

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Child and Family Studies/Family Studies

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Self-Study Team Chairs and authors: Ryan Dunn, Keith Osai, Wei Qiu, Mark S. Adams, Daniel Hubler, Paul Schvaneveldt, Mosiah Gonzalez

Self-Study Team Members:

Contact Information:

Wei Qiu, Ph.D.  
Professor and Chair of Child and Family Studies  
Weber State University  
1351 Edvalson St Dept 1301  
Ogden, UT 84408  
801-626-7386  
weiqiu@weber.edu

## **Brief Introductory Statement**

The Department of Child and Family Studies was developed to prepare students to become Early Childhood and Family Life Educators who respect diversity, use culturally competent practices, and apply their knowledge to create environments that enhance the lives and healthy development of adults, children, and families over the lifespan. The Family Studies program is responsive to workforce needs in many ways, and provides advising, support, and networking with community leaders and potential employers as well as graduate schools. The FS program is highly involved with the community and has a very active advisory board containing directors and administrators from a variety of area agencies. Further evidence of community engagement includes the Families Alive Conference, The Storytelling Festival, the Human Trafficking Symposium, and the Utah Marriage Commission which offer educational opportunities for working professionals, university students, and community members. Faculty are also highly involved with the National Council on Family Relations (NCFR), the Family Science Association, and Teaching Family Science Conference (several faculty members have served as conference chairs, organization president, and journal editors). Finally, the Family Studies program operates the following programs which receive external funding to serve families in the community: The WSU Family Literacy Program and the WSU Healthy Marriage and Relationship Education Program (2009-2021). The FS Program has experienced some changes over the past five years, including a temporary building change (during a renovation due to be completed at the end of 2024), course prefix change (FAM from CHF), and both increases and decreases in majors and minors which includes impacts of the COVID-19 pandemic.

## **Standard A - Mission Statement**

### **Child and Family Studies Department Mission Statement:**

The mission of the Department of Child and Family Studies is to prepare Early Childhood and Family Life Educators to positively transform our community and society.

The Family Studies (FS) major prepares graduates to be Provisionally Certified Family Life Educators, which is a certification administered by the National Council on Family Relations. The FS Program has experienced both increases and decreases in majors, minors, and graduates over the recent 5-year period. Overall, the number of graduates has decreased from a high of 71 graduates in 2018-19 to 50 graduates in 2022-23. Correspondingly, the number of declared majors in Family Studies has increased to 253 (down from 309 in 2018). The department offers two general education courses: CHF 1500 Human Development and CHF 2400 Family Relations. The 2400 course was first offered as a GE course in Fall Semester of 2017. The Family Studies program is responsive to workforce needs in many ways. One example is updated career advising information for students in eight key areas: Family Service Worker (agencies, DCFS), School Counseling, Marriage and Family Therapy, Case Worker in Social Services, Extension Education, Research and Education, Youth Services (YMCA, Youth Impact, etc.), and Personal Application. The FS program is highly involved with the community and has a very active advisory board containing directors and administrators from several agencies including Your Community Connection, Ogden-Weber Community Action Partnership, Cottages of Hope, Juvenile Justice Court, Center for Grieving Children, Utah Division of Child and Family Services, Catholic Community Services, Prevent Child Abuse Utah, United Way, YMCA, Hill Airforce Base, Job Corps, and the WSU Community Education Center. Further evidence of community engagement includes the Families Alive Conference which offers educational opportunities for working professionals, university students, and community members. Faculty are also highly involved with the Family Science Association and Teaching Family Science Conference (several faculty members serve as conference chairs, organization president, and journal editors). The Family Studies program faculty operates the WSU Family Literacy Program which receives external funding to serve families in the community. The Family Studies program faculty were highly involved with the Utah Marriage Commission from 2008-2021 and taught several community classes and trained students in healthy marriage and relationship education curricula. Finally, Family Studies faculty engaged in international research, teaching, and advising as a Fulbright Scholar to Colombia (2021-2023).

The Family Studies program prepares students to be provisionally Certified Family Life Educators through a curriculum reviewed and approved by the National Council on Family Relations. The Family Studies Program curriculum is based on the standards of the National Council of Family Relations. These outcomes standards require a knowledge base and related skills in the following areas: 1) Families in Society, 2) Internal Dynamics of Families, 3) Human Growth and Development Over the Life Span, 4) Human Sexuality, 5) Interpersonal Relationships, 6) Family Resource Management, 7) Parent Education and Guidance, 8) Family Law and Public Policy, 9) Ethics, 10) Family Life Education Methodology, and one additional department standard, 11) Professional Development. The faculty engage in extensive high impact learning experiences in all courses. Examples of these practices include original research projects, community engagement experiences, interaction with grants and externally funded programs, and authentic application of learning in professional settings. We offer course courses that stretch students academically including ethics, research methodology, diversity of families and cultures, group learning projects, presentations in the community, engagement in community projects and programs, and GENOGRAM projects. The faculty have high expectations for students while offering high levels of

support and mentoring. Evidence of the effectiveness of the excellence and effectiveness of instruction includes a 98% placement of students into accredited graduate programs over the past 10 years. Literally 100's of undergraduate students have presented original research at academic conferences. Furthermore, Family Studies students have high rates of placement in employment in social service agencies and non-profit organizations serving families and children. Students indicate high levels of satisfaction with their experiences as demonstrated by growth in program and feedback from graduates, employers, graduate schools, etc.

The Family Studies program is in a useful position to continue serving the needs of students and our community. Strategic planning and ideas include the following:

- In addition to the Family Life Education Emphasis as part of the Masters of Education program we are exploring a Marriage Family Therapy (MFT) emphasis.
- Additional graduate courses would be developed to serve students in the potential new graduate program emphasis of MFT
- Now that we have launched our fully online bachelor's degree offering, we will continue to think of ways to refine and offer greater course selection to those participating in this format.
- The FS program has continued to work on and make available a Family Studies Diversity Certificate where we offer courses and the development of new courses that focus on Diverse Families in a variety of settings (e.g., Diverse Families, LGBTQ families, Latino Families, Native Hawaiian and Pacific Islander Families, and Religiosity and Family Life Education)

Limitations: The limitations of the Family Studies program include dealing with the variable increases and decreases in majors and minors over the years, addition of new courses, offering courses in multiple contexts, and mentoring of newer faculty members.

## Standard B - Curriculum

The Family Studies faculty constantly reviews curriculum and updates courses accordingly. Within the past five years our faculty have developed new courses on the following topics: LGBTQ Families, Organizing and Leadership of Non-Profit Family Services, and Religiosity and Family Life Education. In addition, the Family Studies program created a completely online track to meet the evolving needs of students. In order to make the fully online track available, faculty created online sections of required courses and some elective offerings. We also added a Masters in Education family life education track in the graduate studies in education program. The Family Studies degree is offered at both the Ogden campus in the daytime and both Ogden and Davis Campuses in the evening. We have developed several partnerships with community agencies and organizations for student practicum and learning experiences. These partnerships were outlined previously in this report and provide a direct connection to employers for our students. To further prepare Family Studies students, they have the opportunity to participate in workshops and training to become approved instructors in relationship education curricula. For the past ten years, students have experienced a 90+% acceptance rate into accredited graduate school programs (Marriage and Family Therapy, School Counseling, Social Work, Human Development and Family Studies). This also now includes an updated graduate in education program with an emphasis in family life education. Graduates who pursue employment do get hired in jobs pertaining to the major. Specifically, they secure employment in the following areas: Family Service Worker (agencies, DCFS), School Counseling, Marriage and Family Therapy, Case Worker in Social Services, Extension Education, Youth services (YMCA, Youth Impact, etc.), Head Start programs, and other agencies. Upon graduation, they are eligible to become Provisionally Certified Family Life Educators through the National Council on Family Relations. Current and future demands for employment indicate continued and growing demand for those in social service and education sectors.

### Family Studies Outcomes and Assessment

Students in Family Studies are assessed on their competency and proficiency in 11 substance areas of the Certified Family Life Education credential throughout their program coursework. Students in the Senior Seminar course (4990B) are required to take the CFLE exam in their last semester to evaluate their knowledge and mastery of the 11 content areas for Family Life Education. Outcomes show that the vast majority of program majors demonstrate competency in these areas.

Core Courses in Department/Program
FAM 1400 Marriage/Romantic Relationships
CHF 1500 SS/EDI Human Development
FAM 2100 Family Resource Management
CHF 2400 SS/EDI Family Relations
FAM 2990B CEL/CDEV Seminar in Family Studies
FAM 3150 Consumer Rights & Responsibilities
FAM 3350 GLB Diverse Families
FAM 3400 Development in Middle Adulthood
FAM 3450 Adult Development
FAM 3550 Parenting Education

FAM 3650 Family Processes
FAM 3660 LGBTQ Families
FAM 3820 Org & Leadership of Non-profit Family Service
FAM 3850 CRE Current Research Methods in Child and Family Studies
FAM 4300 GLB Latino Child and Family Development
FAM 4310 Understanding the Modern United States Military Family
FAM 4350 Religiosity and Family Life Education
FAM 4400 The Family in Stress
FAM 4450 Children and Families in the Medical Setting
FAM 4500 GLB Comparative Study of Child and Adolescent Development
FAM 4520 Basic Mediation Training
FAM 4600 Family Studies Field Experiences
FAM 4650 Family Life Education Methods
FAM 4660 Advanced Skills for Family Life Education
FAM 4800 Individual Research
FAM 4830 Directed Readings
FAM 4860 Practicum
FAM 4890 Cooperative Work Experience
FAM 4920 Short Courses, Workshops, Institute Programs
FAM 4990B Senior Seminar in Family Studies

Curriculum Map

See appendix I. Grad Map

## **Standard C - Student Learning Outcomes and Assessment**

Students in Family Studies are assessed on their competency and proficiency in 11 substance areas of the NCFR Certified Family Life Education credential. Students in the Senior Seminar course (FAM 4990B) are required to take the FLE exam in their last semester to evaluate their knowledge and mastery of the 11 content areas for Family Life Education. Outcomes show that the vast majority of students demonstrate competency in these areas.

### Measurable Learning Outcomes

At the end of their study at WSU, students in this program will be competent and proficient in the following areas that are described in more detail on pages 9-43:

- #1 Families in Societal Contexts
- #2 Internal Dynamics of Families
- #3 Human Growth and Development Over the Lifespan
- #4 Human Sexuality
- #5 Interpersonal Relationships
- #6 Family Resource Management
- #7 Parent Education and Guidance
- #8 Family Law and Public Policy
- #9 Professional Ethics and Practice
- #10 Family Life Education Methodology
- #11 Professional Development/Practicum (WSU added)

**Curriculum Grid Family Studies and Student Learning Outcomes (revised February 2018)** The following grid identifies courses in the Family Studies curriculum meeting the substance areas for the Certified Family Life Educator credential.

