

Apr 11/08/05

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**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit HDES Department - Child Development and Family Relations	Phone 7-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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**2. Additional Course Designations: check if appropriate**

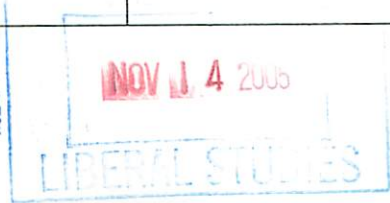
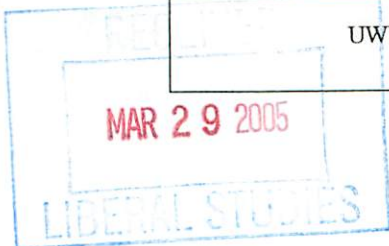
This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program       Program Title Change       Other  
 New Minor Program       New Track       Catalog Description Change       Program Revision

<u>BS-Child Development/Family Relations</u> <u>Current program name</u>	<u>BS-Child and Family Studies</u> <u>Proposed program name, if changing</u>
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4. Approvals		Date
Department Curriculum Committee		
Chair(s)	Brooke Judkins	3/15/05
Department Chair(s)	Mary C. Smith	3/16/05
College Curriculum Comm. Chair	Elizabeth Palmer	3/28/05
College Dean	Carleen P. Zoni	3/28/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	11/8/05



## **Part II. Description of Curriculum Change**

Catalog description for the revised program in the appropriate form:

### **Old Catalog Description:**

The Child Development/Family Relations program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to administer and/or work in programs that entail aspects of child development and family relations; teach at the adult level; or administer human service agencies at federal, state, or local levels. The program also provides preparation for students who want to pursue graduate study in child development or family studies.

### **New Catalog Description:**

The **Child and Family Studies** program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to administer and/or work in programs that entail aspects of child development and family relations; teach at the adult level; or administer human service agencies at federal, state, or local levels. The program also provides preparation for students who want to pursue graduate study in child development or family studies.

**Current IUP students who wish to major or minor in Child and Family Studies must have an overall GPA of 2.3, after 45 credits, to be accepted formally by the department. Students transferring into IUP with fewer than 45 credits must have a GPA of 2.3 upon completion of 45 credits total (transfer plus IUP credits). Students transferring into IUP with greater than 45 credits must have a GPA of 2.3 upon completion of their first semester.**

#### 1. Summary of changes

##### B. List of associated changes

##### **1. MAJOR COMPONENT**

- a. Change program name to Child and Family Studies.
- b. Add minimum acceptable GPA of 2.3 to major, minor or transfer into the program.

##### **2. OTHER REQUIREMENTS: COURSE NUMBER & NAME CHANGES, ADD PREREQUISITES**

*Change course number, name, change prerequisites*

- a. Change number & name of CDFR 422 Early Childhood Education to CDFR 322 Early Care & Education, add prerequisites.

*Change course number, change prerequisites*

- b. Change CDFR 418 Advanced Child Development to CDFR 310 Advance Child Development, add prerequisites.
- c. Change CDFR 424 Family Issues to CDFR 323 Family Issues, add prerequisites.
- d. Change CDFR 317 Infant Development to CDFR 410 Infant Development, add prerequisites.

- e. Change CDFR 324 Family Dynamics to CDFR 428 Family Dynamics, add prerequisites.
- f. Change CDFR 419 Teaching in Child Development Centers to CDFR 429 Teaching in Child Development Centers, add prerequisites

*Add prerequisites*

- g. Add prerequisites to CDFR 321 Preschool Education: Developmentally Appropriate Practices
- h. Add prerequisites to CDFR 426 Techniques of Parent Education
- i. Add prerequisites to CDFR 463 Family & the Community.

3. Justification/Rationale for Revision

B. List of associated changes

**2. MAJOR COMPONENT**

a. Program name change: In a recent review of programs like ours in institutions of higher education in the United States, we found that 16 of 31 programs were titled “**Child and Family Studies**”. (See footnote for some of the colleges using “Child and Family Studies”.) In order to stay current in our field and to be recognizable to prospective students, we believe it is necessary to change our program title to one that is held by the majority of programs in our field. In addition, the old title “Child Development and Family Relations” is cumbersome and often

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shortened, further confusing the broad aspects of the program. It is not felt that the name change should effect catalogue/course prefix, the CDFR prefix should remain.

