

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)
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:

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

Existing course prefix and #: Proposed course prefix and #: FCS 6570 Credit hours: 3

Existing course title:

Proposed course title: Developing Effective Programming for Kinship Care Family Members

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): Effective Program Kinship Care

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

Handwritten signatures of Gary A. and Carl...

Date 10/10/15

Chair, College Curriculum Committee

Date 10-27-15

Dean Mark K. Fitts

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 6570: Developing Effective Programming for Kinship Care Family Members

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. 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 the FCS 6570 course will be able to demonstrate:

1. Increased familiarity with research describing and assessing programing for kinship care family members
  2. Enlarged awareness of the differences in program services within the U.S. compared to international settings
  3. Enhanced recognition of varied service delivery options and the importance of developing services that are culturally and ethically acceptable and relevant
  4. Heightened understanding of initial steps in program development, including strategies for locating and applying for grants and other funding options, developing advisory boards and the importance of community-based collaboration and communication
  5. Increased knowledge of strategies for successfully implementing programs and services for kinship care family members, including caregivers, biological parents and children ages birth-18 years.
  6. Improved abilities to locate and/or develop effective strategies and measures to assess and report program outcomes
  7. Enhanced recognition of the important of disseminating program results
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 6570**

## **Developing Effective Programming for Kinship Care Family Members**

**Course Number:** FCS 6570

**Course Title:** Developing Effective Programming for Kinship Care Family Members

**Instructor:**

**Credits:** 3

**Prerequisites:** None

**Required Texts:**

Hayslip, B. and Smith, G. (Eds.) (2013). Resilient Grandparent Caregivers: A Strengths-Based Perspective. New York: Routledge.

Smith, S. and Hamon, R. (2012). Exploring Family Theories. 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 of particular interest to them.*

### **Course Description:**

FCS 6570: *Developing Effective Programming for Kinship Care Family Members*, focuses on providing strategies for developing, implementing and assessing effective programs for members of kinship care families. Students will become familiar with research focusing on existing programs and services, both in the U.S. and internationally. Students will become more knowledgeable about varied service delivery options. Initial steps related to program development, including grant writing, advisory boards and community collaboration will be presented. Strategies related to successful program implementation, the critical nature of evaluation, and the importance of reporting about program services will be additional areas of focus.

## **Course Objectives and Outcomes:**

Students enrolled in this course will be able to demonstrate:

1. Increased familiarity with research describing and assessing programing for kinship care family members
2. Enlarged awareness of the differences in program services within the U.S. compared to international settings
3. Enhanced recognition of varied service delivery options and the importance of developing services that are culturally and ethically acceptable and relevant
4. Heightened understanding of initial steps in program development, including strategies for locating and applying for grants and other funding options, developing advisory boards and the importance of community-based collaboration and communication
5. Increased knowledge of strategies for successfully implementing programs and services for kinship care family members, including caregivers, biological parents and children ages birth-18 years.
6. Improved abilities to locate and/or develop effective strategies and measures to assess and report program outcomes
7. Enhanced recognition of the important of disseminating program results

## **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. **Assessment of Popular Media—40 points:** Students are asked to read/view popular literature (adult and children's books) and movies about grandparents and grandchildren. In some cases, grandparents are raising grandchildren; in others, grandparents play other significant roles.

Please select four movies (two from both list #1 and list # 2), two novels (list #3) and five children's books (list #4). You are not restricted only to selections provided –if you would like to view/read alternative selections, please have them approved by the instructor. View/read each of your selections and then answer the questions listed below:

- How were family relationships portrayed in this movie/book? What complexities were displayed? What strengths? What challenges?
- What unique characteristics did the grandparent(s) possess? How did these characteristics influence the grandchild(ren)?
- How would you describe the relationship between the grandparent and grandchild(ren)? What role(s) did the grandparent fill?
- How realistic was this movie/book? Did it match with what you know about grandparents/grandchildren?
- How did the movies specifically focusing on custodial grandparenting differ from the other movies? Be specific in describing grandparents' role(s), their relationships with grandchildren, challenges, and displays of resiliency.
- How do you feel popular movies and books influence society's view of grandparents who are raising grandchildren? What messages do they contain for adults? For children? How does this societal view affect available resources, programming, etc.?

