

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to [gracemiller@uidaho.edu](mailto:gracemiller@uidaho.edu).

**Deadline:** This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.**

**Submission Information**

This section must be completed

Dept Chair Name:	Sonya Meyer	Email:	sonyam@uidaho.edu
College:	College of Agriculture and Life Sciences		
Department/Unit:	Family and Consumer Sciences/Child, Family and Consumer Studies		
Dept/Unit Approval Date:	9/13/2017	Vote Record:	Unanimous
College Approval Date:	9/26/2017	Vote Record:	Unanimous
Primary Point of Contact:	Beth Price	Email:	bethp@uidaho.edu
Briefly describe the change you are requesting:	Changing current options for CFCS major to emphasis areas and changing names.		

**What is the financial impact of the requested change?**

Greater than \$250,000 per FY:	<input checked="" type="checkbox"/>	Less than \$250,000 per FY:
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**\*\*Note: If financial impact is greater than \$250,000, you must complete a Program Proposal form.**

Describe the financial impact:

There will be no financial impact due to this change.

**Rationale for Program Component Request or Name Change**

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change, if applicable.

The CFCS major is being restructured into a set of core courses with redefined emphasis areas. The major requirements are being streamlined and content is being reorganized to better reflect current needs of human services in the various fields represented. The common course requirements in the CFCS core create a strong foundation for all CFCS majors. The emphasis areas provide the opportunity for students to select a specialization. The name changes more clearly represent focus of emphasis area content and career opportunities. The four additional courses have all previously been piloted or taught as a Special Topic and will be taught as part of assigned faculty load or with graduate student support.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	Option A. Child and Youth Development Option B. Family Development and Aging Option C. Consumer and Community Development
New Name:	Emphasis A. Child Development and Family Relations Emphasis B. Family Development across the Lifespan Emphasis C. Personal and Family Finance

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	2018-2019

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request:  Yes  No  
 If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**\*\*Note:** A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing:  Yes  No

**\*\*Note:** If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

### Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<input type="checkbox"/>	Create New	<input type="checkbox"/>	Discontinue	Implementation Date:		
<input type="checkbox"/>	Graduate Level	<input type="checkbox"/>	Undergraduate Level	<input type="checkbox"/>	Law Level	Credit Requirement:
Are new courses being created: (circle your response)				No	<input checked="" type="checkbox"/> Yes	If yes, how many courses will be created: 4

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Child Family and Consumer Sciences (CFCS)	CIP Code:	19.0701	Degree:	BS FCS
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Enter the name of the program component in the appropriate row:

Option:	<del>Child and Youth Development</del> <del>Family Development and Aging</del> <del>Consumer and Community Development</del>
Emphasis:	Child Development and Family Relations Family Development across the Lifespan Personal and Family Finance
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

CDFR – Coursework in supporting child and youth development. FDL – Coursework in family structure and relationship dynamics across the lifespan. Meets criteria to qualify for Certified Family Life Educator. PFF – Coursework in personal finance, debt management, consumer economics and housing issues. Meets preparation criteria for Accredited Financial Counselor Certification.
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## Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

CDFR students will:

1. Demonstrate skills and strategies for planning, implementing and evaluating environments for supporting child and family development.
2. Demonstrate skills for working with each child, each family, and all teammates, regardless of the diverse demographics of the settings.
3. Apply theories and evidence-based strategies to programming that supports growth and development of children and their families.
4. Use formal and informal assessment (standardized assessment tools and a variety of observation methods) to evaluate, explain, and support child and family development.
5. Know, apply, and communicate developmental milestones of children and tasks of families.
6. Work collaboratively with a team.
7. Demonstrate skills (oral and computer generated written presentation skills) to communicate and report information to parents and colleagues.
8. Demonstrate practical strategies for advocating for children and families.
9. Demonstrate professional ethical practice (confidentiality, integrity, respectful relationships with children, families, colleagues and community).
10. Demonstrate ongoing professional learning and reflection to build knowledge and understanding of concepts related to child development and family relationships.

