

**ACADEMIC POLICIES COMMITTEE
LONG FORM PROPOSAL TEMPLATE**

- Proposals should use this long form if they:
 - Need faculty and/or WASC approval.
 - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
 - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

Section 1: Proposal Summary

1. **Today's Date: October 4, 2018**
2. **Academic Unit Name: Sociology, Social Work, and Family Sciences**
3. **Submitted by: Susan Rogers**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): 8 out of 8; 100%
5. **Academic Year** (Provide academic year and semester changes are to take place): Fall 2019
6. **Is this proposal a result of a Program Review (Yes/No)? If not, please provide explanation: Yes**
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering):

Section 2: Impact

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): No
2. **Impact on Library Services:**
 - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): No
 - b. If yes, please contact the Director of Ryan Library and provide further information below.
 - i. Provide the date the director was contacted:
 - ii. Briefly describe the needed acquisitions:

Section 3: What and Why

Proposals (For each proposal or group of proposals, provide a description and rationale.):

- I. **New Required Upper Division for CHAD Majors**
 - a. **What – Proposal Summary:** FCS 310 Early Childhood Education to become upper division required units for Child and Adolescent Development majors and removed from elective choices.
Why – Proposal Rationale: FCS 310 Early Childhood Education is currently an elective under Pick 12 Units Upper Division for Child and Adolescent Development majors. It is a state requirement for anyone working in a licensed early childhood facility to have taken this course. Many students do not think that they will want to work in an early childhood program, and then they graduate and decide they want to. They are not qualified because they did not take a course in Early Childhood Education. All comparator schools require it.
 - b. **What – Proposal Summary:** Require students to take FCS 470 Practicum in Child Development (3 units) or FCS 475 Internship in Child Development (2 units) instead of being elective options for the major. Students could choose to take an additional 2 units of FCS 475 Internship in Child Development in the menu of required upper division options for the major, not exceeding 4 units total.
Why – Proposal Rationale: Practical application is an essential piece when working with children and families. This is a national trend that employers and the state are requiring supervised student teaching or internship.
 - c. **What – Proposal Summary:** The menu of required upper division options will change from pick 12 units to pick 9 units.
Why – Proposal Rationale: FCS 310 Early Childhood Education, FCS 470 Practicum in Child Development, and FCS 475 Internship in Child Development have been moved to Upper Division Requirements.
- II. **Change prerequisite requirement for Child and Adolescent Nutrition**
What – Proposal Summary: Remove FCS 305 Lifecycle Nutrition as a prerequisite for FCS 425 Child and Adolescent Nutrition. Add new lower division course FCS XXX Introduction to Nutrition as prerequisite for FCS 425 Child and Adolescent Nutrition.
Why – Proposal Rationale: FCS 305 Lifecycle Nutrition and FCS 425 Child and Adolescent Nutrition have a lot of overlap. The purpose of the prerequisite is to prepare students to take an upper division Child and Adolescent Nutrition course.
- III. **Revision of Current Child and Adolescent Nutrition Course**
What – Proposal Summary: Change the name and course description of the current Child and Adolescent Nutrition course. We are requesting that the course name be changed from Child and Adolescent Nutrition to Child and Adolescent Nutrition and Health.
Why – Proposal Rationale: NAYEC standards and state requirements are requiring that students have an understanding of health issues along with the nutritional requirements.
- IV. **Revision of Current Family and Parenting Course**
What – Proposal Summary: Change name and course description of FCS 385 from Family and Parenting to Parent Education and Family Development.
Why – Proposal Rationale: This course will focus on parent education and partnering with families. This parenting class will focus on parenting and

preparing students to meet the various needs of families. This recommendation comes from our alumni surveys. These changes will also align with NAEYC cultural competencies.

