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TO: Jody Cormack, Vice Provost and Dean of Graduate Study  
 FROM: Wendy Reiboldt, Chair of Department of Family and Consumer Sciences  
 SUBJECT: Program Elevation  
 B.A. Degree in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education to B.A. Degree in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education

DATE: November 17, 2020  
 CC: Monica Lounsbery, Dean of College of Health and Human Services  
 Jennifer Ostergren, Associate Dean of College of Health and Human Services

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Child Development and Family Studies is an option within the Department of Family and Consumer Sciences. Our program offers an interdisciplinary study of the developmental, educational, psychological, sociological, and cultural factors pertinent to the growth and well-being of children and families. Our program can lead to a variety of careers working directly with children, parents, families, and developmental specialists including childcare provider, childcare administrator, family life educator, and child life specialist and a variety of graduate or professional schools including Master of Social Work (MSW) Program, Teacher Education Program, and Clinical Psychology Program.

Over the years, our program has grown significantly to serve about 800 students a year and has become one of the leading programs in the field. Given our program’s focus and specialization in Child Development and Family Life Education, which is distinctly different from other options (e.g., Nutrition, Fashion Design) included in the Bachelor of Arts in Family and Consumer Sciences, we request our program to be elevated to a full degree program.

This memo includes our proposal relevant to the B.A. in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education. We are specifically requesting that this degree be elevated to a B.A. in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education, per the “*Elevating Options for Concentrations to a Full Degree Program Template*” provided by the Chancellor’s Office.

<b>Proposed Degree Designation</b>	<b>Existing Degree Designation</b>
Bachelor of Arts in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education	Bachelor of Arts in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education

## 1. Program Type

### a. State Support

#### c. Option Elevation

We are proposing to elevate the degree of the B.A. in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education to the B.A. in Child Development and Family Studies with an option in Child

Development and Family Studies or Family Life Education. This proposal is being made in response to Executive Order 1071 issued by the Chancellor’s Office.

**d. Delivery Format:** The program will be hybrid with a mix of face-to-face, hybrid, and online courses

**2. Program Identification- The existing program is the Bachelor of Arts in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education. (CSULB Program Code FCS\_BA01)**

- a. **Campus** – California State University, Long Beach
- b. **Full and Exact Degree Designation and Title** – The current Bachelor of Arts in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education would evolve into a distinct degree designated as Bachelor of Arts in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education.

Proposed Degree Designation	Existing Degree Designation
Bachelor of Arts in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education	Bachelor of Arts in Family and Consumer Sciences: Child Development and Family Studies with an emphasis in Child Development and Family Studies or Family Life Education

- c. **Intended Implementation** – Fall 2020
- d. **Total Number of Units Required for Graduation** – This will include all requirements (and campus specific graduation requirements), not just major requirements. The total number of units required for this degree is 120 units.
- e. **Department Name** – Family and Consumer Sciences, Child Development and Family Studies
- f. **Responsible Individuals** – The following individual is responsible for the elevation process:

Youngok Jung, Ph.D.  
Assistant Professor

- g. **WASC Substantive Change** – *As defined by federal regulations and in the Handbook of Accreditation, a substantive change at an accredited or candidate institution is a change that may significantly affect an institution’s quality, objectives, scope, or control.*

Please see the attached determination from the WSCUC Substantive change review. This is not a Substantive Change of the program that is currently being offered.

- h. **Proposed Classification of Instructional Programs and CSUL Degree Program Code: IP Codes** – *Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. The following appropriate codes are suggested:*

- CSU Code: 13052 (previously 13011)
- CIP Code for the elevated degree is 19.0706 (previously 19.0101)

Description:

A program that focuses on the intellectual, social, emotional, and biological development of children and the planning and design of related human services.

Includes instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, external support services, and related public policy issues.

- i. **Teach-Out Policy** – The new elevated stand-alone degree will closely mimic the existing specialization. If a student needs to complete courses from the old specialization, there will be identical courses available in the new program. We propose that once the degree elevation is approved, all existing and continuing students will be advised to graduate with the new degree by completing new required courses that are currently an elective in the old program. As the proposed degree requires less total units for graduation (3 fewer credits in the Child Development and Family Studies option and 9 fewer credits in the Family Life Education option) and those new required courses are an elective in the old program, we will be able to provide pathways for most students to graduate with the new degree through advising.

Pending the proposed stand-alone degree’s approval in the 2022-2023 academic year, the following plan will govern the teach-out of continuing and future students.

- Continuing students – All continuing students who have enrolled in the program prior to Fall 2022 will be advised to take new required courses if they want to graduate with the new degree. Students who elect to opt-out of the new degree will be able to graduate with the old degree specified in the academic catalog at the time of their entrance into the program. All courses required for the old degree will continue to be offered with no finite end.
  - Future students – All future students who enroll in the program in Fall 2022 and later will be required to graduate with the new degree. Thus, they will not need a teach-out plan.
- j. **Discontinuation Evidence** – The B.A. Degree in Child Development and Family Studies with an option in Child Development and Family Studies or Family Life Education will become a stand-alone degree program in the Department of Family and Consumer Sciences. Accordingly, the Child Development and Family Studies major will be designated as a degree rather than a specialization. Nonetheless, the existing specialization will continue to be available with no finite end until all students who have enrolled in the program prior to Fall 2022 graduate. Once all students who have enrolled prior to Fall 2020 graduate, the existing specialization will be discontinued.

### 3. Program Overview and Rationale

- a. **Rational for Elevation to a Full Degree Program** – *Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.*

The field of Child Development and Family Studies is rapidly evolving to accommodate the growing complexity and diversity of children and families. Children are more diverse than ever in their ethnicity, race, culture, and language and face more challenges in their development and education as a result of the volatility in policy, legislation, and understanding of best practices. Families are also changing, yielding no dominant family form or family structure and require individualized approaches to address the unique challenges of each family. Accordingly, our field has evolved to adopt interdisciplinary, culturally sensitive, strength-based, evidence-based approaches to best serve children and

families. While the established curriculum of the Child Development and Family Studies specialization has been updated to reflect these changes, the name and designation of the degree have not. It is no longer appropriate to put the specialization under the umbrella of Bachelor of Arts in Family and Consumer Sciences with other degrees; rather the specialization is now sufficiently different and unique to meet the criteria for program elevation to a full degree program of B.A. in Child Development and Family Studies.