\*Note: University of California, Davis  
 University of South Florida  
 University of Massachusetts, Amherst  
 Wheelock College  
 Concordia College  
 University of Southern Mississippi  
 State University of New York, Stony Brook  
 Ohio University  
 Miami University of Ohio  
 Portland State University  
 University of Tennessee, Knoxville  
 University of Wisconsin, Steven Points

2.b. Curriculum Change: In light of recent research findings in the field of early childhood education and proposed changes by the Pennsylvania Department of Education for early childhood programs, the Child and Family Studies Department has revised their

curriculum. The backdrop for proposed program and curricular changes includes research demonstrating two inter-related findings: (1) the long-term benefits of high-quality early childhood education programs to children and to society (more specifically research on the impact of the environment and brain development in the first years of life); and (2) the importance of more qualified staff to achieve those long-term benefits. In the recently published document, "Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry, 1979-2004" by Herzenberg, Price & Bradley, Economic Policy Institute, 2005, the authors reviewed numerous research and longitudinal studies; their findings included, "Delivering high-quality early childhood education requires high-level skills and abilities. These include an understanding of how children develop cognitively and socially as well as the ability to translate an understanding of childhood development into classroom activities that will stimulate children. Consistent with the complexity of the work, research demonstrates that high-quality ECE hinges on teacher experience and qualifications". In addition, with the increase in pre-kindergarten and four-year old kindergarten programs throughout the United States and the Pennsylvania Department of Education's proposed changes for pre-kindergarten to third grade programming, it becomes imperative that early childhood programs set standards that will ensure high-quality early childhood education. Therefore, the Child and Family Studies program has carefully reviewed all courses and realigned the curriculum so each level of coursework (e.g., 200, 300, 400) builds upon the previous level. The program also seeks to establish a base level standard to ensure comprehension of content and high level of skills and abilities of students. This standard includes the demonstration of competence for 200 and 300 level classes with a grade of C or above, thus facilitating synthesis of information in 400 level courses. The curriculum revision also addresses entrance into the major. Current IUP students who wish to major or minor in Child and Family Studies must have an overall GPA of 2.3, after 45 credits, to be accepted formally by the department. Students transferring into IUP with fewer than 45 credits must have a GPA of 2.3 upon completion of 45 credits total (transfer plus IUP credits). Students transferring into IUP with greater than 45 credits must have a GPA of 2.3 upon completion of their first semester.

