. New York: Oxford University Press.

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 5120 explores the interface between educational systems and kinship care families. Topics will include the history of family engagement in U.S. schools, current practices in American schools, educational risks for children living in poor families, models and strategies of family engagement and common school-related experiences for kinship care family members. Students will focus on strategies for reducing educational challenges for both kinship caregivers and children living in kinship care families.

Course Objectives and Outcomes:

Students enrolled in this course will be able to demonstrate:

1. Enhanced knowledge of the history of American education and current issues in American schools.
2. Increased awareness of the effects of poverty on learning
3. Heightened familiarity with models and strategies of family engagement in school settings
4. Enlarged awareness of common school related experiences for kinship care family members
5. Increased abilities to develop strategies to reduce educational challenges for kinship care family members

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. **Targeted Interviews (30 points):** Each student is asked to interview four individuals for this assignment. These individuals are:
 - an elementary-aged student from a kinship care family
 - a high school-aged student from a kinship care family
 - an adult kinship care family member
 - a teacher or school administrator

Your goal for this assignment is to determine the following:

- For the two students: past and current experiences with schools (both positive and negative), educational strategies that have or are currently working well, current and past educational challenges and what that individual wishes teachers and school administrators could know about kinship care families.
- For the adult kinship care family members: past and current experiences with schools *in relation to the children in their care or in relation to their own children*, current educationally-related challenges, school-related strategies that have previously worked or are currently working, what they wished that had known about schools at the beginning of their kinship care experience, what they have learned, and what they wish teachers and school administrators could know about kinship care

families.

- For the Teacher or School Administrator: Previous and/or current experiences working with kinship care family members, strategies that have worked/are currently working related to working with both children and adults in kinship care families, and tips for other teachers/administrators working with kinship care families.

Your assignment should contain a summary of each of these four interviews. Additionally, please compare and contrast information received in these interviews. What common themes exist? What differences become apparent? Please conclude this assignment by summarizing new learning that has occurred and how this learning may impact your current and/or future work with kinship care family members.

This assignment should be submitted in drop-box.

2. Text Summary: Teaching with Poverty in Mind (20 points): Recognizing that a large number of kinship care children live in poor families, please develop a 4-6 page paper that focuses on the following issues highlighted in Jensen's text:

- Generalized effects of poverty
- Poverty's effects on children's behavior
- Poverty's influence on academic achievement
- Strategies and approaches that can decrease negative effects of poverty in school settings

Please conclude your paper by exploring specific challenges that may be common to children in kinship care families living in poverty. Discuss how professionals working both within and outside of educational settings can collaborate to improve academic success for kinship care children.

This assignment should be submitted in drop-box.

3. Online Lecture Reviews: (10 points per lecture plus one summary paper = 40 points total)

Three online lectures are posted in the Course Content link for this class. Online lectures are presented by both professionals and kinship care family members. These lectures are:

1. Going Back to School: What Kinship Care Providers Need to Know
2. Challenges for Kinship Care Families: Effective Responses in Educational Settings
3. Education and the Law: Current Educational Practices Commonly Affecting Children in Kinship Care Families

Students are asked to review each lecture and respond to the questions posed at the end of each presentation. In addition, students are asked to prepare a summary paper (2-4 pages) that compares and contrasts major points contained in each lecture. Points of emphasis in this

summary should include:

- What were the most relevant aspects of each presentation?
- How does this information interface with your own professional experiences?
- What new learning occurred as a result of exposure to these lectures? How will this information influence your own professional practice?

These responses should be submitted in drop-box.

4. Educator-In-Service Presentation (40 points): Students are asked to develop a presentation about kinship care families that could be used in a professional in-service for teachers and school administrators. Your finished presentation should be approximately 25 minutes in length. Please use whatever visuals (Powerpoints, prezi, etc.) you feel are appropriate for capturing the attention of your audience. You must incorporate strategies and/or information from the course texts and reference these throughout your presentation. These sources, as well as any other resources you utilize for this assignment, must be presented in a bibliography at the conclusion of your presentation.

Components to include in this presentation are:

1. Overview of kinship care families, including demographic information, reason for formation and common challenges for all members
2. Educational realities for children in kinship care families, including poverty, increased likelihood of documented disabilities, emotional issues, etc.
3. Education-related challenges for adults in kinship-care families, including difficulties with communication, lack of familiarity with today's schools, different "reality" of what schools should/should not be providing
4. Strategies for teachers and administrators to utilize when working with kinship care family members

You may focus on one particular age group of students (for example: preschool-aged students, elementary students, secondary students) or develop a presentation for students of all ages. Similarly, your presentation may take a particular focus (for example: transition to school for preschool students, academic challenges for elementary students, examining post-high school educational opportunities for secondary students) or may be more general in focus. However, all presentations must, to some extent, touch upon the four components described above.

This assignment should be submitted in both drop-box and discussions.

5. Peer Responses—Educator In-Service Presentations (20 points):

Each student is asked to review all submitted Educator In-Service Presentation assignments. Students are asked to develop a one-paragraph summary of each submission which highlight:

- Strengths of this presentation
- Suggestions for change
- Numerical rating of overall quality (Scale of 1-5, with 1 = lowest score and 5 = highest score)

In addition, students are asked to select three presentations that they consider to be of the highest quality and prepare a 2-3 page paper supporting their choice. This paper should include:

- Listing of three chosen presentations
- Why each is unique/high quality
- Similarities and differences between presentations
- Specific information that teachers/administrators would learn from viewing each presentation

Evaluation:

Targeted Interviews	30 points
Text Summary	20 points
Online Lecture Reviews	40 points
Educational In-Service Presentation	40 points
Responses: Educational In-Service Presentation	20 points

Grading Scale:

A maximum of 150 points may be earned.

95 – 100 % = A	[143-150 points]
90 – 94% = BA	[135-142 points]
85 – 89% = B	[127-134 points]
80 – 84% = CB	[119-126 points]
75 – 79% = C	[111-118 points]
70-74% = CD	(103-110 points)

Summer Course Schedule

Week-Topic	Reading	Assignments Due
1--Course Overview/History of American Schools	Jensen--Ch. 1-2 Rossen & Hunt--Ch. 1-2	
2.--Poverty and Learning	Jensen--Ch. 3 Rossen & Hunt--Ch. 3 & 5	Online Lecture #1
3—Trauma: Effects on Students	Jensen—Ch. 4 Rossen & Hunt—Ch. 4 & 6	Online Lecture #2 Text Summary
4—Special Needs Students	Grant & Roy—Ch. 1 & 2 Jensen—Ch. 5	Online Lecture #3 Interviews
5—Family Engagement	Grant & Roy—Ch. 3 Jensen—Ch. 6	Lecture Summary
6—Schools and Kinship Care Families	Grant & Roy—Ch. 4-6	Presentation
7—Reducing Educational Challenges for Kinship Care Families		Responses to Presentations

Catalog copy for CEHD 618

Catalog Copy:

FCS 5120 - Educational Systems and Kinship Care Families

Explores the interface between educational systems and kinship care families. Topics will include the history of family engagement in U.S. schools, current practices in American schools, educational risks for children living in poor families, models and strategies of family engagement and common school-related experiences for kinship care family members. Students will focus on strategies for reducing educational challenges for both kinship caregivers and children living in kinship care families.

Credits: 1 hour