- b. Proposed Catalog Copy – *Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements.***

### **B.A. in Child Development and Family Studies**

The B.A. in Child Development and Family Studies allows students to complete their Bachelor's degree specialized in either Child Development and Family Studies or Family Life Education. As an integrative and interdisciplinary specialization, it provides a comprehensive academic and professional preparation to serve in different roles that influence and enhance the quality of life of children and families. Students may complete the requirements of the Child Development (CD) Permit by the California Commission on Teacher Credentialing and the Family Life Education certification requirements stipulated by the National Council on Family Relations.

### **B.A. in Child Development and Family Studies with an Option in Child Development and Family Studies**

#### **Take all of the following general education courses:**

- PSY 100 – General Psychology (3 units)
- CAFF 321 – Family and Consumer Resource Management (3 units)
- ANTH 120 – Introduction to Cultural Psychology (3 units)

#### **Take all of the following major courses:**

- CAFF 299 – Introduction to Family and Consumer Sciences (1 unit)
  - CDFS 111 – Preschool Child (3 units)
  - CDFS 211 – Guiding Young Children (3 units)
  - CDFS 310 – Cultural Diversity in Child Development (3 units)
  - CDFS 311 – Prenatal Development and Infancy (3 units)
  - CDFS 312 – Family and Personal Development (3 units)
  - CDFS 314 – The Older Child (3 units)
  - CDFS 315 – Observation and Assessment with Young Children (3 units)
  - CDFS 409 – Language, Learning and the Developing Child: A Cross-Cultural Perspective (3 units)
  - CDFS 411 – Individual Child Study and Guidance (3 units)
  - CDFS 413 – Child and Family in the Community (3 units)
  - CDFS 418 – Parent Education (3 units)
  - One of the following pairs
    - CDFS 214 – Environments for Preschool Children (3 units) AND
    - CDFS 414 – Fieldwork with Preschool Children (3 units)
- OR

- CDFS 215 – Environments for Infants and Toddlers (3 units) AND
- CDFS 415 – Fieldwork with Infants and Toddlers (3 units)
- One of the following courses
  - CDFS 406 – Adult Supervision and Mentoring in the Early Childhood Classroom (3 units)
  - CDFS 492A – Internship in Child Development and Family Studies (3 units)
- CAFF 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)

**Take 9 units from the following major courses:**

- CDFS 319 – Family Stress and Coping (3 units)
- CDFS 402 – Child and Family Law (3 units)
- CDFS 407 – The Hospitalized Child (3 units)
- CDFS 408 – Transition to Parenthood (3 units)
- CDFS 410 – International Families: Families in Cross-Cultural Perspectives (3 units)
- CDFS 412 – Family Interaction (3 units)
- CDFS 419 – Family Life Education (3 units)
- Any other CDFS course not used for the major (3 units)

**B.A. in Child Development and Family Studies with an Option in Family Life Education**

**Take all of the following general education courses:**

- PSY 100 – General Psychology (3 units)
- CAFF 321 – Family and Consumer Resource Management (3 units)
- HSC 425 – Human Sexuality and Sex Education (3 units)
- ANTH 120 – Introduction to Cultural Anthropology (3 units)

**Take one of the following support courses:**

- GERN 400 – Perspectives on Gerontology (3 units)
- HDEV 357 – Approaches to Adulthood through Aging (3 units)

**Take all of the following major courses:**

- CAFF 299 – Introduction to Family and Consumer Sciences (1 unit)
- CDFS 111 – Preschool Child (3 units)
- CDFS 310 – Diversity in Child Development (3 units)
- CDFS 311 – Prenatal Development, Infancy and Toddlerhood (3 units)
- CDFS 312 – Family and Personal Development (3 units)
- CDFS 314 – The Older Child (3 units)
- CDFS 319 – Family Stress and Coping (3 units)
- CDFS 402 – Child and Family Law (3 units)
- One of the following courses:
  - CDFS 408 – Transition to Parenthood (3 units)
  - CDFS 412 – Family Interaction (3 units)

- CDFS 410 – International Families: Families in Cross-Cultural Perspectives (3 units)
- CDFS 413 – Child and Family in the Community (3 units)
- CDFS 418 – Parent Education (3 units)
- CDFS 419 – Family Life Education (3 units)
- CDFS 492B – Internship in Family Life Education (3 units)
- CAFF 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)

## Admission Requirements

Admission for Freshman – Admission to Child Development and Family Studies program requires the following which is consistent to the minimum CSULB freshmen admission eligibility:

1. Complete each of the courses in the comprehensive pattern of college preparatory subject requirements with a grade of C or higher prior to high school graduation.
2. Graduate from high school by the end of the Spring term prior to Fall enrollment.
3. Have a minimum “Eligibility Index,” which combines students’ achievement in high school college preparatory courses with the results of the redesigned SAT, old SAT or ACT.
  - a. Graduates of California high schools and other California residents: 3,200 minimum “Eligibility Index” to be considered.
  - b. Other non-California residents: 3,570 minimum “Eligibility Index” to be considered.

Transfer Admission – To be considered for transfer admission to CSULB, applicants must demonstrate the following:

1. Minimum Cumulative GPA: 2.5
  2. Minimum lower division preparation (grade of C or better required):
    - a. Major preparation courses:
      - PSY 100 – General Psychology
      - CDFS 111– Preschool Child
    - b. Required General Education courses not covered by major preparation courses:
      - Written Communication
      - Oral Communication
      - Critical Thinking
      - Mathematics
- c. Campus Approval – the attached letters of support are clear evidence of a campus and administrative commitment to this program elevation.**

See attached 2.3 coversheet for Department, College, Vice Provost, CEPC, URC, and Senate signatures, as well as a letter from the Dean indicating that she is committed to providing any additional financial support this program may need as the result of the elevation from option to degree.

*Letters of Support. Attached letters of support as evidence of a campus and administrative commitment to this program elevation.*

Letters of support are included with this proposal.

**4. Curriculum: Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.**

**a. Side-by-side Comparison:** The following table provides a comparison of the existing specialization and the elevated degree being proposed as a stand-alone Bachelor of Arts degree in Child Development and Family Studies. The table demonstrates that the current specialization is already sufficiently unique (i.e. less than 505 SOE Core courses) to meet the criteria for elevation without substantive change. Not the two degrees have similar requirements.