## 2. Summary of Changes

### A. Table comparing old and new program

Current Bachelor of Science – Child Development/Family Relations Program	Revised Bachelor of Science – Child & Family Studies Program
<p><b>Liberal Studies</b>  <i>As outlined in the Liberal Studies section with the following specifications:</i>      <b>51</b>  <b>Mathematics:</b> 3 cr  <b>Social Science:</b> ANTH 110, PSYC 101, SOC 151  <b>Liberal Studies Electives:</b> 6 cr, CNSV 315, no courses with CDFR prefix</p>	<p><b>Liberal Studies</b>  <i>As outlined in the Liberal Studies section with the following specifications:</i>      <b>51</b>  <b>Mathematics:</b> 3 cr  <b>Social Science:</b> ANTH 110, PSYC 101, SOC 151  <b>Liberal Studies Electives:</b> 6 cr, CNSV 315, no courses with CDFR prefix</p>
<p><b>Major:</b>      <b>34</b>  <b>Required Courses:</b>            CDFR 218 Child Development      3 cr            CDFR 224 Marriage and Family Relations      3 cr            CDFR 317 Infant Development      3 cr            CDFR 321 Preschool Education      3 cr            CDFR 324 Family Dynamics      3 cr            CDFR 418 Advanced Child Development      3 cr            CDFR 419 Teaching in Child Development Centers      4 cr            CDFR 422 Early Childhood Education      3 cr            CDFR 424 Family Issues      3 cr            CDFR 426 Techniques of Parent Education      3 cr            CDFR 463 Family and the Community      3 cr</p>	<p><b>Major:</b>      <b>34</b>  <b>Required Courses:</b>            CDFR 218 Child Development      3 cr            CDFR 224 Marriage and Family Relations      3 cr  <b>CDFR 310 Advanced Child Development</b>      <b>3 cr</b>  <b>CDFR 321 Preschool Education</b>      <b>3 cr</b>  <b>CDFR 322 Early Care &amp; Education</b>      <b>3 cr</b>  <b>CDFR 323 Family Issues</b>      <b>3 cr</b>  <b>CDFR 410 Infant Development</b>      <b>3 cr</b>  <b>CDFR 426 Techniques of Parent Education</b>      <b>3 cr</b>  <b>CDFR 428 Family Dynamics</b>      <b>3 cr</b>  <b>CDFR 429 Teaching in Child Development Centers</b>      <b>4 cr</b>  <b>CDFR 463 Family and the Community</b>      <b>3 cr</b></p>
<p><b>Other Requirements:</b>      <b>6-7</b>  <b>Outside Courses:</b>            NURS 202 Foundations of Child Health      3 cr            or            BIOL 155 Human Physiology and Anatomy      4 cr            FDNT 145 Introduction to Nutrition      3 cr</p>	<p><b>Other Requirements:</b>      <b>6-7</b>  <b>Outside Courses:</b>            NURS 202 Foundations of Child Health      3 cr            or            BIOL 155 Human Physiology and Anatomy      4 cr            FDNT 145 Introduction to Nutrition      3 cr</p>
<p><b>Free Electives: (1)</b>      <b>28-29</b></p>	<p><b>Free Electives: (1)</b>      <b>28-29</b></p>
<p><b>Total Degree Requirements</b>      <b>120</b></p>	<p><b>Total Degree Requirements</b>      <b>120</b></p>
<p>(1) Minors are encouraged in Psychology, Sociology, Educational Psychology, or Deaf Education. Internships and/or NCFR Family Life Education Certificate Program also encouraged</p>	<p>(1) Minors are encouraged in Psychology, Sociology, Educational Psychology, or Deaf Education. Internships and/or NCFR Family Life Education Certificate Program also encouraged</p>

B. The course number changes will enable students to follow a more logical sequence in degree preparation for work in child and family studies.

## **II. Description of Curriculum Change: Change of Course Name, Number and Prerequisites**

### **1. New course description**

CDFR 322 Early Care & Education	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: Grade of C or better in CDFR 218, 321

Current educational theories and research reviewed in terms of implication for the preschool and their effect on materials, equipment, and activity selection.

### **Old Course Description**

CDFR 422 Early Childhood Education	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: CDFR 218

Current educational theories and research review in terms of implication for the preschool and their effect on materials, equipment, and activity selection.

### **2. Justification**

The course name change is consistent with the field's professional organization, National Association for the Education of Young Children. Revised terminology in the field addresses the importance and role of the "care of young children" as well as the education, thus Early Care & Education. This course provides the necessary background for Level 400 courses. Changing the course name, number and adding prerequisites makes this one of the early courses in the major enabling students to follow a more logical sequence in preparation for work in the field of child and family studies. Requiring a C or better assures adequate academic preparation.

## **II. Description of Curriculum Change: Change of Course Number and Prerequisites**

### **1. New course description**

CDFR 310 Advanced Child Development	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: Grade of C or better in CDFR 218

A study of trends and research in the field of child development based on a review of major theorists and current literature.

### **Old Course Description**

CDFR 418 Advanced Child Development	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: none

A study of trend and research in the field of child development based on a review of major theorist and current literature.

### **2. Justification**

CDFR 310 is designed as a junior level course that requires students study trends and research in the field of child development. This course provides the necessary background for Level 400 courses. Changing the course number and making this one of the early courses in the major enables students to follow a more logical sequence in preparation for work in the field of child and family studies. Requiring a C or better assures adequate academic preparation.

## **II. Description of Curriculum Change: Change of Course Number and Prerequisites**

### **1. New course description** CDFR 323 Family Issues

3 class hours  
0 lab hours  
3 credit hours  
(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 224

A concentrated study of selected areas of family life, with emphasis on current personal and social issues affecting the family.

### **Old Course Description** CDFR 424 Family Issues

3 class hours  
0 lab hours  
3 credit hours  
(3c-01-3cr)

Prerequisites: CDFR 224

A concentrated study of selected areas of family life, with emphasis on current personal and social issues affecting the family.