- V. **Changes from FCS Core to New SSFS Core**
- a. **What – Proposal Summary:** FCS 101 Introduction to Family and Consumer Sciences to be eliminated.
Why – Proposal Rationale: This course is being replaced by SOC XXX Living Justly. This course is one of the core for all Sociology, Social Work, and Family Sciences majors.
 - b. **What – Proposal Summary:** FCS 230 Personal and Consumer Financial Management will be eliminated.
Why – Proposal Rationale: FCS 230 was part of the Family and Consumer Sciences core and this course is not needed with the merger of the two departments.
- VI. **Change Needed to Become Transfer Friendly**
What – Proposal Summary: FCS 203 Infant and Toddler Development will be changed to an upper division course.
Why – Proposal Rationale: This course has students reading original works and synthesizing if it is strong child development or not, which is upper division work. It is a course that is needed for anyone working in Head Start or state funded early childhood programs. It will make our program transfer friendly.
- VII. **Addition for Students that Choose Credentialing Track**
What – Proposal Summary: EDU 404 Foundations of Special Education to be added to select 9 upper division units to your requirements.
Why – Proposal Rationale: EDU 404 is necessary for students that choose to go on the credentialing track. Many Child and Adolescent Development students credential.
- VIII. **State Requirement of Satisfactory Grade or Better**
What – Proposal Summary: Required C or better in Child and Adolescent Development courses.
Why – Proposal Rationale: The state of California only recognizes courses that students received a satisfactory grade or better. This is needed for the California childcare permit.

Section 4: ***FOR NEW PROGRAMS ONLY***

- A. **Course Learning Outcomes** – Please provide the course learning outcomes.
- B. **Assessment Plan** – Please provide an assessment plan.

Section 5: Catalog Edits

- **Step 1:**
 - Use *track changes* to revise, add or eliminate the current and/or proposed catalog text. This applies to majors, minors, concentrations or certificates.

This proposed text will accompany the proposal. If you need a copy of your catalog sections sent to you, contact sfruchey@pointloma.edu.

Lower-Division Requirements

- [FCS 101 - Introduction to Family and Consumer Sciences](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

~~SOCXXX – Living Justly~~**FCS 101 – Introduction to Family and Consumer Sciences**

~~(3)~~**(4)**

~~An introduction to the integration of professional specializations within the Department of Family and Consumer Sciences. A wide array of options in each major and the career paths are presented. Discussion addresses how each specialization enhances the quality of life for individuals, families and communities. Offered every fall.~~

-
- [FCS 120 - Child and Adolescent Development](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 120 - Child and Adolescent Development

(4)

The study of physical, social, emotional, cognitive growth and development of the child, from prenatal months through adolescent years. Classroom lecture and course readings are supplemented by laboratory field experience in the Early Childhood Learning Center or other centers designed for children and adolescents, and appropriate projects. Offered every spring. Must not be taken concurrent to FCS 150.

-
- [FCS 150 - Human Development](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 150 - Human Development

(3)

A study of the physical, social, emotional, and intellectual development of the individual throughout the lifespan. Observation and field experience required. Offered every semester. Must not be taken concurrent to FCS 120.

- [Move to Upper Division Required FCS 203—Infant and Toddler Development](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS ~~32~~03 - Infant and Toddler Development

(3)

The study of the process of prenatal, infant and toddler growth and development which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-toddler and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. Classroom lecture and course readings are supplemented by required observation and field experience . Offered alternate years [in the fall](#).

Prerequisite(s): [FCS 120](#) or [FCS 150](#)

- [FCS 230—Personal and Consumer Financial Management](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

~~FCS 230~~ - Personal and Consumer Financial Management

(2)

Relationship of values, standards and goals to the allocation of resources and the personal and consumer decision making process. Emphasis is placed on the standards for selection of consumer goods, protection of the consumer, and conditions which influence individual and family management. Offered every semester.

- [Add FCS XXX Introduction to Nutrition \(2 units\)](#)

Total: 123 Units

Upper-Division Requirements

- [FCS 305 – Life Cycle Nutrition](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 305 – Life Cycle Nutrition

(4)

A study of nutrition specifically applied to the stages of human development and to the current nutritional issues with analysis of personal nutritional needs. Offered every fall.

- [Add FCS 3XXX Research \(3 units\)](#)
- [FCS 313 - Adolescent Development in the Family Context](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 313 - Adolescent Development in the Family Context

(2)

Developmental changes and challenges of adolescents and their families as they deal with current societal issues, autonomy, peer relationships, sexuality, parent-adolescent

communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and their families are examined using data from a variety of theoretical, empirical, and clinical viewpoints. Fieldwork is required. Offered alternate years [in the fall](#).

Prerequisite(s): [FCS 120](#) or [FCS 150](#).