<p><b>Proposed Elevated B.A. Degree in Child Development and Family Studies with an Option in Child Development and Family Studies</b></p>	<p><b>Existing B.A. Degree in Family and Consumer Sciences: Option in Child Development and Family Studies (CDFS) with an Emphasis in CDFS</b></p>
<p>The Child Development and Family Studies with an Option in Child Development and Family Studies provides a comprehensive academic and professional preparation to serve in different roles that influence and enhance the quality of life of children and families. The degree in Child Development and Family Studies: Option in Child Development and Family Studies requires 62 units. Students must complete 120 units to obtain their bachelor’s degree.</p> <p><b>Take all of the following general education courses:</b></p> <ul style="list-style-type: none"> <li>• PSY 100 – General Psychology (3 units)</li> <li>• CAFF 321 – Family and Consumer Resource Management (3 units)</li> <li>• ANTH 120 – Introduction to Cultural Psychology (3 units)</li> </ul> <p><b>Take all of the following major courses:</b></p> <ul style="list-style-type: none"> <li>• CAFF 299 – Introduction to Family and Consumer Sciences (1 unit)</li> <li>• CDFS 111 – Preschool Child (3 units)</li> <li>• CDFS 211 – Guiding Young Children (3 units)</li> <li>• CDFS 310 – Diversity in Child Development (3 units)</li> <li>• CDFS 311 – Prenatal Development, Infancy and Toddlerhood (3 units)</li> <li>• CDFS 312 – Family and Personal Development (3 units)</li> </ul>	<p>The Child Development and Family Studies with an emphasis in Child Development and Family Studies option provides a comprehensive academic and professional preparation to serve in different roles that influence and enhance the quality of life of children and families. The Child Development and Family Studies with an Emphasis in Child Development and Family Studies option requires 65 units. Students must complete 120 units to obtain their bachelor’s degree.</p> <p><b>Take the following support course:</b></p> <ul style="list-style-type: none"> <li>• PSY 100 – General Psychology (3 units)</li> </ul> <p><b>Take one of the following support courses:</b></p> <ul style="list-style-type: none"> <li>• ANTH 120 – Introduction to Cultural Anthropology (3 units)</li> <li>• Approved GE Global Issues Course (3 units)</li> </ul> <p><b>Take all of the following major courses:</b></p> <ul style="list-style-type: none"> <li>• CDFS 111 – Preschool Child (3 units)</li> <li>• NUTR 132 – Introductory Nutrition (3 units)</li> <li>• CDFS 211 – Guiding Young Children (3 units)</li> <li>• FCS 299 – Introduction to Family and Consumer Sciences (1 unit)</li> <li>• One of the following courses:</li> </ul>

- CDFS 314 – The Older Child (3 units)
- CDFS 315 – Observation and Assessment with Young Children (3 units)
- CDFS 409 – Language, Learning and the Developing Child: A Cross-Cultural Perspective (3 units)
- CDFS 411 – Individual Child Study and Guidance (3 units)
- CDFS 413 – Child and Family in the Community (3 units)
- CDFS 418 – Parent Education (3 units)
- One of the following pairs
  - CDFS 214 – Environments for Preschool Children (3 units) **AND**
  - CDFS 414 – Fieldwork with Preschool Children (3 units)
  - OR**
  - CDFS 215 – Environments for Infants and Toddlers (3 units) **AND**
  - CDFS 415 – Fieldwork with Infants and Toddlers (3 units)
- One of the following courses
  - CDFS 406 – Adult Supervision and Mentoring in the Early Childhood Classroom (3 units)
  - CDFS 492A – Internship in Child Development and Family Studies (3 units)
- CAFF 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)

**Take 9 units from the following major courses:**

- CDFS 319 – Family Stress and Coping (3 units)
- CDFS 402 – Child and Family Law (3 units)
- CDFS 407 – The Hospitalized Child (3 units)
- CDFS 408 – Transition to Parenthood (3 units)
- CDFS 410 – International Families: Families in Cross-Cultural Perspectives (3 units)
- CDFS 412 – Family Interaction (3 units)
- CDFS 419 – Family Life Education (3 units)

- CDFS 311 – Prenatal Development, Infancy and Toddlerhood (3 units)
- CDFS 314: The Older Child (3 units)
- CDFS 312 – Family and Personal Development (3 units)
- CAFF 321 – Family and Consumer Resource Management (3 units)
- CDFS 411 – Individual Child Study and Guidance (3 units)
- FCS 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)
- CDFS 413 – Child and Family in the Community (3 units)
- One of the following pairs
  - CDFS 214 – Environments for Preschool Children (3 units) **AND**
  - CDFS 414 – Fieldwork with Preschool Children (3 units)
  - OR**
  - CDFS 215 – Environments for Infants and Toddlers (3 units) **AND**
  - CDFS 415 – Fieldwork with Infants and Toddlers (3 units)
- One of the following courses:
  - CDFS 406 – Adult Supervision and Mentoring in the Early Childhood Classroom (3 units)
  - CDFS 492A – Internship in Child Development and Family Studies (3 units)
  - FCS 490 – Research Methods (3 units)

**Take 15 units from the following major courses:**

- CDFS 310 – Diversity in Child Development (3 units)
- CDFS 315 – Observation and Assessment in Young Children (3 units)
- CDFS 319 – Family Stress and Coping (3 units)
- CDFS 402 – Child and Family Law (3 units)
- CDFS 407 – The Hospitalized Child (3 units)
- CDFS 408 – Transition to Parenthood (3 units)

- Any other CDFS course not used for the major (3 units)

“C” or better is required in all courses. Total units required for CDFS option: 62.