**List #1: Movies about Grandparents and Grandchildren**

- Whale Rider
- Little Miss Sunshine
- In her Shoes
- Willy Wonka and the Chocolate Factory
- Cocoon
- Diary of a Mad Black Woman
- Hope and Glory
- Parenthood
- Dolphin Tale
- Nobody's Fool
- 

**List #2: Movies about Grandparents Raising Grandchildren**

- The Education of Little Tree
- Ulee's Gold
- The Story of Luke
- Black and White
- The Princess Diaries, Vol. 2

**List #3: Novels about Grandparents and Grandchildren**

- *The Glass Castle* (Walls)
- *The Summer Book* (Jansson)
- *Sylvia Garland's Broken Heart* (Harris)
- *Northern Borders* (Mosher)
- *Boy in the Striped Pajamas* (Boyne)
- *Heidi* (Spyri)
- *Little Lord Fauntleroy* (Burnett)
- *I Love You from the Edges* (Wright)

#### **List #4: Children's Books**

- *Robert Lives with His Grandparents*
- *Me and You, Little Bear*
- *A Mother for Choco*
- *Grandma's Wise*
- *Grandpa and Me*
- *The Grandma Book*
- *The Hello-Goodbye Window*
- *Bee Tree*
- *Song and Dance Man*
- *Grandpa and Bo*
- *Henry and Mudge and the Great Grandpas*
- *Me with You*
- *Off to School Baby Duck*
- *Where is CoCo Going?*

*This assignment should be submitted using drop-box.*

**2. In-service Presentation—50 points:** Students are asked to develop a presentation that can be used to educate a particular group about kinship care families and the need for effective programming. The target audience for this presentation will vary according to students' professional needs and interest. Suggested audiences may include mental health counselors, school administrators and teachers, health care professionals, community members, and potential funders. Presentations will vary in content, to some degree, based on the selected target audience. However all presentations should minimally contain the following components:

- Introduction to Kinship Care as a family typology
- Demographic information on kinship care in the United States/other countries
- Demographic information specific to the particular city/state/region in which the target audience is located
- Reasons for kinship care family formation
- Realities for adult kinship care providers, including challenges and strengths
- Realities for children in kinship care families
- Specific information on kinship care families related to your target audience's professional/personal interactions with kinship care family members
- Programming needs, including an emphasis on services that currently exist (nationally and more locally) and services that are needed
- 

Your completed presentation should be approximately 20-25 minutes in length. Please be sure to include your plan for assessing feedback from your target audience related to the effectiveness of your presentation

*This assignment should be submitted using drop-box.*

**3. Research on Existing Programs—50 points:** Each student is responsible for

locating five existing programs that provide services to kinship care family members. At least one of these programs must be located outside of the state/country in which the student resides. One of these programs must provide services to children living in kinship care families. Please summarize each program, including the following information:

- Location of program
- Sponsoring agency/organization
- Interface(s) with other existing systems
- Funding source
- Annual budget
- Staff
- Who (what kinship care family members) is served
- How services are delivered
- Areas of emphasis (for example: mental health, physical health, legal, education, etc.)
- Unique aspects of program
- Evaluation and dissemination efforts

Please conclude this assignment by comparing and contrasting the different programs you reviewed. Emphasize strengths, as well as areas for improvement. Describe how relevant family theories and systems theories are reflected in the programs you reviewed. Include a section on what you have learned from this assignment and how this may affect your current and/or future work with kinship care family members.

*This assignment should be submitted using drop-box and discussions.*

**4. Responses to Existing Programs: 25 points:** Students are asked to choose five programs from those posted by other students. Your chosen programs should be those who appeal to you due to their structure, population served, innovativeness, etc. Please review each program answering the following questions:

- What are the apparent strengths of this program?
- What are the areas of challenge for this program?
- What aspects of this program are appealing to me as a professional? Why?

