

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 5130 Credit hours: 1

Existing course title:

Proposed course title: Health Care 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): Health Care & 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 A. M.

Date 10/13/15

Chair, College Curriculum Committee

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Date 10-27-15

Dean Mark K. Veltz Date: 11-1-15 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

1. Explain briefly and clearly the proposed improvement.

New course is being proposed by the FCS Dept: FCS 5130: Health Care 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, health care, 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 5130 course will be able to demonstrate:

1. Increased awareness of the history and evolution of health care in the United States
 2. Enhanced understanding of the reality of health care today for American families
 3. Heighted knowledge about health care challenges for kinship care family members, including both medical issues and difficulties with access
 4. Increased abilities to recognize and locate effective health care programming and services available to 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 5130

Health Care and Kinship Care Families

Course Number: FCS 5130

Course Title: Health Care and Kinship Care Families

Instructor:

Prerequisites: None

Credits: 1 credit

Required Texts: Knickman, J. and Kovner, A. (2015). Health Care Delivery in the United States. New York, NY: Springer.

Sultz, H. and Young, K. (2015). Health Care USA: Understanding its Organization and Delivery (8th Ed.). Sudbury, MA: Jones and Bartlett.

Research articles will be assigned throughout the semester to provide students with specific information on varied aspects of health care and kinship care family members. Students will have additional opportunities to seek out professional research materials of particular interest to them.

Course Description:

FCS 5130 focuses on health care systems in the United States and their interfaces with kinship care family members. Topics will include the evolution of health care in the United States, current status of health care systems within the U.S., common health challenges for kinship care family members and effective responses and programming.

Course Objectives and Outcomes:

Students enrolled in this course will be able to demonstrate:

1. Increased awareness of the history and evolution of health care in the United States
2. Enhanced understanding of the reality of health care today for American families
3. Heightened knowledge about health care challenges for kinship care family members, including both medical issues and difficulties with access
4. Increased abilities to recognize and locate effective health care programming and services available to 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 utilize 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. Text Summary: Health Care Delivery in the United States (30 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 Knickman and Koyer's text:

- Overview of health care in the United States
- Government programs supporting health care
- Models of medical care
- Vulnerable populations
- Challenges to providing effective health care

Please conclude your paper by exploring specific health care related challenges that kinship care family members may face. Discuss how these challenges may affect the lives of children and adults and propose alternatives to these issues.

This assignment should be submitted in drop-box.

2. 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 health care professionals and kinship care family members. These lectures are:

1. Government Sponsored Health Care Services in the United States
2. Common Health-Related Challenges for Kinship Care Family Members
3. Kinship Care Families' Perspectives Accessing Health Care Services and Programming: What Works (and Doesn't Work)

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.

3. Annotated Bibliography—50 points:

Students are asked to prepare an annotated bibliography of professional articles and book chapters that relate to kinship care family members and issues of health. Areas of focus in your selected resources may include access to systems of health care, common health issues in adult caregivers, medical issues for children in kinship care families (including physical and mental health), challenges for health care professionals working with kinship care families, and examples of health-related programs serving kinship care family members.

Your bibliography should reference ten articles or book chapters. Each source will have a separate annotation. Begin each annotation with a bibliographic citation (APA style) and then provide a one-two paragraph summary of the article/chapter's content.

Please conclude this assignment by developing a brief (3-4 pages) paper that compares and contrasts information gained from these articles. Be sure to conclude your assignment by stating your perspectives on health care and kinship care family members and offering recommendations for future programming and services.

4. Group Discussion Blog—30 points:

Students will read discussion items, posted by the course instructor, at three different points during the course. Students are asked to read over the posted information and prepare a short (3-4 paragraph) response summarizing each student's individual reaction to and/or perspective on this information. All responses should be posted within three days of the instructor's post (these days will be scheduled in advance and announced in the course schedule).

Students are then asked to read through student responses and select two student posts. The selected posts may represent a similar or different perspective, or may offer new insight into that particular issue. Students are asked to post their reactions to the selected two posts in a 1-2 paragraph response. Please remember to be professional, factual and courteous in your responses. Remember, you are addressing the *issue* raised in each post.

Evaluation:

Text Summary	30 points
Online Lecture Reviews	40 points
Annotated Bibliography	50 points

Group Discussion Blog

30 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	Assignment
1—Course Introduction/ History of Health Care	Knickman & Koyner, Ch. 1 & 2 Sultz & Young, Ch. 1 & 2	Blog Post
2—Status of Health Care: U.S. and Internationally	Knickman & Koyner, Ch. 3 Sultz & Young, Ch. 3, 4 & 5	Online Lecture #1 Blog Response
3—Health Care Realities for Families: U.S. & Internationally	Knickman & Koyner, Ch. 5 & 6	Online Lecture #2 Blog Post
4--Health Issues for Adults in Kinship Care Families	Sultz & Young, Ch. 7 & 8	Online Lecture #3 Text Summary Blog Response
5—Health Issues for Children in Kinship Care Families	Knickman & Koyner, Ch. 4 & 6	Lecture Summary Blog Post
6—Locating and Developing Responsive Health Care For Kinship Care Families	Research Articles (posted)	Blog Response
7. Educating Health Care Professionals	Research Articles (posted)	Annotated Biblio.

Catalog copy for CEHD 619

Catalog Copy:

FCS 5130 - Health Care and Kinship Care Families

Focuses on health care systems in the United States and their interfaces with kinship care family members. Topics will include the evolution of health care in the United States, current status of health care systems within the U.S., common health challenges for kinship care family members and effective responses and programming.

Credits: 1 hour