

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Donald Unger, Ph.D. phone number 302-831-1030

Department: Human Development and Family Studies email address: unger@udel.edu

Date: November 12, 2009

Action: Human Services: Concentration in Community Education
 (Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 10F
 (use format 04F, 05W)

Current degree BS
 (Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BS
 (Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Human Services: Concentration in Community Education
 Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: Human Services / Community Education
 (Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
 (Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
 (Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
 (Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

No new courses needed.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

The proposed Concentration supports many of the goals of the 10 goals of a quality UD undergraduate. Students in this concentration will have opportunities to engage of both oral and written communication as well as quantitative reasoning (Goal #1), learn to think critically about diversity, and important social issues and engage in experiences beyond the classroom (Goals #2, #7), work independently as well as in group experiences (Goal #3), explore both personal and professional issues as they related to important social and ethical issues (Goal #4).

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

This concentration is built upon a combination of courses from the two existing majors in the Department of Human Development and Family Studies (i.e. Human Services and Early Childhood Education), as well as new courses taught by the School of Education. The School of Education has agreed to include the following new courses: EDUC 230, EDUC 258, EDUC 259, EDUC 286 (see email). The department has existing agreements for all courses that are taught by other units for this concentration (i.e., these courses are already included in our existing major curriculums.)

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The HDFS faculty has unanimously approved this new concentration to the Human Services major in response to the increasing need for professionals working with young children who have both educational as well as human service skills. These Human Service majors would fill positions, for example, working with young children in settings such as after school programs, YMCAs, camps, early intervention, home visiting, etc. This will be a “leading edge” program, combining education skills with community based human service implementation skills. One particular group of students who have already expressed an interest in this new concentration are students who start off in teacher education, but learn their interests are much broader than classroom teaching. For example, this Concentration will address the needs of HDFS Early Childhood Education (ECE) majors, as well as SOE Elementary Teacher Education majors (ETE) who, after several semesters at UD, decide that they would rather have a career in educational activities and service related activities in the community. Lastly, this concentration will meet the needs that will no longer be met by students who had previously enrolled in the CHEP major, Human Services, Education, & Public Policy: Interest Area A: Education and Community Services. The CHEP major is no longer accepting new students and is being deactivated.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

	DEGREE: Bachelor of Science MAJOR: HUMAN SERVICES CONCENTRATION: COMMUNITY EDUCATION CURRICULUM
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UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading & Writing (minimum grade C-)	3
First Year Experience (FYE)	0-4
Discovery Learning Experience (DLE)	3
Multi-cultural Courses	3
Mathematics, Natural Sciences, and Technology	3
Social & Behavioral Sciences	3
History & Cultural Change	3
MAJOR REQUIREMENTS	
English course	3
Communication course	3
MATH 114 or higher	3
PSYC 100 General Psychology	3
SOCI 201 Intro to Sociology	3
ECON 100, 102* or 151	3
POSC 102*, 150, or 220	3
NTDT 200 Nutrition Concepts	3
An additional six credits from the Creative Arts & Humanities or History & Cultural Change breadth lists, or from Foreign Language instruction	6
An additional 18 credits from Mathematics, Natural Sciences and Technology, plus an additional 4-credit course with lab from Mathematics, Natural Sciences and Technology	21
Some university requirements <u>may</u> be met by your major requirements. See your advisor for a planning guide.	
HUMAN SERVICES CORE SEQUENCE (39 CREDITS)	
HDFS 201 Life Span Development	3
HDFS 202 Foundations of Family Studies (Fulfills University multicultural requirement)	3
HDFS 230 Families and Their Communities	3
HDFS 235 Survey in Child and Family Services	3
HDFS 328 Intro to the Research Process	3
HDFS 330 Mentoring & Helping Relationships	3
HDFS 334 Experiential Education (HDFS 334 Requires a 50 hour field placement. Placements need approval of instructor before class begins.)	3
HDFS 347 Program Development and Evaluation	3
HDFS 402 Family and Child Policy	3
HDFS 422 Family Relationships	3
Two Human Development electives chosen from:	6
HDFS 220 Child Development Prenatal to Age 3	3
HDFS 221 Child Development 3 – 8 Years	3
HDFS 329 Adolescent Development	3
HDFS 339 Adult Development and Aging	3
HDFS 403 Concepts in Gerontology	3
HDFS 405 Aging and the Family	3

	HDFS 427 Parenting through the Lifespan	3
	EDUC 205 Human Development: Grades K-8	3
	One At Risk Elective chosen from:	3
	HDFS 270 Families and Developmental Disabilities	
	HDFS 331 Youth at Risk	
	HDFS 470 Families and Children at Risk	
	EDUCATION CORE (16 CREDITS)	
	EDUC 230 Introduction to Exceptional Children	3
	EDUC 258 Cultural Diversity Schooling	3
	OR	
	EDUC 259 Cultural Diversity Community	3
	EDUC 286 Educational Technology: Professional Tools	1
	HDFS 350 Technology and Assistive Tech in Early Childhood Ed.	3
	HDFS 414 Classroom Management/Guidance	3
	Urban Education Course (EDUC 395, 440, or 459)	3
	Fifteen credits of Community Education: Restricted Electives chosen in consultation with academic advisor, requiring advisor's approval	15
	ELECTIVES	
	After required courses are completed, sufficient elective credits must be taken to meet the 120 credits required for the degree	
	A minimum grade of C- is required in all HDFS courses and restricted electives	
	After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.	
	Only four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Army ROTC may be counted toward the degree.)	
	CREDITS TO TOTAL A MINIMUM OF	120

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

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Go to

Date: Sun 15 Nov 10:22:38 EST 2009

From: Kathy Minke <minke@UDel.Edu> [Add To Address Book](#) | [This is Spam](#)

Subject: Re: letter of support

To: "Donald G. Unger, Ph.D." <unger@UDel.Edu>

Cc: Laura Glass <lglass@UDel.Edu>

Hi, Donald. After consultation with our Committee on Undergraduate Studies, Laura Glass, and other faculty, I am pleased to write in support of the inclusion of the cited EDUC courses in this concentration. It is a nice addition to the major and has the potential to benefit students who wish to transfer from the Elementary Teacher Education program. Kathy

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Kathleen Minke, Ph.D.
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Professor, School Psychology Program
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