FDL students will be knowledgeable in the following content areas:

1. families and individuals in societal contexts
2. internal dynamics of families
3. human growth and development across the lifespan
4. human sexuality, interpersonal relationships
5. family resource management, parent education and guidance
6. family law and public policy, professional ethics and practice
7. family life education methodology.

Student will be eligible to apply for the Certified Family Life Educator.

PFF students will have the skills to:

1. Educate clients in sound financial principles.
2. Assist clients in the process of overcoming their financial indebtedness.
3. Help clients identify and modify ineffective money management behaviors.
4. Guide clients in developing successful strategies for achieving their financial goals.
5. Support clients as they work through their financial challenges and opportunities.
6. Help clients to develop new perspectives on the dynamics of money in relation to family, friends, and individual self-esteem.

Students will be eligible to take the Accredited Financial Counselor (AFC) national exam.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

Specific assessment measures will vary across courses and emphasis areas. Course assessment measures will include: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, and course grades.

Overall program assessment will include: Capstone portfolio/project/presentation, Senior Experience Survey, mentor teacher/internship or supervisor evaluations, passing scores on national exams/certifications, placement rates in careers.

3. How will you ensure that the assessment findings will be used to improve the program?

Faculty will review assessment data and look for evidence of strengths and or weaknesses within program and indicators of need for improvement or gaps in content. Faculty will collaborate and address course and/or program change based on data results.

4. What direct and indirect measures will be used to assess student learning?

Direct: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, mentor teacher/internship or supervisor evaluations, course grades, and passing scores on national exams/certifications.

Indirect: Senior Experience Survey and placement rates in careers.

5. When will assessment activities occur and at what frequency?

The previous semester's data will be analyzed and reviewed at the beginning of each semester. Overall program data will be analyzed and reviewed each fall.

### Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

### Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X	
Coeur d'Alene	X	
Boise*		
Idaho Falls*		
Other**		Location(s):

\*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

\*\*Note: If Other is selected, identify the specific area(s) this program component will be offered.

### Family and Consumer Sciences Undergraduate Curricular Requirements

This major has an interdisciplinary focus on the individual and family development, the family as an institution, and individuals and families as consumers in the market place.

The minimum credits required for graduation are 128, including at least 36 credits at the 300-level or above. Required course work includes the university requirements (see regulation J-3), completion of the C.F.C.S. core courses and one of the designated emphasis areas below. Students who wish to graduate in Child, Family, and Consumer Sciences (CFCS) must earn a grade of "C" or higher in all required CFCS coursework.

Students are encouraged to declare a minor (i.e. Aging Studies, Women's, Gender, and Sexuality Studies, Psychology, Communications, Foreign Language, Business) or may choose to complete a secondary CFCS emphasis.

FCS 105	Individual and Family Development	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood Development	3 cr
FCS 240	Intimate Relationships	3 cr
FCS 251	Survey of FCS Professions	1 cr
FCS 334	Middle Childhood-Adolescence Development	3 cr
FCS 340	Parent-Child Relationships in Family & Community	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 401	Prof. Ethics & Practice in Human & Family Service	1 cr
FCS 436	Theories of Child and Family Development	3 cr
FCS 440	Contemporary Family Relationships	3 cr
FCS 445	Issues of Work and Family	3 cr

FCS 329	History of Western Dress	3 cr
	OR	
FCS 419	Dress and Culture	

COMM 101	Fundamentals of Public Speaking	2 cr
PSYC 101	Introduction to Psychology	3 cr
SOC 101	Introduction to Sociology	3 cr
STAT 251	Statistical Methods	3 cr

COMM 335	Intercultural Communication	3 cr
	OR	
SOC 301	Introduction to Diversity and Stratification	

