

Fiscal Unit/Academic Org	Human Development & Family Sci - D1251
Administering College/Academic Group	Education & Human Ecology
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Human Development and Family Science Minor
Proposed Program/Plan Name	Human Development and Family Science Minor
Program/Plan Code Abbreviation	HDFS-MN
Current Degree Title	

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		22	14.7	15	0.3
Required credit hours offered by the unit	Minimum	22	14.7	15	0.3
	Maximum	22	14.7	15	0.3
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Students will learn about human development across the lifespan .
 - Students will understand individuals in the context of the family environment.
 - Students, particularly those who plan to work with children, families, and/or individuals in helping roles, have the opportunity to learn about a target population of interest with their optional course selection.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student evaluation of instruction

Additional types of indirect evidence

- Grade review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Analyze and discuss trends with the unit's faculty
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- ATTACH HDFS Minor 11182010.pdf: curricular map, rationale, etc
(Other Supporting Documentation. Owner: Parker,Anita June)
- HDFS Chair Cover Letter 11 30 2010.pdf: Department Chair Cover Letter
(Letter from Program-offering Unit. Owner: Parker,Anita June)
- EHE Dean's Approval - Semester Conv - Human Development and Family Science - 020711 .pdf: Dean Approval Letter
(Letter from the College to OAA. Owner: Zircher,Andrew Paul)

Comments

- Per #3 above (as minor only) believe we have supporting documentation attached. *(by Parker,Anita June on 11/17/2010 01:12 AM)*
 - Attach chair cover letter
- Attach curriculum map *(by Zircher,Andrew Paul on 10/26/2010 01:11 PM)*

Workflow Information


Status	User(s)	Date/Time	Step
Submitted	Parker,Anita June	09/30/2010 11:53 AM	Submitted for Approval
Approved	Serovich,Julianne Maria	10/05/2010 09:30 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	10/26/2010 01:11 PM	College Approval
Submitted	Parker,Anita June	11/17/2010 01:16 AM	Submitted for Approval
Approved	Serovich,Julianne Maria	11/17/2010 07:23 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	11/18/2010 09:25 AM	College Approval
Submitted	Parker,Anita June	11/18/2010 03:24 PM	Submitted for Approval
Approved	Serovich,Julianne Maria	11/18/2010 03:28 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	11/29/2010 10:03 AM	College Approval
Submitted	Parker,Anita June	11/30/2010 12:39 PM	Submitted for Approval
Approved	Serovich,Julianne Maria	11/30/2010 12:51 PM	Unit Approval
Approved	Zircher,Andrew Paul	02/09/2011 08:28 AM	College Approval
Pending Approval	Hanlin,Deborah Kay Vankeerbergen,Bernadette Chantal Meyers,Catherine Anne Jenkins,Mary Ellen Bigler Nolen,Dawn	02/09/2011 08:28 AM	ASCCAO Approval



Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

Date: February 7, 2011

To: Randy Smith, Vice Provost for Academic Programs
Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs 

RE: Semester Conversion Package for Department of Human Development and Family Science

I am pleased to present the complete package of semester conversion materials for the Department of Human Development and Family Science. In what follows, I will outline unique college and department contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the 2008 OSU Doctoral Program Assessment and Plan by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

Departmental Notes

We submitted semester conversion materials for the College of Education and Human Ecology early in the Winter quarter, '11, a package largely complete except for materials from the Department of Human Development and Family Science (HDFS). HDFS had proposed seven new courses that the EHE Curriculum Committee believed posed concurrence risks both with units in other colleges as well as with those in our own. Some of those seven are required core courses in HDFS's two proposed degree programs. Given the centrality and importance of these courses, the EHE Curriculum Committee requested that HDFS provide evidence of having sought concurrence from these units for these courses and, indeed, made college-level approval contingent on submitting that evidence. HDFS has since provided evidence of having sought this concurrence.

Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Human Development and Family Science	New	Name changed to align with unit name. Changed to straight-through degree program (masters and doctoral degrees). Greater focus in coursework.	Nov. 19, '10 - Pending resolution of concurrence issues	Dec. 3, '10 - Pending resolution of concurrence issues
B.S. in Human Development and Family Science	New	Name changed to align with unit name. Two specializations now - one of which is entirely new (DAPS)	Nov. 19, '10 - Pending resolution of concurrence issues	Dec. 3, '10 - Pending resolution of concurrence issues
Minor in Human Development and Family Science	Converted	Straight conversion.	Nov. 19, '10	Dec. 3, '10
Minor in Development and Prevention Science	New		Nov. 19, '10	Dec. 3, '10

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	3	New	Nov. 19, '10 - Pending resolution of concurrence issues	Dec. 3, '10 - Pending resolution of concurrence issues
New undergraduate courses	12	New	Nov. 19, '10 - Pending resolution of concurrence issues	Dec. 3, '10 - Pending resolution of concurrence issues
Total new Courses	15			
Re-envisioned graduate courses	8	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	19	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Total re-envisioned courses	17			
Graduate courses	32	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	16	Converted	Nov. 19, '10	Dec. 3, '10
Total converted courses	48			
Total number of all courses	80			

College Approval

I have carefully reviewed all semester conversion materials for the Department of Human Development and Family Science, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the Department of Human Development and Family Science.



November 30, 2010

Dear Curriculum Review Committee,

The Department of Human Development and Family Science in the College of Education and Human Ecology is presenting a total of four programs for semester conversion in Summer of 2012. Of the four, three are undergraduate programs including: a BS in HDFFS with 2 program specializations (Developmental and Prevention Science and Family Studies), a minor in Developmental and Prevention Science, and a minor in Human Development and Family Science. We are also proposing a Ph.D. in Human Development and Family Science. There is one basket (Couples and Family Therapy) available with the proposed Ph.D. program.

The current programs in the department are:

Undergraduate Majors:

BS in Human Ecology, HDFFS Major
Family Studies Program Option
Early Childhood Development and Education Program Option

Undergraduate Minor:

Human Development and Family Science Minor

Graduate Programs:

MS in Human Ecology
Ph.D. in Human Ecology

The faculty in the Department of Human Development and Family Science participated in the review and approval of each curriculum. Members of the Undergraduate Studies committee took leadership of the undergraduate curriculum and members of the Graduate Studies committee took leadership of the graduate curriculum. Information and feedback was also generated by faculty led interest groups (e.g., family science, child development). Members of these committees reviewed our current curriculum, looked at programs offered by our benchmark institutions (e.g., Penn State, University of Arizona) and discussed nationwide trends in programs of study among Human Development and Family Science departments. These processes generated the proposed changes. Faculty voted unanimously to move each program forward.

For the undergraduate programs, common changes were the addition of new courses to cover gaps in the curriculum and to meet the needs of a new undergraduate minor and a re-envisioned BS. Redundant coursework was eliminated and several courses were modified based on faculty review of curricular maps, complementary coursework from other units, and/or changes in time based on the quarter to semester conversion. The Family Studies program option was converted with minimal changes to program goals and/or curricular requirements, while the re-envisioned Early Childhood Development and Education program option (proposed as the Development and Prevention Science Program) underwent significant changes to program goals and/or curricular requirements.

The Development and Prevention Science (DAPS) program specialization is an interdisciplinary program concerned with the use of science to address social, educational and health issues, problems, and challenges (e.g., preventing sexually transmitted diseases, improving education and accommodating disabilities, reducing alcohol and substance abuse, curbing domestic violence, reducing prevalence of obesity and diabetes) within the context of families and development. In addition to understanding the origins of adaptive behavior, this discipline seeks to understand interventions and programs for preventing maladaptive behavior and atypical development. Development and prevention science is a new and growing interdisciplinary field requiring expertise in a variety of theoretical perspectives. The purpose of the field of study is to prepare students to participate in and conduct mission-oriented research that seeks to improve the human condition and to promote well-being, especially among needy populations. To do so, developmental and prevention scientists strive to better understand individual differences in the context of the interplay among the human capital systems of the family, changing societies and social welfare, health and education, vocational and recreational settings, and communities and cultures. While a number of graduate programs are beginning to emerge in this area of study (e.g., Harvard, Emory, University of Minnesota), to the best of our knowledge, there are no undergraduate programs in the country. The initiation of this program as an undergraduate specialization will likely be the first of its kind.

