

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 5140 Credit hours: 1

Existing course title:

Proposed course title: Economic Realities 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: Gary A M

Date

Handwritten date: 10/13/15

Chair, College Curriculum Committee

Handwritten signature: Carl Widen

Date

Handwritten date: 10-27-15

Dean M ~ K Feltz

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 5140: Economic Realities 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 5140 course will be able to demonstrate:

1. Enhanced knowledge of theories of family economics
 2. Increased understanding of poverty in the United States and the over-representation of kinship care family members among families living in poverty
 3. Heightened realization of common financial challenges and realities for kinship care families
 4. Increased abilities to locate and analyze existing or needed financial programming and services 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 5140

Economic Realities and Kinship Care Families

Course Number: FCS 5140

Course Title: Economic Realities and Kinship Care Families

Instructor:

Prerequisites: None

Credits: 1 credit

Required Texts: Browning, M., Chiapperi, P., and Weiss, Y. (2014). Economics of the Family. New York, NY: Cambridge University Press.

Iceland, J. (2013). Poverty in America: A Handbook. Berkley, CA: University of California Press.

Minuchin, P., Colapinto, J., and Minuchin, S. (2007). Working with Families of the Poor, 2nd Ed. New York, NY: Guilford.

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

Course Description:

FCS 5140 focuses on theories of family economics as well as financial challenges and realities for kinship care family members. Topics will include an overview of family economic theory, poverty in the United States, financial information and challenges for kinship care families and an analysis of existing and needed services and programs.

Course Objectives and Outcomes:

Students enrolled in this course will be able to demonstrate:

1. Enhanced knowledge of theories of family economics
2. Increased understanding of poverty in the United States and the over-representation of kinship care family members among families living in poverty

3. Heightened realization of common financial challenges and realities for kinship care families
4. Increased abilities to locate and analyze existing or needed financial programming and services 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 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. **Poverty and Kinship Care Families (50 points):** Students are asked to review information on poverty provided by the course texts (Iceland and Minuchin et. al), the online lecture, and posted articles. Students are then asked to submit a research paper summarizing the reality of poverty for U.S. families, with a special emphasis on how poverty affects kinship care families. Issues of focus within this paper may include:
 - Generational vs. Situational poverty
 - Demographic information on poverty in the U.S.
 - Effects on families
 - Effects on children
 - The "culture" of poverty
 - Demographic information on kinship care and poverty
 - Effects on kinship care family members

Your paper should effectively summarize these focal issues. Bibliographic citations must accompany information gained from the course texts, lectures, and any articles that you use when researching this topic. Be sure to emphasize reasons supporting an increased likelihood of living in poverty for kinship care families and highlight unique challenges they may face. Finally, conclude your paper by summarizing new learning about kinship care families and poverty and how this learning may affect your current or future work with kinship care family members.

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. Poverty in the United States
2. Common Financial Questions and Challenges for Kinship Care Family Members
3. Effective Strategies for Assisting Kinship Care Family Members with Financial Issues

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. Programming Activities—40 points:

Students are asked to a set of ten activities that could be used in individual face-to-face or group setting with kinship care family members. These activities should all relate to family economics, resource allocation (including time, energy, money), and financial issues. Topics for these activities may include analysis of resource expenditures, resource allocation, budgeting and money management, locating and accessing existing assistance programs, and communicating with family members about finances and other resource allocations. You may choose to focus all of your activities on one topic, or multiple topics. Similarly, all of your activities could be designed for a single target audience or for varied types of participants.

Please be sure that all activities are presented in a format that includes:

- Title of Activity
- Objective(s) and expected outcomes
- Target audience (for example: a group of adult kinship caregivers, a one-on-one session with a kinship care family, an individual meeting with a kinship care family member, a group session with middle school students living in kinship care families, etc.)
- Resources needed, including materials and time allotted for completion
- Description of activity/implementation plan

- Assessment of activity

An essential component of this assignment is an introduction that summarizes why you chose to develop your specific set of activities and the general audience(s) for which they were designed. Also, please include a section summarizing how you may use these activities in your current or future work with kinship care family members.

This assignment should be submitted in both dropbox and discussions.

4. Student Response: Programming Activities--30 points:

Students will review class members' posted "Programming Activities" assignment. Students will then choose five activities from others' submissions that have particular appeal for their own work with kinship care family members. In a 2-3 page paper, students are asked to identify their five chosen activities and summarize why each activity holds potential utility for their future work. This paper should conclude by summarizing why these types of activities may be beneficial to kinship care family members and highlight potential strategies for implementing these strategies into existing or yet-to-be-developed programs.

This assignment should be submitted in drop-box.

Evaluation:

Poverty and Kinship Care Families	50 points
Online Lecture Reviews	40 points
Programming Activities	40 points
Student Response: Programming Activities	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
1—Course Introduction/ Theories of Family Economics	Browning et. al, Ch. 1-3	
2—Family Economics and Kinship Care Families	Browning et. al, Ch. 4 & 5	Online Lecture #1
3. Poverty: U.S and International	Iceland, Ch. 1-4	Online Lecture #2
4. Financial Challenges for Kinship Care Families: Short Term Issues	Iceland Ch. 5 & 6 Minuchin et. al. Ch. 1-3	Online Lecture #3
5. Financial Challenges for Kinship Care Families: Long Term Issues	Minunchin et. al., Ch. 4 & 5 Research Articles (posted)	Programming Activities
6. Economic Programming and Services for Kinship Care Families	Minuchin et. al, Ch. 6-7 Research Articles (posted)	Lecture Summary
7. Developing Needed Programs and Services	Iceland, Ch. 7	Research Paper Response-Programming Act.

Catalog copy for CEHD 620

Catalog Copy:

FCS 5140 - Economic Realities and Kinship Care Families

Focuses on theories of family economics as well as financial challenges and realities for kinship care family members. Topics will include an overview of family economic theory, poverty in the United States, financial information and challenges for kinship care families, and an analysis of existing and needed services and programs.

Credits: 1 hour