(Based in the National Council on Family Relations Substance Areas)	
#1 Families in Societal Contexts #2 Internal Dynamics of Families #3 Human Growth and Development Over the Lifespan #4 Human Sexuality #5 Interpersonal Relationships	#6 Family Resource Management #7 Parent Education and Guidance #8 Family Law and Public Policy #9 Professional Ethics and Practice #10 Family Life Education Methodology #11 Professional Development/Practicum* (*WSU added)

<b>CFLE Content Area</b>	<b>CFLE-Approved Program (Abbreviated) Coursework</b>
1. Families & Individuals in Societal Contexts	FAM 3350 - Diverse Families
2. Internal Dynamics of Families	CHF 2400 – Family Relations
3. Human Growth & Dev across the Lifespan	CHF 1500 – Human Development
4. Human Sexuality	HLTH 3500 – Human Sexuality
5. Interpersonal Relationships	FAM 1400 - Marriage as an Interpersonal Process
6. Family Resource Management	FAM 2100 – Family Resource Management
7. Parent Education & Guidance	FAM 3550 – Parenting Education
8. Family Law & Public Policy	FAM 4990B – Senior Seminar in Family Studies
9. Professional Ethics & Practice	FAM 2990B – Seminar in Family Studies
10. Family Life Education Methodology	FAM 4650 - Family Life Education Methods
11. Internship/Practicum (minimum 120 hours)	FAM 4860 Practicum



STUDENT LEARNING OUTCOMES (Based on the National Council on Family Relations Substance Areas):

A Family Life Educator will have a knowledge base and related skills that address:
1. Families in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth and Development Over the Lifespan
4. Human Sexuality
5. Interpersonal Relationships
6. Family Resource Management
7. Parent Education and Guidance
8. Family Law and Public Policy
9. Professional Ethics and Practice
10. Family Life Education Methodology
11. Professional Development/Practicum

Review the worksheet document below to see all outcomes and measures that correspond with the student outcomes in Appendix G:

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7	Learning Outcome 8	Measures of Learning Outcome 8	Learning Outcome 9
FAM 1400 Marriage/Romantic Relationship	A sound understanding of the development and maintenance of marriage and other interpersonal relationships	Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations	An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Textbook readings, class lecture notes, mini videos, interventions, assigned articles, in-class activities, applied assignments, examinations	Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure,	Textbook readings, class lecture notes, mini videos, assigned articles, in-class activities, applied papers, applied assignments, examinations	The capacity to relate to others with concern, respect, sincerity, and responsibility;	Textbook readings, class lecture notes, assigned articles, in-class activities, applied assignments	The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, in-class activities, examinations	The ability to recognize developmental stages of romantic relationships;	Textbook readings, class lecture notes, applied assignments, examinations	A knowledge of the impacts of personality and communication styles on interpersonal relationships.	Textbook readings, class lecture notes, mini videos, assigned articles, applied papers, applied assignments, examinations			

					decision-making, problem-solving, and conflict resolution;												
CHF 1500 SS DV Human Development	Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.	Discussions, Reviews, Exams	Know and apply the basic theories guiding the study of human development including psychoanalytic/psychosocial, cognitive/learning, systems, and humanistic theories.	Discussion, Reviews, Exams, Reality Assignments	Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.	Attendance, group presentation	Demonstrate the ability to use human development knowledge to understand and the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.	Discussions, reality assignments, public education group presentation	Understand the personal, family, school, community, and cultural influences on human development through analysis and application of research, theories, and concepts.	discussions, reviews, exams, reality assignments, public education group presentation	Develop an awareness of, and appreciation for, diversity including individual, family, community, national, and cultural.	discussions, reality assignments, exams, public education group presentation					
FAM 2100 Family Resource Management	Applying financial management tools to personal situations.	In-Class Discussion, Project Assignment 2, & Unit 2 Examination	An understanding of concepts such as goals, resources, planning, decision-making, implementing.	In-class Discussion & Ch 3&4 Quiz	The clarifying of personal values	Midterm Exam	Using a time management tool	Class Activity & Participation	Practicing decision making with various models	Class Activity & Participation	The formulating of lifetime personal and family goals	In-class Discussion & Ch 3&4 Quiz	An understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.	In-class discussion Tasks & Unit 2 Examination			

CHF 2400 SS/EDI Family Relations	Observe, describe and assess interactional dynamics within family systems.	Exam 1	Demonstrate understanding of various systems theory concepts and related theoretical approaches.	Genogram	Demonstrate a sound understanding of healthy family relationships, dynamics, and processes.	Exam #2	Attain the knowledge and skills needed to recognize diverse family contexts, life cycle stages, and family stressors.	Exam #3	Develop intervention strategies to help families be more effective and functional.	Genogram Paper & Presentation	Self differentiate, observe self, and apply skills and behavior changes to personal lives and relationships.	Examinations, applied assignments, applied papers					
FAM 2990B Seminar in Family Studies	Demonstrate an understanding of Professional Skills by: a. Communicating well to secure employment. Verbal, non-verbal, writing b. Networking with professionals in the field c. Identifying and recalling current needs in FLE professions	<ul style="list-style-type: none"> <li>Resume, Cover Letter, Mock Interviews, Me in 30 Seconds, Community Service Learning and paper, Personal Timeline Paper, Syllabus Quiz</li> <li>Class Discussions, Readings, Practicum Fair</li> <li>Professional Interviews/Ethics Paper, Class Discussion</li> <li>Guest Presentations and Reflections</li> </ul>	Demonstrate an understanding of Professional Credentials by: a. Knowing the requirements of a Family Studies Major b. Identifying Graduate School options c. Learning about and working toward becoming a Certified Family Life Educator d. Articulating FLE related positions and credentials	<ul style="list-style-type: none"> <li>Class discussions/Participation (Career in Family Studies Booklet)</li> <li>Guest Presentations and Reflections</li> <li>Professional Interviews/Ethics Paper</li> <li>Community Service Learning Paper</li> <li>Background Check</li> </ul>	Develop an understanding of Professional Ethics by: a. Reviewing and writing about social and personal consequences of value choices. b. Reviewing, discussing, and writing about Ethics of professional practice/Certified Family Life Educator Code of Ethics												
FAM 3150 Consumer Rights & Responsibilities	Demonstrate an understanding of concepts such as decision-making, your role as a	Module 1 Discussion Tasks	Demonstrate an understanding of evolving consumer rights and options over the life	Module 2 Quiz	Demonstrate a capacity for critical evaluating consumer products, decisions, and options	Module 1 Quiz	Demonstrate an understanding of how consumerism fits within the context of the family system.	Module 2 Quiz	Skill of Purchasing products such as technology.	Exam 1	Skill of Examining career options	Module 2 Quiz	Skill of Exploring financial decisions (including taxes, budgeting, banking, savings,	Module 3 Quiz	Skill of Evaluating transportation and housing options	Module 6 Quiz	Skill of Critiquing the value of insurance (health, home, and auto) and health care services.

	consumer, and your rights as a consumer.		cycle and of various concerns for different family structures									investing, and credit).				
FAM 3350 Diverse Families	Demonstrate an understanding of multiple variations of family systems and processes in the U.S.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of cultural influences on various groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Demonstrate an understanding and appreciation of diversity in a global society.	Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion	Demonstrate an understanding of best practices of family life education with diverse populations.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion						
FAM 3400 Develop in Middle Adulthood	Identify the normative life events that occur during the midlife period of development	Exams, Participation Summaries	Describe the growing diversity of life experiences that happen through middle age.	Exams, Participation Summaries, Term Project /Paper	Identify and describe the systemic influences on development in middle adulthood	Exams, Participation Summaries, Term Project /Paper	Describe, recognize, and integrate major trends and research in midlife development	Exams, Participation Summaries	Recognize, define, and accurately apply key terms and concepts in midlife development	Exams, Participation Summaries, Term Project /Paper	Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.					
FAM 3450 Adult Development	Demonstrate an understanding of the major events that occur during the period of development after middle age.	Exams/ quizzes, Participation Activities, Life Review Paper	Be able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to later adulthood.	Exams/ quizzes, Participation Activities, Life Review Paper	Recognize, define, accurately apply, and think critically about key terms and concepts in adult development.	Exams/ quizzes, Participation Activities, Life Review Paper										

FAM 3550 Parenting Education	Relationship of parenting in the behavior/development of the child	Lectures, applied papers, discussions, case study, examinations	Nature of participation in the parent-child dyad, and in the family system as a whole	Lectures, applied papers, discussions, case study, examinations	Knowledge of some of the basic contemporary child-rearing and child guidance strategies/models with their outcomes relative to the child's growth and development.	Lectures, applied papers, discussions, case study, examinations	Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors	Lectures, applied papers, discussions, case study, examinations	Developmental characteristics of children	Lectures, applied papers, discussions, case study, examinations	Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts.	Lectures, applied papers, discussions, case study, examinations	Critical thinking, problem solving, and evaluation skills.	Applied papers, discussions, case study, examinations	Students group work and interpersonal relation skills	Case study, discussions
FAM 3650 Family Processes	Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristic.	Quizzes	Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.	Group Presentations	Systems Perspective. Understand and assess family dynamics from a systems perspective.	Take Home Exam	Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis, and families with special needs.	Applied papers	Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication, problem solving and conflict management strategies.	Role Plays						
FAM 3660 LGBTQ Families	A conceptual understanding of the multiple ways that LGBTQ + families are defined.	Lectures, applied papers, discussions	An applied understanding of minority stress in multiple contexts including immediate and extended family systems, greater exo-system	Lectures, applied papers, & Quizzes	The unique and shared strengths found in LGBTQ + Families	Lectures, applied papers, & Quizzes	The unique and shared challenges facing LGBTQ + families	Lectures, applied papers, discussions.	The ability to compare and describe social, cultural, historical, and technological determinants and the interrelationships between various factors that are	Lectures, applied papers, & Quizzes	An ability to observe and critically evaluate various research- and theory-based perspectives regarding differences between, as well as within,	Lectures, applied papers, & Quizzes				

			contexts (e.g., school boards, local community organizations,) , and macrosystem contexts (e.g., global societal “norms”)						linked to sexual identity and gender identity .		sexually diverse households and families						
FAM 3820 Org & Leadership of Non-profit Family Service	Students will understand and be able to explain some differences between non-profit and for-profit family organizations.	Quizzes, in-class learning activities,	Students will be able to explain the basic tenants of three management theories.	Quizzes, Leadership Book Review,	Students will explain and illustrate the concepts behind designing an organization and organizational charts.	Quizzes, in-class learning activities, Interview paper:	Students will describe the value of planning in family services and demonstrate the basic planning processes.	Quizzes, in-class learning activities,	Students will explain the basic steps of the supervision process and what successful organizations do to build and support their staff.	Quizzes, in-class learning activities, Leadership Book Review, Interview paper:	Students will be able to read and design a simple budget.	Quizzes, in-class learning activities,	Students will be able to explain the three basic types of evaluations and the importance of conducting evaluations in family service organizations.	Quizzes, in-class learning activities, es	Students will explore the meaning of leadership and the role of leadership in family service organizations.	In-class learning activities, Leadership Book Review, Interview paper:	
FAM 3850 Current Research Methods	Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.	Quizzes 1-4 & Exam	The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.	Quizzes 1-4 & Exam	The student will become aware of how data is collected, analyzed, and presented in a journal/research document.	IRB & Final Project Paper	Each student should develop the ability to read and critically evaluate the current findings in research.	Examinations, applied papers, presentations	Each student will actively participate in the research process by the completion of a team research project that will include a brief review of the literature, hypotheses development, measurement, coding and analysis of data,	Final Project							

FAM 4300 Latino Child and Family Development	Understand the cultural influences of Latino culture on children and families.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the family process dynamics that are common within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the unique cultural influences on child development within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand and deconstruct stereotypes associated with individuals within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the demographic aspects of Latino populations.	Quizzes, Examinations, Assignments, Research Review Paper	Understand of the diversity within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper					
FAM 4310 Understanding Military Families	Understand & discuss basic structure of the U.S. Military & its branches including motto, mission, structure, terms/acronyms	Exams	Understand Changes in recent US military Demographics	Lectures, Readings, Papers, Unit Reflections	Understand and differences and challenges associated with both Active and Reserve components	Discussions, Papers, Reflections, Exams	Understand Changes in recent U.S. Military Demographics	discussions, exams, papers, reflections	Understand and emotional and lifestyle impact of deployment cycle on families, service members and children	exams, papers, reflections, discussions	Understand and differences and challenges for families in both Active and Reserve components	discussions, exams, papers, reflections	become familiar with services available to active service members, veterans and families	discussions, papers, reflections, exams			
FAM 4350 Religiosity and Family Life Education	Understand the diversity of religious traditions and practices, including nonbeliever.	Readings, Discussions, Exams, Reflection Papers, Family Life Education Paper	Understand how religious traditions and practices affect family dynamics in many areas (i.e., couple formation, marriage, sexuality, parenting, intergenerational relationships, gender roles, family relationships).	Readings, Discussions, Exams, Reflection Papers, Family Life Education Paper	Develop respect and appreciation for diverse traditions and practices.	Readings, Discussions, Exams, Reflection Papers, Family Life Education Paper	Skills to effectively to interact as family life educators in diverse settings.	Readings, Discussions, Exams, Reflection Papers, Family Life Education Paper									