Conclude this assignment by describing elements from these programs that might be successfully integrated into your current or future work with kinship care family members.

*This assignment should be submitted using drop-box.*

**5. 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. Programming for Kinship Care Family Members: Setting the Stage
2. Programming for Kinship Care Family Members: Implementing Programs—  
Initial Steps



3. Programming for Kinship Care Family Members: Ongoing Services
4. Programming for Kinship Care Family Members: Evaluation and Assessment

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: Resilient Family Caregivers (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, especially in regard to building and enhancing resiliency in family members. 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 2 points for a total of 10 points.*

*This assignment should be submitted to discussions.*

**6. Peer Responses to Weekly Discussion Posts on Resilient Family Caregivers (2 points for 5 submissions = 10 points):**

Students are asked to review and rate other class members' bi-weekly Discussion Posts on assigned 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.

*This assignment should be submitted to discussions.*

### **Evaluation:**

Assessment of Popular Media	40 points
In-service Presentation	50 points
Research on Existing Programs	50 points
Responses to Existing Programs	25 points
Online Lecture Responses	50 points
Discussion Posts: <i>Resilient Family Caregivers</i>	25 points
Peer Responses: <i>Resilient Family Caregivers</i>	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 Schedule

<b>Week/Topic</b>	<b>Reading</b>	<b>Assignment</b>
1—Course Introduction/ Family Theories Overview	Smith & Hamon, Ch. 1-3	
2—Kinship Care Programming: National/International	Hayslip & Smith, Foreword & Ch. 1 Smith & Hamon, Ch. 5 & 6	Online Lecture #1
3—Program Outcomes: Review of Research	Research Articles (posted) Hayslip & Smith, Ch. 2	Discussion Post #1
4—Developing Programs: Setting the Stage	Research Articles (posted) Hayslip & Smith, Ch. 6 & 11	Online Lecture #2 Peer Response #1
5—Initial Steps: Program Development	Research Articles (posted) Hayslip & Kaminski, Ch. 3 & 8	Discussion Post #2
6—Implementing Programs Strategies for Success	Hayslip & Smith, Ch. 4 & 5	Online Lecture #3 Peer Response #2
7—Assessing Programmatic Outcomes	Hayslip & Smith, Ch. 7	Discussion Post #3 Popular Media Paper
8—Dissemination: Presenting to Diverse Audiences	Hayslip & Smith Ch. 12	Online Lecture #4 Peer Response #3
9—Services for Adult Caregivers	Hayslip & Smith, Ch. 10 Smith & Hamon, Ch. 4	Discussion Post #4
10—Services for Children in Kinship Care Families	Research Articles (posted) Hayslip & Smith, Ch. 15	Lecture Summary Peer Response #4
11—Services for Biological Parents and Extended Family Members	Hayslip & Smith, Ch. 16	Discussion Post #5 Inservice Presentation
12—Using Technology to Provide Kinship Care Programming	Research Articles (posted) Hayslip & Smith, Ch. 13	Peer Response #5

13—Programming to Support  
Family Strengths

Hayslip & Smith, Ch. 9

Existing Programs  
Research Paper

14—Services for Individualized  
Needs

Hayslip & Smith, Ch. 14

15—Future Trends in Programming

Responses to Existing  
Programs Assignment

## **Catalog copy for CEHD 621**

### Catalog Copy:

#### FCS 6570 - Developing Effective Programming for Kinship Care Family Members

Focuses on providing strategies for developing, implementing and assessing effective programs for members of kinship care families. Students will become familiar with research focusing on existing programs and services, both in the U.S. and internationally. Students will become more knowledgeable about varied service delivery options. Initial steps related to program development, including grant writing, advisory boards and community collaboration will be included. Strategies related to successful program implementation, the critical nature of evaluation, and the importance of reporting about program services will be additional areas of focus.

Credits: 3 hours