

**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. **What – Proposal Summary:** EDU 404 accepted as substitute for FCS 355 for individuals on credentialing track.  
**Why – Proposal Rationale:** EDU 404 is required for the credentialing track and it is counter productive to have students take another special needs course that focusing on development. This makes the minor more accessible for students on the credentialing track.
- II. **What – Proposal Summary:** Eliminate FCS 305 Lifecycle Nutrition from the take one additional course category and add FCS 460 Administration and Supervision of Early Childhood Education.  
**Why – Proposal Rationale:** FCS 305 Lifecycle Nutrition is being eliminated from course offerings. FCS 460 Administration and Supervision of Early Childhood Education is being added to give students that would like to be an administrator an option to pursue that. This is the course that is needed for site supervisors.
- III. **What – Proposal Summary:** Add FCS 310 Early Childhood Education to required courses in Child Development Minor.  
**Why – Proposal Rationale:** Early Childhood Education is a required course for individuals wanting to teach in an early childhood program. This is considered a curriculum course. This makes it possible for individuals pursuing the minor to be able to receive a California permit for teaching early childhood.
- IV. **What – Proposal Summary:** Move FCS 315 Health and Wellbeing from required to take one additional course from the following in the Child Development minor.  
**Why – Proposal Rationale:** This to make room for the required curriculum course, FCS 310 Early Childhood Education. FCS 310 is the curriculum component that will make the minors eligible to teach in and early childhood setting.
- V. **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.

### 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](mailto:sfruchey@pointloma.edu).

## Requirements

- [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 315 - ~~Personal, Family, and Community Health~~Health and Wellbeing \(GE\) Move to Take one \(1\) additional course from the following.](#)



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

### FCS 315 - ~~Personal, Family, and Community Health~~Health and Wellbeing (GE)

(23)

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



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

## FCS 385 - ~~Family and Parenting~~Parent Education and Family Development

---

(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](#) or [FCS 150](#). Junior or Senior standing only.

- 

**Total: 16 Units**

---

**Take one (1) additional course from the following:**

---

- [FCS 203 - Infant and Toddler Development](#)



## FCS 203 - 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 year~~every fall.

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

- 
- ~~FCS 305 – Life Cycle Nutrition~~



## ~~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.~~

- 
- [FCS 310 - Early Childhood Education](#) Move to Requirements



## FCS 310 - Early Childhood Education

---

(4)

~~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. 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.~~

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

- 
- [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.

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

- 

**Total: 2-4 Units**

---

**Minor Total: 18-20 Units**

- **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: 0 – Moved 1 course from required to optional; moved 1 course from optional to required**

**Total course deletions: 1**

**Total unit additions: 1**

**Total unit deletions: 0**

**Minor Total: 19-21 units**

**Staff impact (increase or decrease): No impact.**

**Rotation of courses or deletions of sections to accommodate additions: Rotation of courses will stay the same.**

**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**\_\_\_\_\_