- [FCS 315 — Health and WellbeingPersonal, Family, and Community Health-\(GE\)](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 315 — [Health and WellbeingPersonal, Family, and Community Health-\(GE\)](#)

[\(2\)\(3\)](#)

[Examines a personal approach to healthful living that encompasses physical, mental, emotional, relational, spiritual, and environmental aspects of wellness and self-care. Course topics to include nutrition and exercise, cultivating joy, stress reduction, and gratitude.](#)~~An introductory course designed to provide students with a broad spectrum of applicable information intended to promote a healthy lifestyle. A holistic approach is used that encompasses the physical, mental, emotional, relational, spiritual, and environmental aspects of wellness.~~ Not repeatable. Offered every semester.

Prerequisite(s): Junior standing.

- [FCS 355 - Development of Special Needs Children](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 355 - Development of Special Needs Children

[\(3\)](#)

The study of strategies of guiding children with special needs. the role of the adults influencing the child's social, emotional, cognitive and physical growth and development are

investigated. Family systems theories and educational methods, environments and programs are explored as it relates to the special needs child's developmental stages. A wide variety of children's exceptionalities are included giftedness, physical challenges, learning disabilities, and behavior disorders. Observation, field experiences, and visitations to community educational facilities are required. Fifteen hours for field experience. Offered every spring.

Prerequisite(s): [FCS 120](#) or [FCS 150](#), or consent of instructor.

- [FCS 385 — Parent Education and Family Development](#)~~Family and Parenting~~



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 385 — [Parent Education and Family Development](#)~~Family and Parenting~~

(2)

~~This course provides students with a comprehensive study of family development. Students will explore family education models including an understanding of diversity in family systems based on race, culture, ethnicity, socio-economic status, and child-rearing practices. Students will strengthen their ability to meet needs of families by developing a parent education workshop and handbook.~~

~~An analysis of family interaction patterns throughout the life cycle. Emphasis is on understanding family dynamics in relationships as well as opportunities to clarify values and improve communication patterns within the family. Exploration and discussion of the roles of parents in a child's development, concerns facing parents and parenting in varying life circumstances. Offered every semester~~spring.

- [FCS 420 - Child Development in the Family and Community](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 420 - Child Development in the Family and Community

(4)

A study of the development of the child as influenced by the family, school, and community. Emphasis is placed on analyzing the social influences on family systems, child care, schools, poverty, peer groups, mass media, diverse cultures and community services on children's development. Field experience required. Offered every fall.

Prerequisite(s): [FCS 120](#) ~~and~~ [FCS 150](#). Junior or Senior standing only.

- [FCS 425 - Child and Adolescent Nutrition and Health](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 425 - Child and Adolescent Nutrition ~~and Health~~

(3)

A study of the effect of nutrition ~~and health~~ on the development of the child, pre-natal through adolescent. Attention is given to nutrition related health problems and dietary planning. Computer applications required. Offered every spring

Prerequisite(s): [FCS 225](#) or [FCS 305](#).

- [FCS 497 - Family ~~and Consumer~~ Sciences Senior Seminar](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 497 - Family ~~and Consumer~~ Sciences Senior Seminar

(2)

Analysis and discussions of interrelated issues found within the areas of Family ~~and Consumer~~ Sciences. Topics studied are research, public policy, professionalism, leadership, and historical significance. [In this capstone, the student will create a professional eportfolio including introduction, professional statements, personal assessments, achievements, community service, practical application and work samples will be included. Each student](#)

[will present his or her personal eportfolio to a panel of interested parties for assessment. This capstone gives students the opportunity to develop a professional voice.](#) Required of all seniors graduating in the Department of Family ~~and Consumer~~ Sciences. Offered every semester.

Prerequisite(s): [FCS 101](#), [SOC 101](#) and senior standing in the Department of ~~Family and Consumer Sciences~~, [Sociology](#), [Social Work](#), and [Family Sciences](#).

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- [LIT 325 - Children's Literature](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

LIT 325 - Children's Literature

(3)

Consideration of the major classics and modern works recommended for children, including folk and fairy tales, animal stories, limericks and poetry, fantasy, and realistic stories for older children.

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- [PSY 321 - Abnormal Psychology](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

PSY 321 - Abnormal Psychology

(3)

Study of etiology, assessment, diagnosis, and treatment of various forms of abnormal behavior from various psychological perspectives.

Prerequisite(s): One of [PSY 103](#), [PSY 308](#), [FCS 150](#) or consent of instructor.