- CDFS 409 – Language, Learning and the Developing Child: A Cross-Cultural Perspective (3 units)
- CDFS 410 – International Families: Families in Cross-Cultural Perspectives (3 units)
- CDFS 412 – Family Interaction (3 units)
- CDFS 416 – Introduction to Administration and Supervision of Child Development Programs (3 units)
- CDFS 418 – Parent Education (3 units)
- CDFS 419 – Family Life Education (3 units)
- Any other CDFS course not used for the major – CDFS \_\_\_\_\_ (3 units)

**Take 9 units from the following advisor approved elective courses:**

- ANTH 329 – Cultural Diversity in California (3 units)
- CAFF 223 – Personal and Family Financial Management (3 units)
- CAFF 322 – Family Housing and the Urban Community (3 units)
- COMM 330 – Intercultural Communication (3 units)
- COMM 414 – Communication in Families (3 units)
- ENGL 481 – Children’s Literature (3 units)
- FMD 251 – Fashion Strategies for Consumers (3 units)
- GERN 400 – Perspectives on Gerontology (3 units)
- HSC 227 – Drugs & Health (3 units)
- HSC 425 – Human Sexuality & Sex Education (3 units)
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences (4 units)
- HDEV 307 – Approaches to Childhood (3 units)
- HDEV 320 – Research Methods in Human Development (4 units)
- HDEV 340 – Families and Work: Life Course Processes (3 units)
- HDEV 357 – Approaches to Adulthood through Aging (3 units)

	<ul style="list-style-type: none"> <li>• HM 173 – Applied Foodservice Sanitation (1 unit)</li> <li>• MTED 110 – The Real Number System for Elementary and Middle school Teachers (3 units)</li> <li>• NRS 481 – Parenting (3 units)</li> <li>• PSY 110 – Introductory Statistics (4 units)</li> <li>• PSY 220 – Research Methods (4 units)</li> <li>• PSY 314 – Psychological Assessment (3 units)</li> <li>• PSY 333 – Psychology of Learning (3 units)</li> <li>• PSY 342 – Psychopharmacology (3 units)</li> <li>• PSY 350 – Psychology and Contemporary Social Issues (3 units)</li> <li>• PSY 354 – Psychology of Women (3 units)</li> <li>• PSY 365 – Development: Emerging Adulthood to Aging (3 units)</li> <li>• PSY 370 – Abnormal Psychology (3 units)</li> <li>• REC 220 – Universality of Play (3 units)</li> <li>• SW 331 – Human Behavior and Social Environment: Young Adulthood through Old Age (3 units)</li> <li>• SW 350 – Law, Court Decisions and Policy Practice (3 units)</li> <li>• SW 351 – Social Policy: Formulation and Analysis (3 units)</li> <li>• SOC 170 – Elementary Statistics (4 units)</li> <li>• SOC 325/WGSS 325 – Sociology of Gender (3 units)</li> <li>• SOC 335 – Social Psychology (3 units)</li> <li>• SOC 423 – Child Abuse and Prevention (3 units)</li> <li>• SOC 464 – Aging and Society (3 units)</li> <li>• STAT 108 – Statistics for Everyday Life (3 units)</li> <li>• STAT 118 – Introductory Business Statistics (3 units)</li> <li>• WGSS 102 – Gender, Race, Sex and Societies (3 units)</li> <li>• WGSS 420 – Mothers and Daughters (3 units)</li> <li>• Other faculty advisor approved courses – _____</li> </ul> <p>“C” or better is required in all courses. Total units required for CDFS option: 65.</p>
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Please noted that the existing FCS BA specialization degree is eligible for degree elevation as it currently exists. No significant changes to the total number of units or other requirements are proposed. However,

there is a change to required courses; four elective major courses are designated as a core course: CDFS 310 (Diversity in Child Development), CDFS 311 (Prenatal Development, Infancy and Toddlerhood), CDFS 314 (The Older Child), and CDFS 315 (Observation and Assessment with Young Children). As many CDFS students are already taking these courses to fulfill their elective requirements, we do not expect students to have difficulty fitting these courses into their academic program. If there is an increase in the need for additional faculty to teach in the program due to this change, the Department of Family and Consumer Sciences will be able to manage the additional course load by reserving the class section(s) for CDFS students only, if necessary. Most of CDFS courses with a focus on Family Life Education remain as electives. In order to accommodate the increase in the required major course units and the new GE requirement in Ethnic Studies, we are removing the requirements on NUTR 132 (Introductory Nutrition) and advisor-approved non-CDFS electives. The course requirement in GE Global Issues is removed as it is no longer required by the University.

<p align="center"><b>Proposed Elevated B.A. Degree in Child Development and Family Studies with an Option in Family Life Education</b></p>	<p align="center"><b>Existing B.A. Degree in Family and Consumer Sciences: Option in Child Development and Family Studies with an Emphasis in Family Life Education</b></p>
<p>The Child Development and Family Studies with an Option in Family Life Education provides a comprehensive academic and professional preparation to serve in different roles that influence and enhance the quality of life of children and families. The degree in Child Development and Family Studies: Option in Family Life Education requires 56 units. Students must complete 120 units to obtain their bachelor's degree.</p> <p><b>Take all of the following general education courses:</b></p> <ul style="list-style-type: none"> <li>• PSY 100 – General Psychology (3 units)</li> <li>• CAFF 321 – Family and Consumer Resource Management (3 units)</li> <li>• HSC 425 – Human Sexuality and Sex Education (3 units)</li> <li>• ANTH 120 – Introduction to Cultural Psychology (3 units)</li> </ul> <p><b>Take one of the following support courses:</b></p> <ul style="list-style-type: none"> <li>• GERN 400 – Perspectives on Gerontology (3 units)</li> <li>• HDEV 357 – Approaches to Adulthood through Aging (3 units)</li> </ul> <p><b>Take all of the following major courses:</b></p> <ul style="list-style-type: none"> <li>• CAFF 299 – Introduction to Family and Consumer Sciences (1 unit)</li> </ul>	<p>The Child Development and Family Studies with an emphasis in Family Life Education option provides a comprehensive academic and professional preparation to serve in different roles that influence and enhance the quality of life of children and families. The Child Development and Family Studies with an Emphasis in Family Life Education option requires 65 units. Students must complete 120 units to obtain their bachelor's degree.</p> <p><b>Take all the following support courses:</b></p> <ul style="list-style-type: none"> <li>• PSY 100 – General Psychology (3 units)</li> <li>• HSC 425 – Human Sexuality and Sex Education (3 units)</li> </ul> <p><b>Take one of the following support courses:</b></p> <ul style="list-style-type: none"> <li>• ANTH 120 – Introduction to Cultural Anthropology (3 units)</li> <li>• Approved GE Global Issues Course (3 units)</li> </ul> <p><b>Take one of the following support courses:</b></p> <ul style="list-style-type: none"> <li>• GERN 400 – Perspectives on Gerontology (3 units)</li> <li>• HDEV 357 – Approaches to Adulthood through Aging (3 units)</li> </ul>