#### One Social Science Research course (3 – 4 cr):

PSYC 218	Introduction to Research in the Behavioral Sciences	4 cr
	OR	
ORGS 444	Methods and Analysis in Organizational Science	4 cr
	OR	
SOC 416	Qualitative Social Science Methods	3 cr
	OR	
SOC 417	Social Data Analysis	3 cr

#### A. Child Development and Family Relations Emphasis

The Child Development and Family Relations emphasis prepares students with a comprehensive understanding of child and youth development and family dynamics, based on theory and supported by research and professional practices. Careers include opportunities to provide direct services to children, youth and families such as teaching in early learning environments, working in diverse programs that offer support and teach skills to youth, serving as advocates for children

and families, and providing parent education. The CDFR Emphasis allows students to develop individualized programs to meet personal and career goals.

EDSP 300	Educating for Exceptionalities	3 cr
FCS 235	Principles and Methods of Child Observation	3 cr
FCS 333	Developmental Curriculum for Young Children	4 cr
FCS 435	Feeding Young Children in Group Settings	1 cr
H&S 288	First Aid: Emergency Response	2 cr
FCS 497	Internship Preschool	1-16 cr - Max 16 cr

*Nine credits required.*

**Courses to total 128 credits for this degree**

**B. Family Development across the Lifespan Emphasis**

The Family Development across the Lifespan emphasis provides comprehensive preparation in family science. To equip students with dynamic, applied skills in working with and advocating for individuals, couples, and families, FDL coursework emphasizes strong foundational knowledge in and critical analysis of human development, family dynamics, and the factors that influence and contribute to healthy relationships and social interactions across the lifespan. Students may pursue course preparation for the Certified Family Life Educator certification through the National Council on Family Relations. In addition to offering an excellent springboard toward the pursuit of a graduate degree this Emphasis offers career preparation for jobs in human service organizations, government agencies, nonprofit organizations, and business firms.

FCS 123	Textiles	3 cr
FCS 431	CFLE Methodology	3 cr
FCS 360	Sexuality across the Lifespan	3 cr
FCS 428	Housing America's Families	3 cr
FCS 434	Adulthood and Aging within the Context of Family	3 cr
FCS 486	Nutrition in the Lifecycle	3 cr
ID 443	Universal Design	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr

**Courses to total 128 credits for this degree**

**C. Personal and Family Finance Emphasis**

The Personal and Family Finance emphasis provides specialized preparation in personal finance and real estate. Upon completion of coursework, students are prepared to take the Accredited Financial Counselor exam and the Certified Housing Counselor exam. Career opportunities include jobs in military installations, the financial industry, real estate companies, nonprofit organizations, government agencies, and business firms.

FCS 146	Adulting: Life, Love, and Money	3 cr
FCS 428	Housing America's Families	3 cr
FCS 446	Financial Counseling and Debt Management	3 cr
FCS 448	Consumer Economic Issues	3 cr
FCS 468	Real Estate Management	3 cr
ORGS 155	Financial Literacy	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr

**Courses to total 128 credits for this degree**

**Available via distance:** 50% or more of curricular requirements cannot be completed via distance

**Geographical Area:** Moscow, CDA

**Rationale:** The CFCS major is being restructured into a set of core courses with designated emphasis areas. The major requirements are being streamlined and content is being reorganized to better reflect current needs of human services in the various fields represented. The common course requirements in the CFCS core create a strong foundation for all CFCS majors. The emphasis areas provide the opportunity for students to select a specialization. These changes more clearly represent focus of course content, career opportunities, and incorporate coursework to meet appropriate certification opportunities. The requirement of a “C” or higher in all courses assures that students possess the necessary understanding of the content and skills in order to continue in and complete the program.

Specific assessment measures will vary across courses and emphasis areas. Course assessment measures will include: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, and course grades.

Overall program assessment will include: Capstone portfolio/project/presentation, Senior Experience Survey, mentor teacher/internship or supervisor evaluations, passing scores on national exams/certifications, placement rates in careers.

\*For an accounting of Group A curricular changes, see UCC-18-014a-Addendum.