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Select **642** upper-division units from:

-
- [FCS 310 - Early Childhood Education](#) [Move to Required Upper Division](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 310 - Early Childhood Education [Move to Required Upper Division](#)

(4)

The study of early childhood education theories and philosophies. Practice of principles, curriculum, methods, material and special needs of preschool and children in first through third grade are discussed. Students gain experience in appropriate lesson plan writing with developmentally appropriate practices. A supervised field experience is required. Offered every fall. This course examines early childhood education theories and philosophies. Practice of principles, curriculum, methods, material and special needs of preschool and children in first through third grade are discussed. Students gain experience in appropriate lesson plan writing with developmentally appropriate practices. Assessment of typical and non-typical learners as well as designing an emergent literacy plan is included. This course also focuses on meeting social/emotional needs of children and developing social/emotional competencies. A supervised field experience is required. Offered every fall.

Prerequisite(s): [FCS 120](#).

-
- [FCS 460 - Administration and Supervision in Early Childhood Education](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 460 - Administration and Supervision in Early Childhood Education

(4)

Application of basic principles in the guidance of young children. to examine the multidimensional roles of the early childhood program director/administrative styles, management tools and interpersonal skills that contribute to effective leadership.

Supervised field experience in an early childhood education setting is required. Offered every spring.

Prerequisite(s): [FCS 310](#).

- [FCS 470 - Practicum in Child Development](#) [Move to Required Upper Division](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 470 - Practicum in Child Development [Move to Required Upper Division](#)

(3)

Supervised practicum in laboratory experience in an approved early childhood center. It is designed for students who plan careers in early childhood and family support programs. Students become familiar with observing the development, guiding, and teaching children in a preschool program. This course may be used toward the experience component of the State of California Child Development Site Supervisor Permit. Offered every fall.

Prerequisite(s): [FCS 120](#) and [FCS 310](#) and consent of instructor.

- [FCS 475 - Internship in Child Development](#) [Move to Required Upper Division](#)



[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 475 - Internship in Child Development [Move to Required Upper Division](#)

(2-~~0F~~-4)

Career-related work experience in which students observe and actively participate using their acquired skills and knowledge. Students are under the supervision of a department faculty supervisor and a qualified on-site supervisor. "C" Designation is for California Internships. "E" Designation is for Out of State Internships. For 2 units of credit, 80 hours of work experience is required; for four units, 160 hours of work experience is

required. May be repeated up to a total of four units. Offered every semester. Graded Credit/No Credit.

Prerequisite(s): Senior standing in the Department of [Family and Consumer Sciences](#), [Sociology, Social Work, and Family Sciences](#) and [Child and Adolescent Development Major](#), [FCS 120](#). Consent of department chair.

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- [ART 319 - Visual Arts in the Classroom I \(3\)](#)
- [EDU 302 - Foundations of Education and Learning Theory \(3\)](#)
- [EDU 306 - Principles of Language Acquisition \(3\)](#)
- [EDU 404 – Foundations of Special Education \(3\)](#)
- [FCS 470 – Practicum in Child Development \(3\)](#)
- [FCS 475 – Internship in Child Development \(2\)](#)
- [MUE 341 - Music Skills for the Elementary Classroom Teacher \(3\)](#)
- [PED 308 - Methods of Teaching Physical Education \(3\)](#)
- [PSY 308 - Developmental Psychology – Birth Through Adolescence \(4\)](#)
- [PSY 325 - Clinical and Community Interventions \(4\)](#)
- [SOC 360 - Race and Ethnicity \(3\)](#)
- [SWK 340 - Child Welfare \(3\)](#)

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Total: ~~45~~461 Units

Major Total: 54 Units

Note(s):

Students must be fingerprinted through community care licensing to obtain Child Abuse Central Index Clearance.

Students graduating with a Child Development major may qualify for the “Child and Adolescent Development Site Supervisor” permit with the California Commission on Teacher Credentialing.

- **Step 2:**
 - Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.

Section 6: Summary Checklist

Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

Total course additions: 2 new core, 1 for program = Total 3

Total course deletions: 2 core, 1 for program = Total 3

Total unit additions: 10

Total unit deletions: 7

Staff impact (increase or decrease): Core for Child Development is 3 units. No impact for program.

Rotation of courses or deletions of sections to accommodate additions: We will continue with some courses offered alternate years.

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

Department or School Direct Report:

_____ Date _____

College Dean or Provost as applicable:

_____ Date _____