- CDFS 111 – Preschool Child (3 units)
- CDFS 310 – Diversity in Child Development (3 units)
- CDFS 311 – Prenatal Development, Infancy and Toddlerhood (3 units)
- CDFS 312 – Family and Personal Development (3 units)
- CDFS 314 – The Older Child (3 units)
- CDFS 319 – Family Stress and Coping (3 units)
- CDFS 402 – Child and Family Law (3 units)
- One of the following courses:
  - CDFS 408 – Transition to Parenthood (3 units)
  - CDFS 412 – Family Interaction (3 units)
- CDFS 410 – International Families: Families in Cross-Cultural Perspectives (3 units)
- CDFS 413 – Child and Family in the Community (3 units)
- CDFS 418 – Parent Education (3 units)
- CDFS 419 – Family Life Education (3 units)
- CDFS 492B – Internship in Family Life Education (3 units)
- CAFF 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)

“C” or better is required in all courses. Total units required for CDFS option: 56.

**Take all of the following major courses:**

- FCS 299 – Introduction to Family and Consumer Sciences (1 unit)
- CDFS 111 – Preschool Child (3 units)
- NUTR 132 – Introductory Nutrition (3 units)
- One of the following courses:
  - CDFS 311 – Prenatal Development, Infancy and Toddlerhood (3 units)
  - CDFS 314 – The Older Child (3 units)
- CDFS 312 – Family and Personal Development (3 units)
- CDFS 319 – Family Stress and Coping (3 units)
- CAFF 321 – Family and Consumer Resource Management (3 units)
- One of the following courses:
  - CDFS 408 – Transition to Parenthood (3 units)
  - CDFS 412 – Family Interaction (3 units)
- CDFS 402 – Child and Family Law (3 units)
- CDFS 410 – International Families: Families in Cross-Cultural Perspectives
- CDFS 411 – Individual Child Study and Guidance (3 units)
- CDFS 413 – Child and Family in the Community (3 units)
- CDFS 418 – Parent Education (3 units)
- CDFS 419 – Family Life Education (3 units)
- CDFS 492B – Internship in Family Life Education (3 units)
- FCS 499 – Professionalism and Leadership in Family and Consumer Sciences (1 unit)

**Take 9 units from the following advisor approved elective courses:**

- CAFF 223 – Personal and Family Financial Management (3 units)
- EDSP 350 – Introduction to Teaching the Exceptional Individual (3 units)
- EDSP 355A – Collaborative Models of Inclusive Education: Partnerships and

	<p>Strategies for Teaching All Students in Elementary Schools (3 units)</p> <ul style="list-style-type: none"> <li>• ENGL 481 – Children’s Literature (3 units)</li> <li>• ENGL 482 – Literature for Adolescents (4 units)</li> <li>• GERN 400 – Perspectives on Gerontology (3 units)</li> <li>• HSC 227 – Drugs &amp; Health (3 units)</li> <li>• HSC 425 – Human Sexuality &amp; Sex Education (3 units)</li> <li>• HDEV 190 – Elementary Statistics in Social and Behavioral Sciences (3 units)</li> <li>• HDEV 307 – Approaches to Childhood (3 units)</li> <li>• HDEV 320 – Research Methods in Human Development (4 units)</li> <li>• HDEV 340 – Families and Work: Life Course Processes (3 units)</li> <li>• HDEV 357 – Approaches to Adulthood through Aging (3 units)</li> <li>• HM 173 – Applied Foodservice Sanitation (1 unit)</li> <li>• NRSO 481 – Parenting (3 units)</li> <li>• PSY 110 – Introductory Statistics (4 units)</li> <li>• PSY 220 – Research Methods (4 units)</li> <li>• PSY 310 – Intermediate Statistics (4 units)</li> <li>• PSY 314 – Psychological Assessment (3 units)</li> <li>• PSY 333 – Psychology of Learning (3 units)</li> <li>• PSY 342 – Psychopharmacology (3 units)</li> <li>• PSY 350 – Psychology and Contemporary Social Issues (3 units)</li> <li>• PSY 354 – Psychology of Women (3 units)</li> <li>• PSY 365 – Development: Emerging Adulthood to Aging (3 units)</li> <li>• REC 220 – Universality of Play (3 units)</li> <li>• REC 322 – Recreational Sports Supervision (3 units)</li> <li>• SW 331 – Human Behavior and Social Environment: Young Adulthood through Old Age (3 units)</li> <li>• SW 350 – Law, Court Decisions and Policy Practice (3 units)</li> <li>• SW 351 – Social Policy: Formulation and Analysis (3 units)</li> <li>• SOC 170 – Elementary Statistics (4 units)</li> </ul>
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	<ul style="list-style-type: none"> <li>• SOC 325/WGSS 325 – Sociology of Gender (3 units)</li> <li>• SOC 335 – Social Psychology (3 units)</li> <li>• SOC 345 – Youth, Policing, and Justice (3 units)</li> <li>• SOC 423 – Child Abuse and Prevention (3 units)</li> <li>• SOC 464 – Aging and Society (3 units)</li> <li>• STAT 108 – Statistics for Everyday Life (3 units)</li> <li>• STAT 118 – Introductory Business Statistics (3 units)</li> <li>• WGSS 102 – Gender, Race, Sex and Societies (3 units)</li> <li>• WGSS 420 – Mothers and Daughters (3 units)</li> <li>• Other faculty advisor approved course(s) – _____</li> </ul> <p>“C” or better is required in all courses. Total units required for CDFS option: 65.</p>
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Please noted that the existing FCS BA specialization degree is eligible for degree elevation as it currently exists. The total number of units has been reduced to 56 from 65 by removing NUTR 132, CDFS 411, and advisor-approved electives. Three elective major courses are designated as a core course: CDFS 310 (Diversity in Child Development, CDFS 311 (Prenatal Development, Infancy and Toddlerhood), and CDFS 314 (The Older Child). As many Child Development and Family Studies students are already taking these courses to fulfill their elective requirements, we do not expect students to have difficulty fitting these courses into their academic program. If there is an increase in the need for additional faculty to teach in the program due to this change, the Department of Family and Consumer Sciences will be able to manage the additional course load by reserving the class section(s) for CDFS students only, if necessary. CDFS 411 (Individual Child Study and Guidance) is removed to accommodate the new GE requirement in Ethnic Studies. The course requirement in GE Global Issues is removed as it is no longer required by the University.