For the graduate programs, the most significant change was the elimination of our terminal MS degree. After careful review of the number of quality students who ultimately pursue the Ph.D. and the practices of our aspirational peers, we concluded that this change would significantly raise the profile of our department and make us more competitive for the best doctoral students. Another significant change was the addition of a Couple and Family Therapy (CFT) curricular basket to the PhD program. Previously, these courses were offered individually to Ph.D. students, but never designated as an official basket. Aside from those changes, our Ph.D. program has been converted with minimal changes to program goals and/or curricular requirements.

As for the fiscal implications of these changes, the outcome is not clear. The unit does not have fiscal support to conduct these types of analyses. As unit leader, I can state a couple of things very clearly. First, HDFS faculty have been working hard over the past few years to increase our course visibility on campus and promote our Family Studies option. As a result our Family Studies option is now an official Pre-Med major and our enrollment has increased. We hope this will result in increasing the academic profile of our undergraduates in this area. In addition, our General Education Credit courses have never been more desirable. As we transition our courses, we anticipate that these trends will continue such that there will be no fiscal impact on the college. That is, our plan is to work to increase the visibility of our DAPS program while we gradually phase out our early childhood majors and increase our General Education Credit offerings. This plan also includes transitioning faculty resources from the current courses they teach to our new offerings.

The faculty have submitted rationale statements for programmatic changes or additions and supplied transition statements when applicable. I recommend approval of the proposed degrees.

Please do not hesitate to contact me with your questions.

Sincerely,

Dr. Julianne Serovich
Professor and Chair
Department of Human Development and Family Science

ATTACHMENT: HDFS Minor

Rationale Statement

A minor in Human Development and Family Science can be a great compliment to any degree program although it is particularly beneficial for students who plan to work with children, families, and/or individuals in helping roles. The HDFS minor is designed to provide students with a complimentary program covering human development across the lifespan and an understanding of individuals in the context of the family environment. It is particularly beneficial for students who plan to work with children, families, and/or individuals in helping roles

List of Semester Courses in HDFS (Undergraduate and Undergrad/Grad only)