<p>FAM 4400 The Family in Stress</p>	<p>Students will understand basic stress principles and be able to apply them to life situations.</p>	<p>Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations</p>	<p>Students will be familiar with current research findings on stress and the effects of stress.</p>	<p>Textbook readings, class lecture notes, assigned articles, applied assignments (labs), examinations</p>	<p>Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.</p>	<p>Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations</p>	<p>Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.</p>	<p>Applied assignments (labs)</p>	<p>Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.</p>	<p>Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations</p>	<p>Students will demonstrate a deeper understanding of the complexity of balancing diverse family members' needs (e.g. gender and generation) in helping people to manage stressful events and situations.</p>						
<p>FAM 4450 Child/Families in Medical Setting</p>	<p>Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.</p>	<p>Readings, class lecture, in-class discussions</p>	<p>The Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.</p>	<p>Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.</p>	<p>Class Presentations</p>	<p>Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goals, behaviors, and overall program effectiveness.</p>	<p>Readings, class lecture, in-class discussions</p>	<p>Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.</p>	<p>readings, class lecture, in class discussions</p>	<p>Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self-selected educational experience.</p>	<p>class presentations</p>						



FAM 4500 Comparative of Child and Adolescent Development	Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.	Classroom Participation, Quizzes, Exams, Tutoring, Experiences, Prevention Program Paper	Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult development.	Classroom Participation, Quizzes, Exams, Tutoring, Experiences, Prevention Program Paper	Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.	Classroom Participation, Quizzes, Exams, Tutoring, Experiences, Prevention Program Paper	Develop an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.	Classroom Participation, Quizzes, Exams, Tutoring, Experiences, Prevention Program Paper	Develop an understanding of best practices in prevention and intervention programming for at-risk adolescents and emerging adults.	Classroom Participation, Quizzes, Exams, Tutoring, Experiences, Prevention Program Paper							
FAM 4650 Family Life Education Methods	The Field of Family Life Education -- Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	Lessons & Puzzles	The Planning Wheel Model/ Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Unit 1 Quiz	Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Workshop packet, presentation, applied papers	Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Workshop packet, pre/post-test design, applied papers, reports	Community Awareness -- Demonstrate sensitivity to diversity and community needs, concerns, values and interests.	Unit 2 Quiz	Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self-selected educational experience.	Active Learning Presentations					

FAM 4660 Advanced Skills/Family Life Educators	Demonstrate the skills to successfully implement and evaluate specific FLE programs.	Session Presentations, Summary of Community Sessions	Demonstrate a variety of educational techniques in the presentation of FLE programs.	Session Presentations, Weekly Reflections	Show the Observational Skills to track communication styles in teaching environment.	Completion of Observation feedback reflections	Display the sensitivity to and awareness of clients and communities served by Family Life Educators.	Understanding Populations paper	Interpersonal skills such as picking up on all cues (verbal & nonverbal), the skill of engaging workshop attendees, the capacity to structure environments that are conducive to engaged learning.	Completion of Observations and reflections, Community Program Completion Self-Assessment	Demonstrate sensitivity to diversity and to recognize and respond appropriately to audience needs, concerns, and interests.	Completion of Observation feedback reflections, Session Presentations					
FAM 4860 CEL Practicum	Volunteer at an approved community agency and document the required hours.	service hours	Demonstrate knowledge of the operational and administrative procedures of a community agency	Brochure & Community Agency Paper	Perform responsibilities appropriate to the professional role and use professional skills (organizational skills, human relations skills, teaching skills, writing skills, evaluation skills, advocacy skills, etc.) in direct and indirect involvement with clients to the satisfaction of the site supervisor	Evaluation	Share individual learning experiences in an oral presentation	Reflections	Document and reflect upon required experiences in a Document Folder which includes a reflection journal;	Journals, applied papers, service hours	Support WSU Center for Community Engaged Learning goals by registering with and reporting volunteer hours to the WSU Center for Community Engaged Learning, Shepherd Union Building #327 (801-626-7737).	Weber Sync documentation					

FAM 4990B Senior Seminar in Child Development	Students will become familiar with the details and implications of Family Law and Public Policy.	Policy Paper	Students will learn the NCFR guidelines for application of a CFLE.	Participation	You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	Class Discussion	You will become knowledgeable of career options for CFLEs.	Employment Database	You will learn the components of grant writing and produce a mock grant.	Grant-writing project, in-class activities	You will develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Resumé/Cover letter project, in-class activities	You will complete the program portfolio containing artifacts and reflections on all 11 content areas.	Synthesis papers			
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General Outcome	Learning Outcomes (Based on knowledge and understanding of):	Skills and Abilities to (A FLE can):	Assessment	Course Assessed	Evaluation
<p><b>Area 1- FAMILIES &amp; INDIVIDUALS IN SOCIETAL CONTEXTS</b></p> <p>An understanding of families and their relationships to other institutions, such as the educational, government, religious, and occupational institutions in society</p>	<ol style="list-style-type: none"> <li>1. Various family structures and functions;</li> <li>2. Cultural variations among families (family heritage), including social class, geography, ethnicity, race, and religion;</li> <li>3. Dating, courtship, and marital choice;</li> <li>4. Kinship (inter-generational) relations;</li> <li>5. Cross-cultural understanding of the life- styles of minority families and the life-styles of families in various societies around the world;</li> <li>6. Changing gender roles, including role expectations, and behaviors of courtship partners, marital partners, parents and children, siblings, and extended kin;</li> <li>7. Present and future demographic trends among families;</li> <li>8. Families as they have developed through history;</li> <li>9. The reciprocal influence between the occupational work place and</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify the characteristics, diversity, &amp; impact of local, national, &amp; global social systems.</li> <li>b. Identify factors (e.g., media, marketing, technology, economics, social movements, natural disasters, war) influencing individuals &amp; families from both contemporary &amp; historical perspectives.</li> <li>c. Identify factors that influence the relationship between work &amp; family life.</li> <li>d. Identify social &amp; cultural influences affecting dating courtship, partner/marital choice &amp; relationships, family composition, &amp; family life.</li> <li>e. Recognize the reciprocal interaction between individuals, families, &amp; various social systems (e.g., health, legal, educational, religious/spiritual).</li> <li>f. Assess the impact of demographics (e.g., class, race, ethnicity, generation, gender) on contemporary families.</li> </ol>	<p>Lectures, applied papers, discussions, case study, examinations</p>	<p>FAM 3350 Diverse Families</p>	<p>Family Studies Faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

	family members; 10. The reciprocal influence of the major social institutions and families, i.e., governmental, religious, educational, and economic.				
Area 2- INTERNAL DYNAMICS OF FAMILIES  An understanding of family strengths and weaknesses and how family members relate to each other.	1. Internal social processes including cooperation and conflict. Communication patterns and problems, in husband- wife relationships and in parent- child relationships, including stress and conflict management. 3. Conflict management. 4. Decision-making and goal setting. 5. "Normal" stress in families: such as, transition periods in the family life cycle, three-generation households, caring for the elderly, and dual careers. 6. Family stress/crises, such as divorce, remarriage, death, economic uncertainty and hardship, violence, substances abuse. 7. Families with special needs, including adoptive, foster, migrant, low income, military, and blended families, as well as those 8. with disabled members	a. Recognize & define healthy & unhealthy characteristics pertaining to: 1. Family relationships, 2. Family development. b. Analyze family functioning using various theoretical perspectives. c. Assess family dynamics from a systems perspective. d. Evaluate family dynamics in response to normative & non-normative stressors. e. Evaluate family dynamics in response to crises. f. Facilitate & strengthen communication processes conflict-management, & problem-solving skills. g. Develop, recognize, & reinforce strategies that help families' function effectively.	Genogram, Examinations, applied assignments, applied papers	CHF 2400 Family Relations	Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each

<p>Area 3 – HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFE SPAN</p> <p>An understanding of the developmental changes of individuals in families throughout the life span including prenatal, infancy, early and middle childhood, adolescence, adult, and aging to meet their changing needs.</p>	<ol style="list-style-type: none"> <li>1. Physical;</li> <li>2. Emotional;</li> <li>3. Cognitive;</li> <li>4. Social;</li> <li>5. Moral; and</li> <li>6. Personality.</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify developmental stages, transitions, tasks, &amp; challenges throughout the lifespan.</li> <li>b. Recognize reciprocal influences: <ol style="list-style-type: none"> <li>1. Individual development on families,</li> <li>2. Family development on individuals.</li> </ol> </li> <li>c. Recognize the impact of individual health &amp; wellness on families.</li> <li>d. Assist individuals &amp; families in effective developmental transitions.</li> <li>e. Apply appropriate practices based on theories of human growth &amp; development to individuals &amp; families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pretest</li> <li>2. Chapter Quizzes &amp; Assigned Readings</li> <li>3. Discussion Posts: Theory &amp; Research Application</li> <li>4. Four Exams</li> <li>5. In-class Activities Participation and Attendance</li> </ol>	<p>CHF – 1500 Human Development Across the Lifespan</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Area 4 – HUMAN SEXUALITY</p> <p>An understanding of the physiological, psychological and social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment.</p>	<ol style="list-style-type: none"> <li>1. Reproductive physiology;</li> <li>2. Biological determinants;</li> <li>3. Emotional and psychological aspects of sexual involvement;</li> <li>4. Sexual behaviors;</li> <li>5. Sexual values and decision-making; family planning;</li> <li>6. Physiological and psychological components of the sexual response;</li> <li>7. Sexual dysfunction; and,</li> <li>8. Influence of</li> </ol>	<ol style="list-style-type: none"> <li>a. Recognize the biological aspects of human sexuality: <ol style="list-style-type: none"> <li>1. Sexual functioning,</li> <li>2. Reproductive health,</li> <li>3. Family planning,</li> <li>4. Sexually transmitted infections (STDs).</li> </ol> </li> <li>b. Recognize the psychosocial aspects of human sexuality: <ol style="list-style-type: none"> <li>1. Characteristics of healthy &amp; ethical sexual relationships,</li> <li>2. Interpersonal dynamics of sexual intimacy,</li> <li>3. Risk factors (e.g., substance abuse, social pressures, media).</li> </ol> </li> <li>c. Address human sexuality from a value-respectful</li> </ol>	<p>Plan and implement a presentation and create a tri-fold brochure filled with information and resources on topic. Journal parts – 4 journal themes. Website evaluation – “Go Ask Alice”. 4 exams.</p>	<p>HE 3500 – Human Sexuality</p>	<p>Health and Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

	sexual involvement on interpersonal relationships.	position.			
<p>Area 5 – INTERPERSONAL RELATIONSHIPS</p> <p>An understanding of the development and maintenance of Interpersonal relationships.</p>	<ol style="list-style-type: none"> <li>1. Understanding of self and others;</li> <li>2. Interpersonal communication skills, such as listening, empathy, self-disclosure, decision-making, problem solving, and conflict resolution;</li> <li>3. Understanding of intimacy, love, and romance; and</li> <li>4. Relating to others with concern, respect, sincerity, and responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>a. Recognize the impact of personality &amp; communication styles.</li> <li>b. Recognize the developmental stages of relationships.</li> <li>c. Analyze interpersonal relationships using various theoretical perspectives.</li> <li>d. Develop &amp; implement relationships enhancement &amp; enrichment strategies.</li> <li>e. Develop &amp; implement effective communication, problem solving, &amp; conflict management strategies.</li> <li>f. Communicate aspects of relationships within the context of their developmental stages.</li> </ol>	Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations	FAM 1400 Marriage and Romantic Relations	Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.
<p>Area 6 – FAMILY RESOURCE MANAGEMENT</p> <p>An understanding of the decisions individuals and families make about developing and allocating resources. (e.g., time, money, material assets, energy, friends, neighbors, and space) to meet their goals.</p>	<ol style="list-style-type: none"> <li>1. An understanding of concepts such as goals, resources, planning, decision-making, implementing; and</li> <li>2. An understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify personal, familial, professional, &amp; community resources available to families.</li> <li>b. Recognize the reciprocal relationship between individual/family/community choices &amp; resources.</li> <li>c. Apply value-clarification strategies to decision-making.</li> <li>d. Apply goal-setting strategies &amp; evaluate their outcomes.</li> <li>e. Apply decision-making strategies.</li> <li>f. Apply organizational &amp; time management strategies.</li> <li>g. Apply basic financial management tools &amp; principles.</li> <li>h. Inform individuals &amp; families of consumer rights, responsibilities, &amp; choices of action/advocacy.</li> <li>i. Apply stress management strategies.</li> </ol>	In-Class Discussions, Application Assignments, Examination, Class Activity & Participation	FAM 2100 Family Resource Management	Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.