**b. Program Proposal Elements:**

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where program learning outcomes are introduced (I), developed (D), and mastered (M)

The following tables provide information about a comprehensive assessment plan for Child Development and Family Studies (Table 1) and a curriculum matrix of where program learning outcomes are introduced (I), developed (D), and mastered (M) (Table 2). Table 1 displays the alignment between ILOs, PLOs, and course SLOs and the assessment plan for program and course evaluations. Table 2 illustrates how the PLOs are aligned with specific degree courses.

Table 1: Comprehensive Assessment Plan

**California State University, Long Beach**  
**Comprehensive Assessment Plan (7 year cycle for traditional programs or accreditation cycle)**

**DEPARTMENT: Family and Consumer Sciences**  
**PROGRAM: Child Development and Family Studies**

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course where each SLO is assessed</i>	<i>Assessment activity/ assignment used to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
1, 4	1	A	CDFS 111	Exams	Rubric: 4-point scale, see below	Year 1, 4	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
1, 4	1	B	CDFS 311	Exams	Rubric: 4-point scale, see below	Year 1, 4	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
3, 4, 5	2	C	CDFS 314	Exams	Rubric: 4-point scale, see below	Year 2, 5	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
3, 4, 5	2	D	CDFS 413	Agency Report	Rubric: 4-point scale, see below	Year 2, 5	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 3	3	E	CAFF 321	Research Paper	Rubric: 4-point scale, see below	Year 2, 5	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 3	3	F	CAFF 499	Professional Development Project	Rubric: 4-point scale, see below	Year 3, 7	Report on percentage of students that	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum

							score 3 or above			
1, 4	4	G	CAFF 499	Course Reflections	Rubric: 4-point scale, see below	Year 3, 7	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
1, 4	4	H	CDFS 312	Final Application Paper	Rubric: 4-point scale, see below	Year 2, 5	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 5	5	I	CDFS 310	Small group presentation	Rubric: 4-point scale, see below	Year 1, 4	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 5	5	J	CDFS 418	Parent Education Program Assignment	Rubric: 4-point scale, see below	Year 3, 7	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 3	6	K	CDFS 310	Funds of Knowledge Paper	Rubric: 4-point scale, see below	Year 1, 4	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum
2, 3	6	L	CDFS 418	Course Reflections	Rubric: 4-point scale, see below	Year 3, 7	Report on percentage of students that score 3 or above	CDFS Assessment Committee	Fall Faculty Meeting	Revise course SLOs and curriculum

**Institutional Learning Outcomes (ILOs). Graduates will be:**

1. Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study.
2. Critically and ethically engaged in global and local issues.
3. Knowledgeable and respectful of the diversity of individuals, groups, and cultures.
4. Accomplished at integrating the skills of a liberal education with disciplinary or professional competency.
5. Skilled in collaborative problem-solving, research, and creative activity.

**Program Learning Objectives (PLOs). CDFS Majors will be able to:**

1. Identify and analyze key sequences in optimal child development and theories explaining them.
2. Critique and implement curriculum, materials, and guidance to create developmentally appropriate environments for young children.
3. Promote strategies of professional legislative advocacy for children and families.
4. Explain the components of a wellness perspective and apply these perspectives to children and families.
5. Apply theories and research on development and family dynamics to improve the welfare of children and families in the community.
6. Compare and contrast positions on issues related to children and families based on considerations of culture and diversity.

**Student Learning Objectives (SLOs). Students in this course will be able to:**

- A. Identify and describe normal postnatal development during early childhood in the following areas: physical, motor, cognitive, language, social, emotional, and personality; describe hereditary, environmental, and interactive influences on development in these areas. (CDFS 111)
- B. Describe developmental milestones in the areas of physical, social, emotional, linguistic, and cognitive domain occurring in the first 2 ½ years of life. (CDFS 311)
- C. Describe the major biological, social, and cultural contexts and their influence on development during the school age period and adolescence. (CDFS 314)
- D. Identify major community systems as they assist children and families. (CDFS 413)
- E. Analyze relevant laws and their implications for family and consumer resource management. (CAFF 321)
- F. Demonstrate the ability of an FCS professional to propose solutions to societal issues and influence legislation and public policies that affect the quality of life for individuals and families. (FCS 499)
- G. Explain the interdependence among Family and Consumer Sciences specializations in relation to the goal of enhancing the quality of life for individuals and families in a multicultural urban environment. (FCS 499)
- H. Apply the components of a family wellness perspective of family functioning to course materials throughout the semester. (CDFS 312)
- I. Develop advocacy and leadership skills to create equitable social and educational opportunities for all children and families. (CDFS 310)
- J. Develop a parent education program for a selective population. (CDFS 418)
- K. Critique common myths and deficit views about children and families of color, poverty, minority, and disability and identify strength-based views that focus on the social and cultural capital of families. (CDFS 310)
- L. Appreciate the diversity (e.g., structural, economic, cultural) of family life in American society and identify implications of such for parent education. (CDFS 418)

**Rubrics, 4-point scales:**

**A. Identify developmental milestones during early childhood years.**

1. Identify few key developmental milestones in various developmental areas.
2. Identify some key developmental milestones in various developmental areas.
3. Identify many key developmental milestones in various developmental areas.
4. Identify most key developmental milestones in various developmental areas.

**B. Describe developmental milestones in the first 2 ½ years of life.**

1. Identify few key developmental milestones in various developmental areas.
2. Identify some key developmental milestones in various developmental areas.
3. Identify many key developmental milestones in various developmental areas.
4. Identify most key developmental milestones in various developmental areas.

**C. Describe the influence of biological and contextual factors on development.**

1. Identify and describe few biological and contextual factors that influence child development during the school-age period and adolescence.
2. Identify and describe some biological and contextual factors that influence child development during the school-age period and adolescence.
3. Identify and describe many biological and contextual factors that influence child development during the school-age period and adolescence.
4. Identify and describe most biological and contextual factors that influence child development during the school-age period and adolescence.