Semester #	Title		Quarter #	Interim #
2189	Introduction to Field Work	U	589.01/.02	
2200	Family Development	U	360	
2210	Helping Skills in Context	U	466/468	
2350	Parenting	U	665	3350
2367	American Family Issues	U	367	
2400	Life Span Human Development	U	364	
2410	Child Development	U	361	
2420	Adolescence and Emerging Adult Development	U	362	
2440	Human Sexuality	U	670.02	
2600	Foundations of Prevention Science	U	New	
2900	Methods in Human Ecology Research	U	334	
3189.01	Field Work With Targeted Populations: Children	U	689.01	
3189.02	Field Work With Targeted Populations: Adolescents	U	New	
3189.03	Field Work With Targeted Populations: Older Adults	U	New	
3189.04	Field Work With Targeted Populations: CFT Clinic	U	New	3184
3189.05	Field Work With Targeted Populations: At-Risk Populations	U	New	3185
3189.06	Field Work With Targeted Populations: Children with Disabilities	U	689.02	
3189.07	Field Work With Targeted Populations: Developmental and Prevention Science	U	New	3187
3193	Practicum in Human Development and Family Science Research	U	590	3910
3200	Foundations of Family Science	U	560	
3360	International Family Issues	U	597/.01/.02	
3450	Managing and Supporting Behavior in Social Contexts	U	461	
3620	Intervention and Prevention Practices: Development and Evaluation	U	464	
3630	Family Policy and Ethics	U	New	
3800	Professional Development	U	595	
4194	Group Studies	U	694	
4370	Families and Stress	U	660	3370
4620	Development and Evaluation of School-based Prevention and Intervention Strategies	U	669	
4630	Etiology and Models of Human Development	U	New	
4640	Promoting Emotional Well-Being	U	New	
4650	Interdisciplinary Collaboration and Consultation: Serving Families and Communities	U	667	
4960	Developmental and Prevention Science Research Methods	U	New	
4998	Undergraduate Research in Human Development and Family Science	U	699	3920
4998H	Undergraduate Research in Human Development and Family Science	U	699 H	3920H
5200	Foundations of Couple and Family Therapy	U/G	650	
5340	Intimate Relationships	U/G	670.03	4340
5350	Families With Adolescents	U/G	840.01	
5410	Infant-Toddler Development:Current Research and Controversies	U/G	663	4410
5430	Adult Development and Aging	U/G	670.01	4430
5440	Human Sexuality in Context	U/G	370/670.02	
5797	Study at a Foreign Institute	U/G	697	4797
5798.01	Study Tour: Domestic	U/G	698.01	4798.01
5798.02	Study Tour: Foreign	U/G	698.02	4798.02
5890	Special Topics in Family Development	U/G	695.02	5380
5891	Special Topics in Child Development	U/G	695.01	5720
5892	Special Topics in Adolescent Development	U/G	New	5721
5893	Special Topics in Adult Development and Aging	U/G	New	5722
5897	Special Topics in Prevention Science	U/G	New	5724

Semester Advising Sheet(s)

The HDFS minor requires 15 semester credit hours				
Current Number	Proposed Number	Title	Abbreviation	U/G
Minor Requirements (12 credits):				
360	2200.	Family Development	Family Development	U
361	2410.	Childhood Development	Early & Mid Ch Dev	U
362	2420.	Adolescent and Emerging Adult Development	Adol & Emerg Adult	U
364	2400.	Life Span Human Development	Life Span Hmn Devp	U
One Additional Course (3 credits) chosen from the following options:				
560	3200.	Foundations of Family Science	Found Fam Sci	U
660	4370.	Families and Stress	Fam & Stress	U
665	2350.	Parenting	Parenting	U
670.01	5430.	Adult Development and Aging	Adult Devel&Aging	U/G
370	5440.	Human Sexuality in Context	Hum Sex in Context	U/G
670.03	5340.	Intimate Relationships	Intimate Relations	U/G

Quarter Advising Sheet(s)

The HDFS minor requires at least 22 credit hours made up of the following courses:

- HDFS 360-Family Development (5 credit hours)
- HDFS 361-Introduction to Child Development (5 credit hours)
- HDFS 362-Middle Childhood and Adolescence (4 credit hours)
- HDFS 364-Life Span Human Development (5 credit hours)
- One additional 3 credit hour course chosen from the following options:
 - HDFS 468-Individual and Family Helping Skills
 - HDFS 560-Advanced Family Development
 - HDFS 570-Adolescent Development: A Biopsychosocial Perspective
 - HDFS 660-Children and Their Families Under Stress
 - HDFS 665-Parenting
 - HDFS 670.01-Adult Development and Aging
 - HDFS 670.02-Human Sexuality
 - HDFS 670.03-Courtship and Marriage
 - HDFS 670.04-Formal and Informal Support Systems of Older Adults

Transition Policy

We expect the transition to semester will not create severe difficulties for students interested in pursuing a minor with us. We will offer several sections of most courses in order to accommodate students' needs. Where difficulties arise, we will create a mechanism whereby students will be able to substitute appropriate and relatively similar classes for required ones. **Dr. Julianne Serovich**

Our program's assessment practice will not require modification when we convert to semesters. As has been our practice, we will evaluate students' performance at the end of the academic year. If a substantial number of students fall below a 70% grade in the courses that measure our learning goals, we will evaluate our practices and make changes as necessary.