<p>Area 7 – PARENT EDUCATION AND GUIDANCE</p> <p>An understanding of how parents teach, guide, and influence children and adolescence.</p>	<ol style="list-style-type: none"> <li>1. Parenting as a process;</li> <li>2. Parental rights and responsibilities;</li> <li>3. Parental roles over the life cycle; and</li> <li>4. Variations in parenting practices.</li> </ol>	<ol style="list-style-type: none"> <li>a. Promote healthy parenting from a systems perspective.</li> <li>b. Promote healthy parenting from a child’s &amp; parent’s developmental perspective developmental outcomes.</li> <li>c. Apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.</li> <li>d. Identify different parenting styles &amp; their associated psychological, social, &amp; behavioral outcomes.</li> <li>e. Promote various parenting models, principles, &amp; strategies.</li> <li>f. Evaluate the effectiveness &amp; appropriateness of various parenting strategies.</li> <li>g. Recognize various parenting roles (e.g., father/mother, grandparents, other caregivers) &amp; their impact on &amp; contribution to individuals &amp; families.</li> <li>h. Recognize parenting issues within various family structures (e.g. single, blended, same- sex).</li> <li>i. Recognize the impact of societal trends on parenting (e.g., technology, substance abuse, media).</li> <li>j. Recognize the influence of cultural differences &amp; diversity.</li> <li>k. Identify strategies to advocate for children in various setting (e.g., schools, legal system, healthcare).</li> <li>l. Recognize the various pathways to parenting &amp; their associated issues &amp; challenges (e.g., assisted reproduction, adoption childbirth, blending).</li> </ol>	<ol style="list-style-type: none"> <li>1. Three Exams</li> <li>2. 14 Reading Quizzes</li> <li>3. Two Book Reviews/Journals</li> <li>4. Juxtaposition Paper</li> <li>5. Discipline Strategy Presentation</li> <li>6. Case Study/Parenting Program</li> <li>7. Professionalism</li> <li>8. Parenting Education Program Paper and Workshop Development (Evidence Based)</li> </ol>	<p>FAM 3550 – Parenting Education</p>	<p>Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Version Date: April 2023</p>			<p>24</p>		



<p>Area 8 – FAMILY LAW AND PUBLIC POLICY</p> <p>An understanding of the legal issues, policies, and laws influencing the well-being of families.</p>	<ol style="list-style-type: none"> <li>1. The historical development of such laws;</li> <li>2. Laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning; and</li> <li>3. Public policy as it affects the family, including tax, civil rights social security, economic support laws, and regulations.</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify current law, public policy &amp; initiatives that regulate &amp; influence professional conduct &amp; services.</li> <li>b. Identify current laws, public policies, &amp; initiatives that affect families.</li> <li>c. Inform families, communities, &amp; policy makers about public policies, initiatives, &amp; legislation that affects families at local, state, &amp; national levels.</li> </ol>	<p>Policy Paper Ecological Map of Family Policy Participation Class Discussion</p>	<p>FAM 4990B Senior Seminar in Family Studies</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Area 9 – PROFESSIONAL ETHICS AND PRACTICE</p> <p>An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of Professional Skills</li> <li>2. Demonstrate an understanding of Professional Credentials</li> <li>3. Develop an understanding of Professional Ethics</li> </ol>	<ol style="list-style-type: none"> <li>a. Communicating well to secure employment. Verbal, non-verbal, writing</li> <li>b. Networking with professionals in the field</li> <li>c. Identifying and recalling current needs in FLE professions</li> <li>d. Knowing the requirements of a Family Studies Major</li> <li>e. Identifying Graduate School options</li> <li>f. Learning about and working towards becoming a Certified Family Life Educator</li> <li>g. Articulating FLE related positions and credentials</li> <li>h. Reviewing and writing about social and personal consequences of value choices.</li> <li>i. Reviewing, discussing, and writing about Ethics of professional practice/Certified Family Life Educator Code of Ethics</li> </ol>	<ol style="list-style-type: none"> <li>1. Resume, Cover Letter,</li> <li>2. Mock Interviews, Me in 30 Seconds,</li> <li>3. Community Service Learning and paper,</li> <li>4. Personal Timeline Paper</li> <li>5. Syllabus Quiz</li> <li>6. Class Discussions, Readings</li> <li>7. Practicum Fair</li> <li>8. Professional Interviews/Ethics Paper</li> <li>9. Guest Presentations and Reflections</li> <li>10. •Class discussions/Participation (Careers in Family Studies Booklet)</li> <li>11. Background Check</li> <li>12. Class participation, group project</li> </ol>	<p>FAM 2990B – Seminar in Family Studies</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

<p>Area 10 – FAMILY LIFE EDUCATION METHODOLOGY</p> <p>An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan implement and evaluate such educational programs.</p>	<ol style="list-style-type: none"> <li>1. Planning and implementing family life education programs;</li> <li>2. Evaluating family life education materials, student progress and program effectiveness;</li> <li>3. Using a variety of educational techniques in the presentation of a family life education program;</li> <li>4. Sensitivity to others to enhance educational effectiveness;</li> <li>5. Sensitivity to community concerns and values and an understanding of the public relations process; and</li> <li>6. Understanding the relationship between one’s personal values/beliefs and family life education areas.</li> </ol> <p>The Planning Wheel Model  Step 1 – I Believe That: Think through your and your agency’s basic values. Step 2 – What I Want: Identify, in a general way what you hope to accomplish, and what the results of a needs assessment indicate. Step 3 – End Product: Identify the specific behavioral outcomes you will plan for. Differentiate between means goals and ends goals. Step 4 – How To Do It: Decide what learning experiences to offer. Step 5 – Carry Out The Plan: Do it – lead the</p>	<ol style="list-style-type: none"> <li>a. Employ a variety of current educational strategies.</li> <li>b. Employ techniques to promote application of information in the learner’s environment.</li> <li>c. Create learning environments that are respectful of individual vulnerabilities, needs, learning styles.</li> <li>d. Demonstrate sensitivity to diversity &amp; community needs, concerns, &amp; interests.</li> <li>e. Develop culturally competent educational materials &amp; learning experiences.</li> <li>f. Identify appropriate sources for evidence-based information.</li> <li>g. Develop educational experiences: <ol style="list-style-type: none"> <li>1. Needs assessment,</li> <li>2. Goals &amp; objectives,</li> <li>3. Content development</li> <li>4. Implementation,</li> <li>5. Evaluation/outcome measures.</li> </ol> </li> <li>h. Promote &amp; market educational programs.</li> <li>i. Implement adult education principles into work with families &amp; parents.</li> <li>j. Establish &amp; maintain appropriate personal &amp; professional boundaries.</li> </ol>	<p>Workshop packet, presentation, applied papers, Lessons &amp; Puzzles, quizzes, pre/post-test design, applied papers, reports, and active learning presentations</p>	<p>FAM 4650 Family Life Education Methods</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Version Date: April 2023</p>				<p>26</p>	

	workshop, teach the class, run the project. Step 6 – Evaluate: Evaluate the outcome.				
Area 11 – PROFESSIONAL DEVELOPMENT/ PRACTICUM  Understanding and skill demonstrated in computer literacy, composition and writing skills, research skills, family advocacy processes membership in relevant professional organizations, and appropriate grooming, dress, and behavior.	<ol style="list-style-type: none"> <li>1. Computer literacy skills including e-mail basic word processing, Internet, and library research.</li> <li>2. Composition and writing skills (i.e., application of APA format, technical writing, proposal elements and grant writing formats).</li> <li>3. General research and research methodology.</li> <li>4. Family advocacy processes.</li> <li>5. Relevant professional organizations and student associations.</li> <li>6. Basic principles of appropriate professional grooming, dress, and behavior.</li> </ol>	<ol style="list-style-type: none"> <li>a. Create a well-researched, accurately documented and publishable document that clearly presents ideas and data.</li> <li>b. Formulate a research proposal.</li> <li>c. Actively participate in relevant professional and/or student organizations and associations.</li> <li>d. Apply principles of professional grooming, dress and behavior.</li> <li>e. Represent the department well in academic, professional and community circles.</li> </ol>	Brochure & Community Agency Paper, Service Hours, Evaluation, Journals, Applied Papers, Weber Sync documentation	FAM 4860 Practicum	Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.

### Five-year Assessment Summary

We as a program have streamlined the CFLE certification process to be 11 required courses for our Family Studies majors. In addition, students are required to take a number of elective courses (see graduation map for more details).

### Assessment of Graduating Students

A substantial proportion of Weber State Family Studies graduates are currently in roles within the community. For instance, we have former students working at United Way of Northern Utah, Ogden, Weber, and Davis School Districts, Catholic Community Services, Greenwood Charter School, and Cottages of Hope, Your Community Connection (YCC), and the Ogden/Weber Community Action Partnership (OWCAP). Additionally, we have graduates from the past 5 years currently attending or recently graduated from multiple graduate programs across the country, including Weber State University, University of Georgia, University of Southern Mississippi, Utah State University, Oklahoma State University, Kansas State University, Brigham Young University, and the University of Utah. Further, we have recent Family Studies Graduates working as faculty at Oklahoma State University, UNLV, Utah Valley University, and Weber State University.

A. Other programs

a. General Education Outcomes (if applicable)

Course: CHF 1500 Semester taught: F, SP, SU Semesters included: \*\*SP21, F21, SP22, F22, SP23

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>Gen ED SS Outcome 1:</b> “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	<p>Measure 1: Showing knowledge gain through examination performance.</p>	<p>Measure 1: 70% of students showing mastery</p>	<p>Measure 1: 65% of students showing mastery on 7 exam questions (range 63-86%)</p> <p><i>*77% of concurrent enrollment students showing mastery on 7 exam questions (range 61-83%)</i></p>	<p>Measure 1: Human development knowledge related to how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process is demonstrated by the majority of students, with WSU sections falling below the threshold.</p> <p>Variance between semesters is large.</p>	<p>Measure 1: **Ensure all sections are consistently collecting data. The team will consider semester timing of exams linked to outcomes. While there has been resistance to more open-ended exam questions formats, exploratory data collection on this format will be gathered. Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students)</p>

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					and opportunities to close that gap.
	Measure 2: Signature Assignment – a written personal application	Measure 2: 70% of students showing mastery	Measure 2: 79% of students rated as meeting expectations or exceeding expectations on rubric criterion	Measure 2: Students demonstrated an understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process through reflection.	Measure 2: Expand the data collection on SA across all sections. Share exploratory data with all instructors /faculty. Provide coaching support to all CE instructors and resources to faculty.
<b>Gen ED SS Outcome 2:</b> “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Measure 1: Showing knowledge gain through examination performance.	Measure 1: 70% of students showing mastery	Measure 1: 56% of students showing mastery on 8 exam questions (range 48%-84%)  *63% of concurrent enrollment students showing mastery on 8 exam questions (range 55-72%)	Measure 1: Human development application of basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change is demonstrated by half of students, with WSU and CE sections falling short of threshold with large variance between semesters	Measure 1: **Ensure all sections are collect data. The team will consider semester timing of exams linked to outcomes. While there has been resistance to more open-ended exam questions formats, exploratory data collection on this format will