**D. Identify major community systems as they assist children and families.**

1. Recognize few community systems that assist children and families.
2. Recognize some community systems that assist children and families.
3. Recognize many community systems that assist children and families.
4. Recognize most community systems that assist children and families.

**E. Analyze relevant laws and their implications for family and consumer resource management.**

1. Comprehensive examination of laws and their implications on children and families/Poor
2. Comprehensive examination of laws and their implications on children and families/ Satisfactory
3. Comprehensive examination of laws and their implications on children and families/Good
4. Comprehensive examination of laws and their implications on children and families/Excellent

**F. Demonstrate the ability of an FCS professional to propose solutions to societal issues and influence legislation and public policies that affect the quality of life for individuals and families.**

1. Explain social issues that affect children and families/Poor
2. Explain social issues that affect children and families/ Satisfactory
3. Explain social issues that affect children and families/Good
4. Explain social issues that affect children and families/Excellent
1. Display advocacy and support for children and families/Poor
2. Display advocacy and support for children and families/Satisfactory
3. Display advocacy and support for children and families/Good

4. Display advocacy and support for children and families/Excellent

**G. Explain the interdependence among Family and Consumer Sciences specializations in relation to the goal of enhancing the quality of life for individuals and families in a multicultural urban environment.**

1. Demonstrate skills and knowledge in child development and family studies/Poor
2. Demonstrate skills and knowledge in child development and family studies/Satisfactory
3. Demonstrate skills and knowledge in child development and family studies/Good
4. Demonstrate skills and knowledge in child development and family studies/Excellent
1. Display advocacy and support for children and families living in a multicultural urban environment/Poor
2. Display advocacy and support for children and families living in a multicultural urban environment/Satisfactory
3. Display advocacy and support for children and families living in a multicultural urban environment/Good
4. Display advocacy and support for children and families living in a multicultural urban environment/Excellent

**H. Apply the components of a family wellness perspective of family functioning to course materials throughout the semester.**

1. Recognize the significance of family relationships in one's well-being/Poor
2. Recognize the significance of family relationships in one's well-being/Satisfactory
3. Recognize the significance of family relationships in one's well-being/Good
4. Recognize the significance of family relationships in one's well-being/Excellent
1. Develop an intervention program for family relationship problems/Poor
2. Develop an intervention program for family relationship problems/Satisfactory
3. Develop an intervention program for family relationship problems/Good
4. Develop an intervention program for family relationship problems/Excellent

**I. Develop advocacy and leadership skills to create equitable social and educational opportunities for all children and families.**

1. Evaluate social inequalities in child development and family life/Poor
2. Evaluate social inequalities in child development and family life/Satisfactory
3. Evaluate social inequalities in child development and family life/Good
4. Evaluate social inequalities in child development and family life/Excellent

**J. Develop a parent education program for a selective population.**

1. Develop a parent education program that is ready to be used, evidence-based, and empirically effective/Poor
2. Develop a parent education program that is ready to be used, evidence-based, and empirically effective/Satisfactory
3. Develop a parent education program that is ready to be used, evidence-based, and empirically effective/Good
4. Develop a parent education program that is ready to be used, evidence-based, and empirically effective/Excellent

**K. Critique common myths and deficit views about children and families of color, poverty, minority, and disability and identify strength-based views that focus on the social and cultural capital of families.**

1. Comparison between deficit views and strength-based views on children and families/Poor
2. Comparison between deficit views and strength-based views on children and families/Satisfactory
3. Comparison between deficit views and strength-based views on children and families/Good
4. Comparison between deficit views and strength-based views on children and families/Excellent

**L. Appreciate the diversity (e.g., structural, economic, cultural) of family life in American society and identify implications of such for parent education.**

1. Prioritize culturally- and linguistically-relevant parenting practices that respect the diversity of family life/Poor
2. Prioritize culturally- and linguistically-relevant parenting practices that respect the diversity of family life/Satisfactory
3. Prioritize culturally- and linguistically-relevant parenting practices that respect the diversity of family life/Good
4. Prioritize culturally- and linguistically-relevant parenting practices that respect the diversity of family life/Excellent

**Key:**

A. Institutional Learning Outcomes: <http://www.csulb.edu/academic-affairs/program-review-and-assessment/student-success-institutional-learning-outcomes>

B. Program Learning Outcomes: Your department / program outcomes

C & D. Student Learning Outcomes: A representative outcome from the syllabus or SCO of a course that will be assessed (usually begin with one where students demonstrate degree-level mastery of the outcome)

E. Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

F. Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

G. Assessment Schedule: This schedule should be realistic. In general, a program should try to assess one program outcome at least twice during its program review cycle.

H. Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

I. Designated Personnel: Who in your program is responsible for organizing and conducting the assessment? Responses may include: assessment committee, assessment coordinator, all faculty, or chair.

J & K When will findings be reported and what closing-the-loop strategies are being used: When will you report these findings to the rest of your program's faculty and discuss the closing-the-loop strategies? Strategies may include revising program curriculum, reviewing curriculum map to determine course order, more training on inter-rater reliability,