### **2. Justification**

CDFR 323 is designed as a junior level course that requires students study social issues and family priorities. This course provides the necessary background for Level 400 courses. Changing the course number and making this one of the early courses in the major enables students to follow a more logical sequence in preparation for work in the field of child and family studies.



## **II. Description of Curriculum Change: Change of Course Number and Prerequisites**

### **1. New course description**

CDFR 410 Infant Development 2 class hours  
2 lab hours  
3 credit hours  
(2c-21-3cr)

Prerequisites: Grade of C or better in CDFR 218 or equivalent, CDFR 310, 321, & 322 and compliance with current agency regulations

A study of characteristic developmental changes of human infants from birth to approximately two and a half years. Participation as teacher assistant in infant/toddler child care center provides experience in developmentally appropriate guidance and planning for very young children.

### **2. Old Course Description**

CDFR 317 Infant Development 2 class hours  
2 lab hours  
3 credit hours  
(2c-21-3cr)

Prerequisites: CDFR 218

A study of characteristic developmental changes of human infants from birth to approximately two and a half years. Participation as teacher assistant in infant/toddler child care center provides experience in developmentally appropriate guidance and planning for very young children.

### **3. Justification**

CDFR 410 is a senior level course which requires students to utilize their knowledge of infant/toddler development and developmentally appropriate practices to work as a teacher-assistant in infant/toddler laboratories. The course should be taken in the senior year. Under the current curriculum, students could take CDFR 410 prior to completing 300 level courses. Adding the lower level courses as prerequisites and minimum grade of C requires students to have a basic level of competence and to follow a more logical sequence in preparation for a laboratory experience. In addition, students must comply with agency regulations. (Presently, the Pennsylvania Department of Welfare regulations for all staff working in child development programs include Child Abuse and Criminal Check Clearances, current physical examination, and current TB test.)

## **II. Description of Curriculum Change: Change of Course Number and Prerequisites**

### **1. New course description**

CDFR 428 Family Dynamics

3 class hours  
0 lab hours  
3 credit hours  
(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 224 or equivalent

Emphasizes processes and models of family development topics. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping.

### **Old Course Description**

CDFR 324 Family Dynamics

3 class hours  
0 lab hours  
3 credit hours  
(3c-01-3cr)

Prerequisites: CDFR 224 or equivalent

Emphasizes processes and models of family development topics. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping.

### **2. Justification**

CDFR 428 is designed as a writing intensive senior level course. This course requires students integrate knowledge of family development and approaches to familial and marital adjustment and coping. Changing the course number and making this one of the later courses in the major enables students to follow a more logical sequence in preparation for work in the field of child and family studies. Requiring a C or better assures adequate academic preparation.

## **II. Description of Curriculum Change: Change Course Number & Add Prerequisites**

### **1. New course description**

CDFR 429 Teaching in Child Development Centers	2 class hours 4 lab hours 4 credit hours (2c-41-4cr)
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Prerequisites: Grade of C or better in CDFR 218 or equivalent, CDFR 310, 321, & 322 and compliance with current agency regulations

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories

### **Old Course Description**

CDFR 419 Teaching in Child Development Centers	2 class hours 4 lab hours 4 credit hours (2c-41-4cr)
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Prerequisites: CDFR 218 or equivalent

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories

### **2. Justification**

CDFR 429 is a capstone course which requires students to utilize their knowledge of child development and developmentally appropriate practices to work as a teacher-assistant in child development laboratories. The course should be taken in the senior year. Under the current curriculum, students could take CDFR 429 prior to completing 300 level courses. Adding the lower level courses as prerequisites and minimum grade of C requires students to have a basic level of competence and to follow a more logical sequence in preparation for a laboratory experience. In addition, students must comply with current agency regulations. (Presently, the Pennsylvania Department of Welfare regulations for all staff working in child development programs include Child Abuse and Criminal Check Clearances, current physical examination, and current TB test.)

## **II. Description of Curriculum Change: Change of Prerequisites**

**1. New course description**

**Description of Curriculum Change: Change of Prerequisites**

CDFR 321 Preschool Education: Developmentally  
Appropriate Practices

Prerequisites: Grade of C or better in CDFR 218

An examination of the child development philosophy as the basis for the developmentally appropriate decisions and methods in preschool education programming. Emphasizes play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELEC 353.