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					be gathered. Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students, CE instructor longevity) and opportunities to close that gap.
	Measure 2: Signature Assignment – a written personal application	Measure 2: 70% of students showing mastery	Measure 2: 79% of students rated as meeting expectations or exceeding expectations on rubric criterion	Measure 2: Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change through analysis.	Measure 2: Expand the data collection on SA across all sections. Share exploratory data with all instructors/faculty. Provide coaching support to all CE instructors and resources to faculty.
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an	Measure 1: Showing knowledge gain through examination performance.	Measure 1: 70% of students showing mastery	Measure 1: 77% of students showing mastery on 7 exam questions (range 61%-95%)	Measure 1: Students in WSU and CE sections, demonstrated human development knowledge related to how to identify an	Measure 1: <b>**Ensure all sections are collect data. Team will reflect on</b>

**Evidence of Learning: General Education**

<b>Measurable Learning Outcome</b>	<b>Method of Measurement</b>	<b>Threshold for Evidence of Student Learning</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p>argument about a social phenomenon and understand alternative explanations.</p>			<p>*70% of concurrent enrollment students showing mastery on 7 exam questions (range 46-86%)</p>	<p>argument about a social phenomenon related to development and understand alternative explanations.</p> <p>Variance between semesters is large.</p>	<p>these specific questions (i.e., characteristics and wording that might support higher success compared to questions linked to other outcomes). Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students, CE instructor longevity) and opportunities to close that gap.</p>
	<p>Measure 2: Signature Assignment – a written personal application</p>	<p>Measure 2: 70% of students showing mastery</p>	<p>Measure 2: 80% of students rated as meeting expectations or exceeding expectations on rubric criterion.</p>	<p>Measure 2: Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations through application of past experiences.</p>	<p>Measure 2: Expand the data collection on SA across all sections. Share exploratory data with all instructors</p>



Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					/faculty. Provide coaching support to all CE instructors and resources to faculty.
<b>Gen ED DV Outcome 1:</b> “Describe his/her own perspective as one among many.”	Measure 1: Showing knowledge gain through examination performance.	Measure 1: 70% of students showing mastery	Measure 1: 66% of students showing mastery on 3 exam questions (range 55-82%)  <i>*71% of concurrent enrollment students showing mastery on 3 exam questions (range 56-90%)</i>	Measure 1: The majority of human development students demonstrated an increased ability to describe his/her own perspective as one among many with CE sections at the threshold and WSU sections below.  Variance between semesters is large.	Measure 1: <b>**Ensure all sections are collect data.</b> The team will consider semester timing of exams linked to outcomes. While there has been resistance to more open-ended exam questions formats, exploratory data collection on this format will be gathered. Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students,

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					CE instructor longevity) and opportunities to close that gap.
	Measure 2: Signature Assignment – a written personal application	Measure 2: 70% of students showing mastery	Measure 2: 79% of students rated as meeting expectations or exceeding expectations on rubric criterion	Measure 2: Students demonstrated an increased ability to describe his/her own perspective as one among many.	Measure 2: Expand the data collection on SA across all sections. Share exploratory data with all instructors /faculty. Provide coaching support to all CE instructors and resources to faculty.
<b>Gen ED DV Outcome 2:</b> “Identify values and biases that inform the perspectives of oneself and others.”	Showing knowledge gain through examination performance.	Measure 1: 70% of students showing mastery	Measure 1: 73% of students showing mastery on 3 exam questions (range 68%-84%)  *63% of concurrent enrollment students showing mastery on 3 exam questions (range 42-83%)	Measure 1: The majority of human development students demonstrated an ability to identify values and biases that inform the perspectives of oneself and others with WSU sections slightly above the threshold and CE sections below.  Variance between semesters is large.	Measure 1: **Ensure all sections are collect data. The team will consider semester timing of exams linked to outcomes. While there has been resistance to more open-ended exam questions formats, exploratory data

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					collection on this format will be gathered. Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students, CE instructor longevity) and opportunities to close that gap.
	Measure 2: Signature Assignment – a written personal application	Measure 2: 70% of students showing mastery	Measure 2: 80% of students rated as meeting expectations or exceeding expectations on rubric criterion	Measure 2: Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.	Measure 2: Expand the data collection on SA across all sections. Share exploratory data with all instructors /faculty. Provide coaching support to all CE instructors and resources to faculty.
<b>Gen ED DV Outcome 3:</b> “Recognize	Measure 1: Showing knowledge gain	Measure 1: 70% of students showing mastery	Measure 1: 81% of students showing mastery on 3 exam	Measure 1: Students demonstrated an increased ability to	Measure 1: **Ensure all sections are

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
and articulate the rights, perspectives, and experiences of others.”	through examination performance.		<p>questions (range 74-90%)</p> <p>*66% of concurrent enrollment students showing mastery on 3 exam questions (range 48-93%)</p>	<p>recognized and articulate the rights, perspectives, and experiences of others. with WSU sections above the threshold and CE sections below.</p> <p>Variance between semesters is large.</p>	<p>collect data. The team will consider semester timing of exams linked to outcomes. While there has been resistance to more open-ended exam questions formats, exploratory data collection on this format will be gathered. Discussions related to possible causes of large variance (i.e., block vs. semester sections, instructional format, number of students, CE instructor longevity) and opportunities to close that gap.</p>
	Measure 2: Signature Assignment – a written personal application	Measure 2: 70% of students showing mastery	Measure 2: 74% of students rated as meeting expectations or exceeding	Measure 2: Students demonstrated an increased ability to recognize and articulate the rights,	Measure 2: Expand the data collection on SA

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			expectations on rubric criterion	perspectives, and experiences of others.	across all sections. Share exploratory data with all instructors /faculty. Provide coaching support to all CE instructors and resources to faculty.

Additional Summary Information (as needed)

70% was set at the threshold for student learning considering the majority of students taking CHF1500 are very early in their higher education (usually first year) and begin to explore which skills and practices are most effective for their learning.

[\\*Concurrent enrollment data](#)

\*\*Data collection was inconsistent over the last two years. We have concluded that the transition to Canvas for testing is the primary cause of the missing data. Data reflects a decrease in starting Fall 2021 when our department began this transition with 22-23 academic year without data. We will be working with WSU Online to identify the cause and receive training to ensure our outcome links in our Canvas quizzes linked each time we copy a course for a new semester/section.

\*\*\*Measure 2 was exploratory data collection from four online and one face-to-face WSU sections in the 22-23 academic year.

Evidence of Learning: General Education					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>Gen ED SS Outcome 1:</b>                      “Interactions between individuals and society”                      Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.</p>	<p>Showing knowledge gain through examination performance.</p>	<p>70% of students showing mastery.</p>	<p>86% of students showing mastery on 5 exam questions (range 65-96%)</p>	<p>The majority of students demonstrated an understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global processes.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>One of the MC items had a correct response rate of just 65% and while this is still the majority of the students, it doesn't meet the threshold, individually. The team will assess the reliability of the item as well as assess the effectiveness of the teaching for the associated content.</i></p>
	<p>Signature Assignments:**</p>				<p>Moving forward, the team will create a rubric for the Signature Assignments so students' performance can be used to</p>

					demonstrate learning.
<p><b>Gen ED SS Outcome 2:</b>  “Application of concepts, theories, and methods”.  Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>Showing knowledge gain through examination performance.</p>	<p>70% of students showing mastery.</p>	<p>76% of students showing mastery on 5 exam questions (range 63-100%)</p>	<p>Students demonstrated an understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>One of the MC items had a correct response rate of just 63% and while this is still the majority of the students, it doesn't meet the threshold, individually. The team will assess the reliability of the item as well as assess the effectiveness of the teaching for the associated content.</i></p>
	<p>Signature Assignments:</p>				<p>Moving forward, the team will create a rubric for the Signature Assignments so students' performance can be used to demonstrate learning.</p>


<p><b>Gen ED SS Outcome 3:</b>  “Diverse Perspectives”  Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Showing knowledge gain through examination performance.</p>	<p>70% of students showing mastery</p>	<p>77% of students showing mastery on 4 exam questions (range 48-100%)</p>	<p>Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>One of the MC items had a response rate that was below the 70% threshold (48%). Because this isn't even the majority of the students, the team will assess the reliability of the item as well as assess the effectiveness of the teaching for the associated content.</i></p>
	<p>Signature Assignments:</p>				<p>Moving forward, the team will create a rubric for the Signature Assignments so students' performance can be used to demonstrate learning.</p>



<p><b>Gen ED EDI Outcome 1:</b> “Describe his/her own perspective as one among many.”</p>	<p>Showing knowledge gain through examination performance.</p>	<p>70% of students showing mastery.</p>	<p>72% of students showing mastery on 6 exam questions (range 26-100%)</p>	<p>Students demonstrated an increased ability to describe his/her own perspective as one among many.</p>	<p>Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>Two of the MC items had response rates that were below the 70% threshold (26% &amp; 57%). The item with the lowest response will be removed from the assessment pool since it asks about sexual diversity, and Utah law does not allow the question to be presented to high school students (which are the majority of students who enroll in CHF 2400). The other question, while correctly responded to by the majority of students, doesn't meet the desired threshold and therefore the team will assess the reliability of the item as well as assess the effectiveness of the teaching for the associated content.</i></p>
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	Signature Assignments:				Moving forward, the team will create a rubric for the Signature Assignments so students' performance can be used to demonstrate learning.
<b>Gen ED EDI Outcome 2:</b> “Analyze the ways in which biases or values influence and/or have influenced the structures, policies, practices, norms, or perspectives often assumed to be neutral.”	Showing knowledge gain through examination performance.	70% of students showing mastery	81% of students showing mastery on 4 exam questions (range 52-100%)	Students demonstrated the ability to analyze the ways in which biases or values influence and/or have influenced the structures, policies, practices, norms, or perspectives often assumed to be neutral.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.  <i>One of the MC items had a correct response rate of just 52% and while this is still the majority of the students, it doesn't meet the threshold, individually. The team will assess the reliability of the item as well as assess the effectiveness of the teaching for the associated content</i>
	Signature Assignments:				Moving forward, the team will create a rubric for the Signature Assignments so students' performance can be used to

					demonstrate learning.
<b>Gen ED DV Outcome 3:</b> “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance.	70% of students showing mastery.	85% of students showing mastery on 5 exam questions (range 61-95%)	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.  <i>Two of the MC items had response rates that were below the 70% threshold (61% &amp; 65%). Both items, while correctly responded to by the majority of students, don't meet the desired threshold and therefore the team will assess the reliability of each item as well as assess the effectiveness of the teaching for the associated content areas.</i>
	Signature Assignments:				



Additional Summary Information (as needed)

70% was set as the learning threshold by the department for both of our Gen Ed courses (CHF 1500 & CHF 2400), for student learning considering the majority of students taking CHF1500 are very early in their higher education (usually first year) and begin to explore which skills and practices are most effective for their learning.

\*Data collection was inconsistent over the last two years. We have concluded that the transition to Canvas for testing is the primary cause of the missing data. Missing data began in Fall 2021 when our department began this transition with 22-23 academic year without data. We will be working with WSU Online to identify the cause and receive training to ensure our outcome links in our Canvas quizzes linked each time we copy a course for a new semester/section.

\*\*In an effort to connect GELOs to the integration of the Big Question and Signature Assignments, our team has started the process of creating a rubric that uses the GELOs to document the demonstration of learning. With this added measure, a threshold of 70% of all students will demonstrate mastery of the 6 GELOs in their writing and genogram presentations. This will be completed and implemented beginning Fall 2024.

B.

Five/Seven-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at [https://www.weber.edu/ie/Results/Department\\_Results.html](https://www.weber.edu/ie/Results/Department_Results.html). Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be included in appendix G.]

Assessment of Graduating Students

A narrative describing assessment processes for graduating students (at the associate, bachelor, and/or graduate level) should be provided.