Table 2: Curriculum Matrix

**DEPARTMENT: Family and Consumer Sciences**  
**PROGRAM: Child Development and Family Studies**

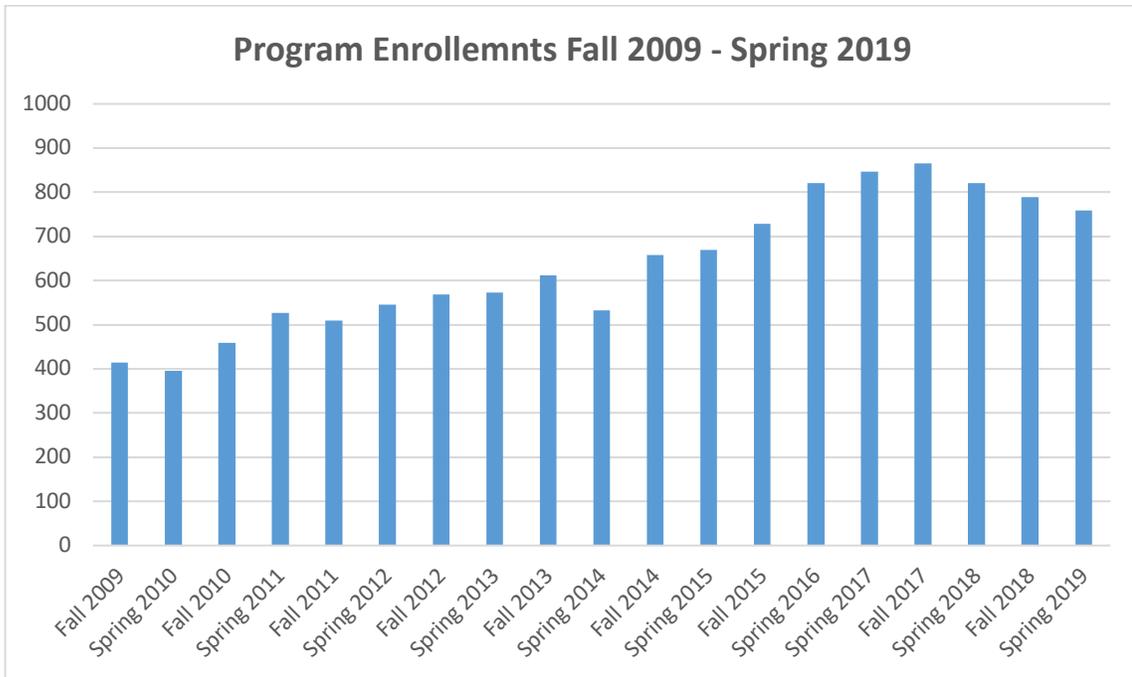
Course Type	Course #	PLOs					
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
<b>Core Courses</b>	PSY 100	I	I			I	
	CAFF 321			D	D	D	
	ANTH 120	I				I	I
	CAFF 299			I	I		I
	CDFS 111	I/D	I			I	I
	CDFS 310			D	D	I/D	I/D
	CDFS 311	I/D	I			D	D
	CDFS 312			I/D	I/D	I/D	I/D
	CDFS 314	I/D	I			D	D
	CDFS 413		D	D	M	M	
	CDFS 418			M	M	M	M
CAFF 499			M	M	M	M	
<b>Option 1: Child Development and Family Studies</b>	CDFS 211	I/D	I/D	I		D	
	CDFS 315	D	D			D	
	CDFS 409	M	D/M			D	
	CDFS 411	M	M			M	M
	CDFS 214 or 215	D	D			D	D
	CDFS 414 or 415	M	M	M		M	M
	CDFS 406 or CDFS 492A	M	M	M		M	M
	9 Units of CDFS Upper-Level Courses			D/M	D/M	D/M	D/M
<b>Option 2: Family Life Education</b>	HSC 425			D/M	M	M	D/M
	GERN 400			D/M	D/M	D/M	D/M
	HDEV 357			D	D/M	D	D/M
	CDFS 319			D	D	D	D
	CDFS 402			M		D/M	D/M
	CDFS 408 or 412			M	M	M	M
	CDFS 410			D		D	M
	CDFS 419			M	M	M	M
	CDFS 492B			M	M	M	M

**5. Evidence of Potential Student Demand. Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future**

**interest in the program. The table below provides enrollment numbers for active students in the current option by major and minor for Spring and Fall semesters since Fall 2009.**

The number of students in the major and minor has been steadily increasing over the past few years as evidenced by the enrollment statistics provided below.

<b>Active Students by Academic Plan</b>				
<b>CDFS Area Semester</b>	<b>Pre-Major</b>	<b>Major</b>	<b>Minor</b>	<b>Total</b>
Fall 2009		340	74	414
Spring 2010		308	87	395
Fall 2010		370	89	459
Spring 2011		418	109	527
Fall 2011		415	94	509
Spring 2012		436	110	546
Fall 2012		458	111	569
Spring 2013		440	133	573
Fall 2013		433	178	611
Spring 2014		407	125	532
Fall 2014		522	136	658
Spring 2015	65	438	166	669
Fall 2015	82	480	166	728
Spring 2016	81	535	205	821
Spring 2017	101	545	201	847
Fall 2017	105	546	214	865
Spring 2018	59	547	185	821
Fall 2018	74	560	155	789
Spring 2019	63	552	144	759



**6. Self-Support Programs. The proposed degree elevation is not a self-support program.**

Attachment 2.3

**Coversheet for Program Projection, Implementation and Major Program Change**

Check one:  Projection

Implementation

Check one:  New degree

New degree and option(s)

New option for existing degree

Elevation of option or concentration to a full degree

Pilot program conversion to regular status

New minor

New certificate

Title change to program

Major proposed changes to degree, option or minor

Check one:  Consider for Fast Track (ONLY for new degrees, not options)

(Additional documentation required; see Section 2, p. 8-9)

Consider for Pilot Program (ONLY for new degrees, not options)

(Additional documentation required; see Section 2. P. 9-10)

**Proposed Name of Program:** Bachelor of Arts in Child Development and Family Studies

**Department/Program Proposing Program:** Family and Consumer Sciences

**Department Chair:** Dr. Wendy Reiboldt, Ph.D., Chair

**Office Location:** FCS Building

**Campus Extension:** X54484

**ATTACHMENT 2.3 (con't.)**

**Review and Approval**

**1. Department/Program Approval:**

Nancy Dayne, Ed.D.

Curriculum Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Wendy Reiboldt, Ph.D.

Department Chair/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

**2. College Approval:**

Nancy Dayne, Ed.D.

Curriculum Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Jennifer A. Ostergren, Ph.D., CCC-SLP

Dean/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

**3. Academic Affairs Review:**

Reviewed for Projection: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed for Implementation: \_\_\_\_\_ Date: \_\_\_\_\_

**4. U.R. Council:**     Not Applicable     Approved     Not Approved

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

C.E.P. Council:     Not Applicable     Approved     Not Approved

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**5. Academic Senate:**     Not Applicable     Approved     Not Approved

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**6. Academic Affairs:**     Approved     Not Approved

Jody Cormack DPT MS Ed

Vice Provost for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

Entered on Campus Master Plan (Date): \_\_\_\_\_

Proposed Implementation Date: \_\_\_\_\_

Actual Implementation Date: \_\_\_\_\_

**Insert Letters of Support Here**

**Insert WSCUC Substantive Change document from Sharlene here.**

**[End of Document]**