**Old Course Description**

CDFR 321 Preschool Education: Developmentally  
Appropriate Practices

Prerequisites: CDFR 218

An examination of the child development philosophy as the basis for the developmentally appropriate decisions and methods in preschool education programming. Emphasizes play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELEC 353.

**2. Justification**

CDFR 321 is designed as a sophomore level course that emphasizes a strong knowledge of child development theory for developmentally appropriate preschool programming. A minimum grade of C requires students have a basic level of competence and to follow a more logical sequence in preparation for the field.

## **II. Description of Curriculum Change: Change of Prerequisites**

### **1. New course description**

CDFR 426 Techniques of Parent Education	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: Grade of C or better in CDFR 218, 321 or ELED 215

An examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

### **Old Course Description**

CDFR 426 Techniques of Parent Education	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: none

An examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

### **2. Justification**

CDFR 426 is designed as a junior/senior level course that requires students to examine the interrelationships of home, school, and community and appropriate methods and techniques of parent education. Adding the lower level course assures adequate academic preparation and requires students to follow a more logical sequence in preparation for course.

## **II. Description of Curriculum Change: Change of Prerequisites**

### **1. New course description**

CDFR 463 Family and the Community	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: Grade of C or better in CDFR 218, 224, 310, 321, & 322

A study of community agencies and problems that affect families and their contributions to community. An investigation of ways group dynamics, communication media, and other resources aid understand of human behaviors. Field experience is an integral part of the course.

### **Old Course Description**

CDFR 463 Family and the Community	3 class hours 0 lab hours 3 credit hours (3c-01-3cr)
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Prerequisites: none

A study of community agencies and problems that affect families and their contributions to community. An investigation of ways group dynamics, communication media, and other resources aid understand of human behaviors. Field experience is an integral part of the course.

### **2. Justification**

CDFR 463 is designed as a senior level course that requires students to integrate knowledge of family dynamics, family interactions and utilization of community resources through a 30 hour service-learning experience. Under the current curriculum, students could take CDFR 463 prior to completing 300 level courses and CDFR 423 Family Issues. Adding the lower level courses as prerequisites and minimum grade of C requires students to have a basic level of competence and to follow a more logical sequence in preparation for service-learning.

### **Part III. Section C Implementation**

1. How will the proposed revision affect students already in the existing program?

The course number changes will enable students to follow a more logical sequence in degree preparation for work in child and family studies. Requiring a grade of C or better for the first five courses will improve retention and fully prepare students for the junior and senior years. Changes will become effective in Fall 2005 for incoming freshman, new transfers, and students with course work not completed. (They will not be retroactive for coursework already completed by current students.)

2. Are faculty resources adequate?

None of the proposed changes will impact the faculty load in the program. No courses taught in the program have been added or removed.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

None of the proposed changes impact resources already available to the program.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

The Child and Family Studies Program witnessed a tremendous increase in the number of students in the last two-three years. Current enrollment is now over 230 majors and approximately 50 minors, swelling 300 and 400 level class sizes to over 50 students. This growth has both positive and negative aspects. The majority of students are motivated; however, some students are not committed to the field of child and family studies. After a careful review of grades and transcripts, it is believed that often low grades were not the result of lack of ability rather lack of accepting responsibility. Despite faculty providing extra academic help and advising, these students were unsuccessful. The GPA requirement may result in a decrease of 8-10% (18-23 students) or may provide an incentive to attend class and complete assignments.

### **Part IV. Periodic Assessment**

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.

The CDFR program review is included in the Five Year Department Evaluation as required by SSHE. As a part of that process, questionnaires are sent to graduates and current students are surveyed. The National Council on Family Relations also reviews the program as part of the program certification process needed in order for students to be eligible to receive the provisional Certified Family Life Educator certificate upon graduation. This program approval must also be renewed every five years.

2. Specify the frequency of the evaluations.

The program is reviewed every five years.

3. Identify the evaluating entity.

SSHE, the National Council on Family Relations, and Department Faculty

**Part IV. N/A**

**Part V. Letters of Support – N/A**