## **Standard D - Academic Advising**

### Advising Strategy and Process

The Department of Child and Family Studies has a full-time academic advisor. Each student (including fully online students) is also assigned a faculty member as an adviser for professional development. Graduation maps for the Family Studies major are revised each year. The College of Education also employs a full-time recruiter who works with high schools, with concurrent enrollment students, and with community college students. We also host concurrent enrollment students in our department. We offer courses in multiple settings and formats to increase access to students (day, evening, Ogden Campus, Davis Campus, Hybrid, Online). Other ways that we engage and support our students include close mentoring relationships between faculty and students in projects (undergraduate research, community family life education activities, other professional development opportunities). The Department has a vibrant and active student organization (Child and Family Studies Student Organization) that engages students in service learning opportunities, leadership development, professional development, and social activities. The Department also utilizes StarFish, the Moyes College of Education Starfish Adviser, and MORE mentors. The purpose is to assist students in the department in selecting courses and majors that best fit their personal and professional goals, and helping with persistence and success toward graduation. Individual advising sessions are conducted and individual referrals are made as appropriate to other campus resources. Advising is viewed as an ongoing process aimed at helping students utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multicultural Fairs, etc.), updating of the department website, and maintaining student files and records.

### Effectiveness of Advising

Currently, there is no formal mechanism of evaluating or assessing the effectiveness of advising in the Department. Anecdotal evidence suggests that students are provided with effectiveness advising, however, this must be verified through a formal assessment.

### Past Changes and Future Recommendations

Recent changes have involved offering advising at the WSU Davis Campus and online and advising in the evening to meet the needs of all of our students. Several advising documents have also been created to show which courses and pathways would best prepare students for various career options.

Future recommendations include to continue to evaluate the effectiveness and satisfaction with advising. Anonymous online questionnaires were created to allow students, following advising appointments, to provide feedback regarding the support they received. The data indicated that students who received advisement felt more direction, belonging, and confidence in their plans. Future research and evaluation will tap current students and recent graduates regarding the availability, accuracy, and effectiveness of department advising (from our program as well as faculty advisers).



## **Standard E - Faculty**

### Programmatic/Departmental Teaching Standards

Faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. New faculty members are given faculty mentors to help them with an active and ongoing support system as well as someone to shadow in the early stages of the teaching and documenting (P&T) process. Peer review committee's review faculty teaching according to policy in their second and fifth year. Department and College ranking tenure and evaluation committees review faculty in their third and six years.

Faculty teaching schedules are determined by the department chair in consultation with the program committee chair(s) and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students. Tenured faculty abide by the same guidelines as non-tenured faculty. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years and is currently being reviewed by the department.

Faculty in the Family Studies program are actively engaged in quality teaching, scholarship, and professional service. A condensed vita for all full-time faculty is included in Appendix F and demographic information is presented in Appendix B.

### Faculty Qualifications

All full-time faculty in the Family Studies program are required to hold a Ph.D. degree in their content area. For faculty in Family Studies, this would be a Ph.D. in Family Science (e.g. HDFS), Marriage and Family Therapy (MFT), Family and Consumer Sciences (FCS), or closely related field. Adjunct faculty are required to hold a minimum of a Master's degree.

### Faculty Scholarship

Faculty members are supported in ongoing scholarship and this has been evidenced by productivity by each member of our faculty through undergraduate research and presentations, multiple peer-reviewed publications, book chapters, conference organization and presentations, Fulbright Scholarships and international travel/teaching/research, peer review, and program evaluations.

### Mentoring Activities

Faculty are engaged in mentoring students in multiple areas which include supervising individual research projects (study design, writing, and presenting), cooperative workplace experiences, practicum experiences, independent study opportunities, and community involvement activities. Dozens of student research and educational projects have been presented at university, regional, and national conferences. Specifically, students have presented at the WSU Undergraduate Research Symposium, the Utah Council on Family Relations conference, the National Council on Family Relations annual conference, the Family Science Association, and the National Conference for Undergraduate Research.

New faculty are observed each semester and provided with feedback on teaching activities. Faculty are encouraged to collaborate with senior faculty in teaching and research activities. New faculty are mentored by senior faculty in the following ways: 1) sharing of teaching materials which include syllabi and other instructional materials. 2) Observation and feedback on classroom teaching presentations. 3) Review and feedback on faculty syllabi and course assignments. 4) Advising on dealing with problematic



student issues. 5) Mentoring on curriculum development and course proposals. 6) Mentoring on research activities and sources of funding.

### Diversity of Faculty

Faculty come from many ethnic and cultural backgrounds. Efforts are made to maintain a diverse faculty and to ensure that multiple viewpoints are represented. Currently, all members of the faculty in the Family Studies Program identify as male, but the Child and Family Studies Department has 5 female and 6 male faculty members. Academic freedom is valued and encouraged in the department and faculty.

### Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated each semester via end of course evaluations.

The review schedule after hire as a tenure track assistant professor is:

2<sup>nd</sup> year: peer review of teaching by committee and Department Chair review

3<sup>rd</sup> Year: formal tenure rank and evaluation committee review

5<sup>th</sup> year: peer review of teaching by committee

6<sup>th</sup> Year: formal tenure rank and evaluation committee review

If tenure and rank advancement was granted

11<sup>th</sup> year: eligible for full-professor promotion or post-tenure review

Every five years: post-tenure review

Faculty are supported with travel funds to attend professional conferences with funding from the Moyes Endowment (and other university sources, e.g. RSPG grant).

### Use and impact of high impact educational experiences

Our department courses include a number of high impact educational experiences (HIEE). This includes evidence-based teaching methods, vetted through our ongoing participation in the teaching family sciences association, experiences with diversity and inclusion, as well as several courses that have been designed with HIEE designations.

In FAM 2990B (Seminar in Family Studies), the Community Engaged Learning (CEL) designation represents the service that students provide throughout the community. Students have the opportunity to volunteer for 20 hours which provides not only a boost to our neighboring community agencies, but hands on experience for our students. Students also are introduced to community organizations through guest speaker presentations and our Family Studies Practicum Fair which is strategically planned each semester so that students in this course can meet potential practicum site coordinators. Most recently the Career Development (CDEV) designation was added to this course to represent the professional development opportunities that students have within this course. Within this course students participate in creating and improving professional documents (e.g., cover letters, resumes, references page), participate in interviews, and beginning in a future semester (i.e, Spring 2024) signing up for and maintaining a professional online presence through Wildcat Handshake.

In FAM 3350 (diverse families), (4300 and 4500 also have GLB designation ) the global learning (GLB) designation has been added as students are tasked with learning from and with individuals and groups representative of the variety of immigrant populations and diverse communities in the United States. This begins with course materials that study the global populations and ends with interviews with individuals

from different backgrounds as well as outreach documents, podcasts, and poster presentations demonstrating mastery and application of their learning.

In FAM 3850 (current research methods), the community research (CRE) designation was added to highlight the group-based research process students experience. In this course, students design a study, gather and analyze data, and then write about and present their findings to a faculty/student audience. They learn the write/revise process as well as how to give and receive feedback. Students also learn how to critically analyze existing research and use it to support answering their own empirical research.

### Evidence of Effective Instruction

- i. **Regular Faculty**  
Results of end of course/instructor evaluations on each faculty member are housed in the Department Chair's office. A copy is given to the faculty member after grades are completed and filed. The minimum standard for tenure in the College of Education is GOOD, therefore all tenured faculty have demonstrated quality teaching and tenure-track faculty are striving for this standard. Tenured faculty must also go under post-tenure review, which ensures continuous improvement and teaching quality.
  
- ii. **Adjunct Faculty**  
Adjunct instructors are used on a semester-by-semester as needed basis and offered semester teaching contracts. When adjunct faculty members are used to teach a course, they use a department-approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook (available online and referenced in the teaching contract), and undergo student and at times peer evaluation. The results of evaluations are housed in the department chair's office. These course evaluations are reviewed and issues are addressed with the adjunct faculty member as needed.

## **Standard F – Program Support**

Support Staff, Administration, Facilities, Equipment, and Library

### Adequacy of Staff

The Department of Child and Family Studies employs Darcy Gregg as a full-time academic advisor. She holds a Master’s Degree in Curriculum and Instruction from Weber State University and holds the Certified Family Life Educator credential. Darcy Gregg also holds a current Utah Teaching license in Family & Consumer Science. Her qualifications, expertise, and experience are adequate for this position. She also receives high praise from students regarding responsiveness and helpfulness.

The Department also employs Danielle Orozco as a full-time Administrative Specialist with an 11-month contract. Danielle has worked at Weber State University as Administrative Specialist since 2011, first in the Health Promotion and Human Performance Department and then Child and Family Studies Department. Before she joined Weber State University, she was administrative assistant in the Utah Department of Health for 9 years and California Human Resource Information System for 4 years.

### **Include evidence of ongoing Staff Development**

#### Adequacy of Administrative Support

Administrative support is more than adequate.

#### Adequacy of Library Resources

Library resources are adequate for the department. Dr. Shaun Jackson Adamson from the library is supportive of needs within our department.

## **Standard G - Relationships with External Communities**

### Description of Role in External Communities

The Faculty and Staff in the Department of Child and Family Studies have developed several connections and partnerships with the external community. These connections are detailed below:

**The Weber State University Family Literacy Program** is a Partnership between the Department of Child and Family Studies at Weber State University and the Glasmann Family Literacy Endowment, The Ogden-Weber Community Action Partnership (Head Start), The Elizabeth Stewart Treehouse Museum, Deseret Industries, The George S. and Dolores Doré Eccles Foundation, and UBS USA Bank. The major focus of the Weber State University Family Literacy Program is to mentor and educate the parents of Head Start children so as to engage in literacy activities with their children. The vast majority of participants (over 94%) come from lower income backgrounds and 79.6% identified themselves as Latino or Hispanic.

Evaluations show positive impacts on family literacy activities, child's literacy skills, and parenting skills of those participating in the program. Dr. Paul Schvaneveldt serves as the director of the program.

**The Families Alive Conference** is designed to address the needs of professional practitioners, university students, and the general community concerning family and child issues. The Department of Child and Family Studies has sponsored 24 conferences. The Families Alive Conference originated in 1980 and the department continues to sponsor this conference, with the last conference hosted online in September of 2021, was chaired by Dr. Daniel Hubler.

**The Department of Child and Family Studies Community Advisory Board** provides feedback to the department of community needs and concerns. It allows faculty and students to connect with state and local agencies as well as local businesses. The Board is composed of local professionals from the community representing areas of potential practicum and employment opportunities for students. Also, feedback is provided to the faculty on trends in the workforce and needs for preparing students for employment opportunities. Currently, the advisory board is chaired by Chrisine Heslop from the Ogden School District.

**The Utah Council on Family Relations (UTCFR)** is the local affiliate of the National Council on Family Relations, which is the professional and academic society for Family Science. Several faculty and students participate in the conference annually by presenting research, serving as officers, and hosting the conference on campus.

**The National Council on Family Relations (NCFR)** is a national academic society for professionals in the Family Science discipline. The Department of Child and Family Studies is an accredited program with NCFR that prepares students to become Certified Family Life Educators (CFLE). The department continues to play a key role nationally in developing the standards and curriculum guidelines for CFLE programs.

**The Family Science Association** is a professional society focusing on the scholarship of teaching and learning in Family Science. The society publishes the Family Science Review academic journal and sponsors the Teaching Family Science Conference.

**The Treehouse Children's Museum in Ogden**, Utah partners with the WSU Family Literacy Program. Dr. Paul Schvaneveldt also serves on the Treehouse Museum Early Learning Initiative Committee which coordinates the several grants and programs to promote early learning opportunities for young children.

**Hill Air Force Base Airman Family Readiness Unit.** In 2012, the Department of Child and Family Studies signed a memorandum of understanding with the Airman and Family Readiness Units at Hill Air Force Base to facilitate practicum, cooperative workplace experiences for students, research, and community outreach opportunities for faculty. The Airman and Family Readiness Units house the Child Development Centers, Youth Programs, and Airman Family Readiness Unit.

**Boyd K. and Donna S. Packer Center for Family and Community Education** helps to enhance the lives of children, individuals and families, enrich communities and promote nurturing environments through campus and educational outreach offerings. It is housed in the Jerry and Vickie Moyes College of Education and draws upon faculty, staff, students and community members from a variety of disciplines. At the current time it offers

staff support to a variety of programs within the College such as WSU Charter Academy, Melba S. Lehner Children's School, Storytelling Festival, Families Alive Conference, Literacy Project, Teachers Assistant Pathway to Teaching (TAPT), Teachers of Tomorrow Project, and Care About Childcare (CAC). Within the department of Child and Family Studies it offers support to: WSU Charter Academy, Melba S. Lehner Children's School, Families Alive Conference, Literacy. The Packer Center is chaired by Dr. Daniel Hubler.

**The Human Trafficking Symposium** was designed to inform community members, students, and faculty regarding the horrors of the trafficking trade. Students, faculty, and community professionals all collaborate to provide educational experiences and collaboration to help past victims as well as inform individuals and families against ongoing risks. Our department has been on the planning committee since the symposium's inception in 2022. Ryan Dunn and Keith Osai helped chair the event in 2023, and are on the planning committee/board for the 2024 event.

**The Utah Marriage Commission** is a statewide commission that historically was part of the Utah Department of Human Services. Dr. Paul Schvaneveldt served as Chair of the commission (appointed by the Governor of Utah) from 2015 - 2021. The Commission provided funds to operate the Healthy Marriage and Relationship Education Program from 2009 - 2021, which offered hundreds of community classes designed to fulfill the mission of the Utah Marriage Commission which is to help people form and sustain healthy marriages for those who choose marriage. The Utah Marriage Commission was housed at Weber State University from 2018 - 2021. In 2022, the Legislature of the State of Utah transferred the Utah Marriage Commission to the Utah State University Extension System. Paul Schvaneveldt continues to serve as an advising member of the Utah Marriage Commission.

**Fulbright Scholarship.** Dr. Paul Schvaneveldt was awarded a Fulbright Scholarship to Colombia with la universidad de los andes in Bogotá (2021-2023). The Fulbright Scholar award is given by the United States Department of State. Dr. Schvaneveldt facilitated training in healthy marriage and relationship education curriculum with undergraduate students, graduate students, and faculty at la universidad de los andes and la universidad El Bosque. Furthermore, he facilitated training with the Colombian Navy, Army, and National Police. He continues to advise and conduct research with faculty and professionals in Colombia.

#### Summary of External Advisory Committee Minutes

The Child and Family Studies Community Advisory Board at Weber State University is a programmatic board comprised of WSU educators in addition to working professionals from a variety of settings in the community. The board works to advocate for the department to the community it serves as well as to provide feedback to the department from the community. The board provides a vital link between educators, students, and practitioners in the field.

Roles and Responsibilities of the board include:

- Providing support and advice to the Child and Family Studies department and programs.
- Sharing developments in the field to help ensure the department is producing graduates with the skills required to meet employment needs in the community.
- Providing an ongoing exchange of information and ideas.
- Identifying, presenting and/or hosting opportunities for practicum experiences.
- Assisting with program marketing and promotion.
- Assisting with planning and administration of the Families Alive Conference.
- Participating in department credentialing.
- Participating in department activities (i.e. guest speaker, round table luncheon, student activities).

- Collaborate on projects and initiatives that will improve the lives of children and families in the community.

The advisory board The advisory board meets four times a year. Since the beginning of COVID pandemic in 2020, all advisory board meetings have been held virtually, attended by board members and department faculty and staff. At each board meeting updates were provided about the Child & Family Studies Department and community organizations and agencies. .

### Community and graduate Success

A substantial proportion of Weber State Family Studies graduates are currently in roles within the community. For instance, we have former students working at United Way of Northern Utah, Ogden School District, Catholic Community Services, Greenwood Charter School, and Cottages of Hope. Additionally, we have graduates from the past 5 years currently attending or recently graduated from multiple graduate programs across the country, including Weber State University, University of Georgia, University of Southern Mississippi, Utah State University, Oklahoma State University, Kansas State University, Brigham Young University, and the University of Utah. Further, we have recent Family Studies Graduates working as faculty at Oklahoma State University, Weber State University, Utah Valley University, and UNLV.

**Standard H – Program Summary**  
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 Making courses more accessible to students through staggered times (not overlapping), and/or online offerings.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	Each faculty reported on the progress of their required courses available in an online format.
	Year 2 Action Taken:	Each faculty reported on the progress of their required courses available in an online format.
	Year 3 Action Taken:	Each faculty reported on the progress of their required courses available in an online format.
	Year 4 Action taken:	Each faculty reported on the completed design of their fully online courses. The program is now available (fully) online.
Issue 2 No formal procedure for mentoring for new faculty.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	Have new faculty choose peer-review committee chair and committee members. Meet with and receive feedback with committee members. Meet with Department Chair to discuss progress. Each pre-tenure faculty member assigned a more experienced mentor along with a committee to review/support the teaching and tenure process

	Year 2 Action Taken:	Meet with and receive feedback with committee members. Meet with Department Chair to discuss progress. Mentors visit mentees' classrooms (online and face-to-face) to review teaching needs.
	Year 3 Action Taken:	Meet with and receive feedback with committee members. Meet with Department Chair to discuss progress. Mentors and mentees invited to visit each others' classrooms and review questions/concerns and progress. Review strategies for organizing P&T files
	Year 4 Action taken:	Meet with and receive feedback with committee members. Mentors review P&T process and files. Meet with Department Chair to discuss progress.

Summary Information (as needed)



Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1: We have received variable feedback from students regarding advising responsiveness from faculty.	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Ensure all students have active relationship with a faculty advisor. Review student experience with faculty adv. Make changes as needed
	Year 2 Action to Be Taken: Continue to connect each new student to a faculty advisor. Review student experience with faculty adv. Make changes as needed
	Year 3 Action to Be Taken: Continue to connect each new student to a faculty advisor. Review student experience with faculty adv. Make changes as needed
	Year 4 Action to Be Taken: Continue to connect each new student to a faculty advisor. Review student experience with faculty adv. Make changes as needed

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<p>Issue 1: There are no significant staff, administrative, or budgetary issues to address. The department does request that the university administration review compensation for base salaries or stipends for significant service and/or scholarly achievements to allow faculty to engage in additional mentoring activities, grant writing, and/or scholarly activities.</p>	<p>Current 5 Year Program Review:Encourage administration to enhance base salaries and/or stipends for faculty engaging in significant scholarly or service activities.</p>

Summary Information (as needed)

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

(*Note:* Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-21</b>	<b>2021-2022</b>	<b>2022-23</b>
Student Credit Hours Total	10,287	10,035	9,512	9,234	8,795
Student FTE Total	343.0	335	317	308	293
Student Majors	309	255	274	295	253
Program Graduates	71	71	52	62	50
Student Demographic Profile					
Female	285	239	259	276	234
Male	24	16	15	19	19
Faculty FTE Total	16.60	17.55	17.00	18.73	N/A
Adjunct FTE	7.93	7.49	6.76	7.78	N/A
Contract FTE	8.67	10.06	10.24	10.95	N/A
Student/Faculty Ratio	20.7	19.1	18.6	16.4	N/A

Appendix B: Faculty

	Tenured	Tenure-Tr ack	Other Contract	Adjunct
<b>Number of faculty with Doctoral degrees</b>	4	1	0	0
<b>Number of faculty with Master's degrees</b>	0	1	0	5
<b>Number of faculty with Bachelor's degrees</b>	0	0	0	1
<b>Other Faculty</b>	0	0	0	0
<b>Total</b>	2	4	0	6

**Most recent completed year; contract/Adjunct Faculty Profile**

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Paul Schvaneveldt	Prof	Tenured	PhD	25	Latino Families, Marital and Romantic Relationships, Family Literacy, Parenting Education
Daniel Hubler	Prof	Tenured	PhD	12	Healthy Relationships, Dyadic data, Outdoor recreation

Mark Adams	Assoc	Tenured	PhD	CHF 10 Adj 8	Marriage and Family Therapy, Aging
Charles Dunn	Assoc	Tenured	PhD	9	Widowhood/g rief, families in sport, parenting, healthy relationships, DEI
Keith Osai	Assist	Track	PhD	7	Siblings, families in sport, Human Development, Parenting
Mosiah Gonzalez	Assist	Track	MMFT	2	Marriage and Family Therapy, Families in medical settings
Julee Smith	Adjunct		Master	30+ years	Human development, marriage & romantic relationship
Andrew Chris	Adjunct		Master	Since 2020	Marriage & Family Therapy

Karah Bryan	Adjunct		BS, CCLS	About 10 years	Child life specialist
Lynell Packer	Adjunct		Master	About 10 years	Human development
Alan Baggaley	Adjunct		Master	Since 2021	Human development
Alyse Seligman	Adjunct		Master	Since 2021	Military families

Summary Information (as needed)

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Darcy Gregg	Senior Academic Advisor	22	Student advice, resources, collaboration with other departments
Danielle Orozco	Administrative Specialist	10	financial, organizational, and general support

Summary Information (as needed)

Appendix D: Financial Analysis Summary

(This information will be provided by the Office of Institutional Effectiveness)

Program Name					
Funding	18-19	19-20	20-21	21-22	22-23
Appropriated Fund	1,208,586	1,302,558	1,443,124	1,499,113	1,338,876
Other:	177,735.00	183,105.00	181,765.00	208,680.00	219,950.00
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	336,018	317,301	289,918	343,409	315,241
<b>Total</b>	<b>1,722,339</b>	<b>1,802,964</b>	<b>1,914,807</b>	<b>2,051,202</b>	<b>1,874,067</b>

Note – with this information and the student information, we will calculate a ‘cost per fte’ as part of the financial summary

Summary Information (as needed)

Student FTE Total	343.00	335.00	317.00	308.00	273.00
Cost per FTE	5021.40	5381.98	6040.40	6659.75	6864.71
(Total cost/Student FTE) = cost per FTE					

(Total cost/Student FTE) = cost per FTE



Appendix E: External Community Involvement Names and Organizations

Name	Organization
Judge Jeffrey Noland	Second District Juvenile Court
Ryan Calder	Weber Human Services
Janet Seachris	Hill Air Force Base
Brett Lund	Davis County Head Start
Barbara Norris	The Center for Grieving Children
CodiAnne Nye	OWCAP
Stacy Johnson	Davis School District
Rebecca Sagers	Weber School District
Christine Heslop	Ogden School District
Lynne Goodwin	Treehouse Museum
Raquel DaSilva	Family Promise
Jeremy Botelho	Cottages of Hope

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
TBD		
TBD		

## Appendix G: Evidence of Learning Courses within the Major

The following table corresponds with course objectives outlined in Standard C.

Course #	Semester	Number of sections with full data	Total Number of Students	Total Number of Students who met Objective # 1.	Percentage	Total Number of Students	Total Number of Students who met Objective # 2.	Percentage	Total Number of Students	Total Number of Students who met Objective # 3.	Percentage	Total Number of Students	Total Number of Students who met Objective # 4.	Percentage	Total Number of Students	Total Number of Students who met Objective # 5.	Percentage	Total Number of Students	Total Number of Students who met Objective # 6.	Percentage	Total Number of Students	Total Number of Students who met Objective # 7.	Percentage	Total Number of Students	Total Number of Students who met Objective # 8.	Percentage
FAM 1400	Fall 2022 & Spring 2023	5	106	102	96.23	106	102	96.23	106	102	96.23	106	102	96.23	106	102	96.23	106	102	96.23	106	102	96.23	106	102	96.23
FAM 2100	Spring 2021	1	44	42	96.45	44	42	96.45	44	44	100	44	41	93.18	44	41	93.18	44	43	97.73	44	44	100			
FAM 2990B	Fall 2022 & Spring 2023	2	53	45	84.9	53	43	81.13	53	45	84.9															
FAM 3150	Spring 2021	1	39	38	97.44	39	39	100	39	39	100	39	39	100	39	38	97.44	39	39	100	39	39	100	39	38	97.44
FAM 3350	Fall 2022 & Spring 2023	3	50	49	98	50	49	98	50	49	98	50	49	98	50	49	98	50	49	98						
FAM 3400	Fall 2022	1	3	3	100	3	3	100	3	3	100	3	3	100	3	3	100	3	3	100						
FAM 3450	Fall 2022 & Spring 2023	2	78	62	79.49	78	62	79.49	78	62	79.49															
FAM 3550	Fall 2022 & Spring 2023	2	40	39	97.5	40	39	97.5	40	39	97.5															
FAM 3650	Fall 2022 & Spring 2023	2	16	13	81.25	16	13	81.25	16	13	81.25															
FAM 3660	Fall 2022	1	12	11	91.67	12	12	100	12	12	100	12	9	75	12	9	75									
FAM 3850	Fall 2022 & Spring 2023	3	36	36	100	36	36	100	36	36	100	36	36	100	36	36	100									
FAM 4300	Spring 2023	1	25	24	96	25	24	96																		
FAM 4310	Data collection needed																									
FAM 4400	Fall 2022 & Spring 2023	3	113	105	92.92	113	105	92.92	113	105	92.92	113	105	92.92	113	105	92.92	113	105	92.92						
FAM 4450	Data collection needed																									
FAM 4650	Spring 2021	1	19	18	94.74	19	18	94.74	19	18	94.74	19	18	94.74	19	19	100	19	14	73.68						
FAM 4660	Spring 2023	1	4	4	100	4	4	100																		
FAM 4860	Fall 2022 & Spring 2023	3	33	33	100	33	33	100	33	33	100															
FAM 4990B	Spring 2022	1	22	22	100	22	22	100	22	22	100															

## Appendix H: sample Signature Assignments

### CHF 1500, Erikson Lifespan Interview Paper

You are enrolled in the WSU General Education course CHF 1500 which is designed to tackle the following big question (BQ) “How can human development theories be used to improve my understanding of myself and increase my compassion towards others?” through this signature assignment (SA) Erikson Lifespan Retrospective Interview, you will:

Interview a 70+ year old (face-to-face, phone, Facetime, Zoom, or Skype), who is retired (not employed to “pay the bills”) individual and write a 3-4 - page paper (in addition to the Title and Reference pages) organized using the below layout and describing your interviewee’s lifespan development in view of Erikson’s stages (see next page for ideas/interview questions). Review course readings (see Erikson’s chapter on the stages on Canvas), videos, and class notes to support you in this assignment. You need 2 references, minimum. Use (cite) at least one outside article in addition to the text to guide your use of theory. In other words, show your reader \*where you got the information.

Your paper will be laid out as follows:

- Title page (APA 7 style –headings, page numbers, double spaced, 12-inch font, 1-inch margins...)

- Introduce the assignment, your interviewee, Erikson’s theory (cite your sources – do NOT list all of the stages in your paper), and hint at the overall significance of what you took away from your interview (what the reader/I will learn).

Example) For this assignment, I had a video chat conversation with my great aunt Stella Jones who lives in Kentucky. We reviewed several of her life experiences and then I compared her stories to Erik Erikson’s (1993) stages of psychosocial development. She had many up’s and down’s, but in the end felt like life was wonderful...

- Body: summarize your interview, include the questions you used to prompt responses. Give your interviewee credit each time you use their thoughts/words (especially direct quotes). This section should be full of citations and flow; however, you need to highlight examples from the person’s responses and how they pertain to human development and Erikson’s stages. Example) ...When talking about her divorce, even though it had been 25 years, Stella seemed romantically “stuck” like how Erikson (1993) described the sense of isolation. She couldn’t let it go, commonly referring back to how he had broken her heart. She told me, “I don’t think I will ever love again” (S. Jones, personal communication, January 1, 2020).

- Conclusion: write a paragraph with a review and your concluding thoughts on what you learned (what was your “take-away?”). In your own words, and based on your interview, how did the stories and responses connect to what you’re learning about development and developmental theory? And, answer the BIG QUESTION - “How did my interview improve my understanding of myself and increase my compassion towards others?”

- Reference page: APA style, alphabetize by the first surname in each source, use an APA-style “hanging indent.”

Additional Summary Information (as needed)

# Appendix I: Grad Map

## Family Studies (BS) – Graduation Map with Developmental Math Courses



### 2023-2024 Catalog

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

NAME: \_\_\_\_\_

Course	Credit Hour	Semester Offered	Milestones & Notes
<b>Freshman (Semester 1)</b>			
ENGL 1010 Intro to Writing (not needed if test into ENGL 2010 so use elective)	3	F, SP, SUM	<ul style="list-style-type: none"> <li>MATH placement is determined by the ACT, Accuplacer, or ALEKS test score. If MATH 0950 is not required, take the next MATH in the series (MATH 0950, 0970 or 1010, then QL.)</li> <li>C or better in ENGL, MATH 0950, &amp; FAM 1400</li> <li>Meet with an academic advisor</li> </ul>
FAM 1400 Marriage and Romantic Relationships	3	F, SP, SUM	
MATH 0950 Pre-algebra****	3	F, SP, SUM	
Elective (recommend UNIV 1105)	3	F, SP, SUM	
Elective	4	F, SP, SUM	
<b>Total Semester Credits</b>	<b>16</b>		
<b>Freshman (Semester 2)</b>			
ENGL 2010 Intermediate College Writing	3	F, SP, SUM	<ul style="list-style-type: none"> <li>C or better in ENGL 2010, MATH 0970, LIBS 1704/EDUC 2604, CHF 1500 &amp; American Institution</li> <li>Maintain overall and major GPA of a 2.5 or higher</li> <li>Meet with an academic advisor</li> </ul>
American Institution (AI)	3	F, SP, SUM	
MATH 0970 Pathway to Contemp. Math****	3	F, SP, SUM	
CHF SS/EDI 1500 Human Development	3	F, SP, SUM	
Creative Arts (CA)	3	F, SP, SUM	
LIBS 1704/EDUC 2604 Information Literacy	1	F, SP, SUM	
<b>Total Semester Credits</b>	<b>16</b>		
<b>Freshman (Optional)</b>			
<b>Total Semester Credits</b>			
<b>Sophomore (Semester 3)</b>			
MATH 1030 Contemporary Mathematics (QL)****	3	F, SP, SUM	<ul style="list-style-type: none"> <li>C or better in MATH 1030, CHF 2400</li> <li>General Education Courses – do not duplicate departments</li> <li>Meet with an academic advisor</li> <li>Meet with faculty advisor to have emphasis courses approved</li> <li>MATH 1040 is recommended for students going on for graduate degrees but would require MATH 1010 before the MATH 1040</li> </ul>
Creative Arts or Humanities (CA/HU)	3	F, SP, SUM	
CHF SS/EDI 2400 Family Relations	3	F, SP, SUM	
Elective Course	3	F, SP	
Social Science (SS) can't duplicate depts.	3	F, SP	
Elective	2		
<b>Total Semester Credits</b>	<b>17</b>		
<b>Sophomore (Semester 4)</b>			
Elective	3	F, SP, SUM	<ul style="list-style-type: none"> <li>C or better in FAM 2100</li> <li>Apply for Departmental Honors if wanting that designation</li> </ul>
Humanities (HU)	3	F, SP, SUM	
Life Science (LS)	3	F, SP, SUM	
Minor/Specialization class*	3	F, SP, SUM	
FAM 2100 Family Resource Management	3	F, SP, SUM	
Elective	2		
<b>Total Semester Credits</b>	<b>17</b>		
<b>Sophomore (Optional)</b>			

<b>Total Semester Credits</b>			

Course	Credit Hours	Semester Offered	Milestones & Notes
<b>Junior (Semester 5)</b>			
Physical Science (PS)	3	F, SP, SUM	<ul style="list-style-type: none"> <li>Upper division is 3000 or above</li> <li>Complete Background Check</li> </ul>
Minor/Specialization class upper division*	3	F, SP	
Minor/Specialization class upper division*	3	F, SP, SUM	
Minor/Specialization class*	3		
Elective Course	3	F, SP, SUM	
<b>Total Semester Credits</b>	<b>15</b>		
<b>Junior (Semester 6)</b>			
Physical or Life Science (PS/LS)	3	F, SP	<ul style="list-style-type: none"> <li>C or better in FAM 2990B, 3850, FAM 2990B/CCEL Seminar in Family Studies, FAM 3850 CRE Current Research Methods in CHF Studies, HLTH 3500 Human Sexuality or FAM 3700 Fam Life &amp; Sexuality</li> <li>Meet with academic advisor</li> </ul>
FAM 2990B/CCEL Seminar in Family Studies	3	F, SP	
FAM 3850 CRE Current Research Methods in CHF Studies	3	F, SP	
HLTH 3500 Human Sexuality or FAM 3700 Fam Life & Sexuality	3	F, SP, SUM	
FAM Elective Course (1)**	3	F, SP	
<b>Total Semester Credits</b>	<b>15</b>		
<b>Junior (Optional)</b>			
<b>Total Semester Credits</b>			
<b>Senior (Semester 7)</b>			
FAM 3350/GLB Diverse Families	3	F, SP	<ul style="list-style-type: none"> <li>C or better in FAM 3350, 3550, &amp; FAM Elective Courses</li> <li>Meet with academic advisor</li> <li>Apply to graduate by deadline posted online</li> <li>Attend Practicum Fair</li> <li>Apply for NCFR Honors</li> </ul>
FAM 3550 Parenting Education	3	F, SP	
FAM Elective Course (2)**	3	F, SP	
FAM Elective Course (3)**	3	F, SP, SUM	
Upper division elective	1	F, SP, SUM	
Elective course	3	F, SP, SUM	
<b>Total Semester Credits</b>	<b>16</b>		
<b>Senior (Semester 8)</b>			
FAM 4650 Family Life Education Methods	3	F, SP	<ul style="list-style-type: none"> <li>C or better in FAM 4650, 4860, 4990B, &amp; FAM Elective Course</li> <li>Attend graduation ceremony</li> </ul>
FAM 4860 Practicum	3	F, SP	
FAM 4990B Senior Seminar in Family Studies	3	F, SP	
FAM Elective Course (4)**	3	F, SP	
Elective courses	3	F, SP, SUM	
<b>Total Semester Credits</b>	<b>15</b>		
<b>CHF Elective Courses (12 credit hours required)</b>			
FAM 3150 Consumer Rights & Responsibility	3	F, SP, SUM	<ul style="list-style-type: none"> <li>Four FAM courses must be chosen to complete degree</li> <li>Must choose another FAM elective if FAM 3700 was used above</li> <li>*FAM 3360 offered every other Fall</li> <li>**FAM 4350, 4310, &amp; 3700 offering is based on demand</li> </ul>
FAM 3400 Development in Middle Adulthood	3	F, SP	
FAM 3360 LGBTQ Families	3	F*	
FAM 3450 Adult Development	3	F, SP	
FAM 3650 Family Processes	3	F, SP	
FAM 3700 Family Life Education and Sexuality	3	TBA	
FAM 3820/6820 Org & Leadership of Non-profit Family Service	3	SP	
FAM 4275 Family Life Education Coaching	3	SP	
FAM 4300/GLB Latino Child & Family Development	3	SP, SUM	
FAM 4310 Understanding the Modern US Military Family	3	TBA	
FAM 4350 Religiosity and Family Life Education	3	F**	
FAM 4400 The Family in Stress	3	F, SP, SUM	
FAM 4450 Children & Families in the Medical Setting	3	SP	
FAM 4500 Comp. Study of Childhood & Adolescent Dev	3	F	
FAM 4660 Advanced Skills for Family Life Educators	3	F, SP	
<b>Total Bachelor of Science Credits</b>	<b>120</b>	<b>40 Upper Div. Cr.</b>	

**Gen Ed Breadth Requirements (do not duplicate departments)**

- HU       CA       HU or CA
- SS       SS       PS or LS
- PS       LS       PS or LS
- EDI (Double dip with breadth course)

**Notes:**  
 \* A Minor, or specialization of 12 credits, is required. This map plans for a specialization; a minor may require more credits  
 \*\* Four FAM courses must be chosen to complete degree  
 \*\*\* Courses numbered below 1000 level do not count

