

MICHIGAN STATE UNIVERSITY

January 22, 2010

MEMORANDUM

TO: Dr. Douglas Estry, Associate Provost for Undergraduate Education
and Dean of Undergraduate Studies

FROM: Dr. Linda O. Stanford, Associate Provost for Academic Services

RE: Request for a New Program – Bachelor of Arts Degree in Child
Development

For Transmittal to the University Committee on Academic Policy (UCAP)

The request referenced above is being sent to the University Committee on Academic Policy (UCAP) in accordance with the *Bylaws for Academic Governance*, 4.4.

UCAP Response Requested:

Please ask the UCAP to consider the request referenced above at its meeting on February 11, 2010. Please mail the related materials referenced under the heading Attachments at the end of this memorandum to the UCAP members.

The academic program and course requests referenced above will be included on the agenda for the February 25, 2010 meeting of Subcommittee B, University Committee on Curriculum (UCC). Requests that are approved by Subcommittee B on February 25 will be before the Full Committee, UCC, for action on March 4, 2010. Requests that are approved by the Full Committee on March 4 will be included in the March 23, 2010, Report of the UCC to the Academic Council.

If you have any questions, please call Joy Speas, University Curriculum Administrator, at 5-8420.

Thank you.

Attachments:

1. Request for Changes in an Academic Program form dated December 15, 2009: Bachelor of Arts Degree in Child Development and attachments.



UNIVERSITY
CURRICULUM
and CATALOG

Michigan State University
176 Administration Building
East Lansing, Michigan
48824-1046

PH: 517/355-8420
FAX: 517/353-1935

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11. Request to change the name of the **Master of Science** degree program in **Community Services** from **Community Services** to **Human Development and Family Studies** in the Department of Human Development and Family Studies. The University Graduate Council (UGC) will consider this request at its February 8, 2010 meeting.

Students admitted to the major prior to Fall 2010 will graduate with a Master of Science degree in Community Services.

Students admitted to the major Fall 2010 and forward will graduate with a Master of Science degree in Human Development and Family Studies.

Effective Fall 2010.

12. Request to change the administrative responsibility for the **Doctor of Philosophy** degree in **Family and Child Ecology** from the Department of Family and Child Ecology to the Department of Human Development and Family Studies. The University Graduate Council (UGC) will consider this request at its February 8, 2010 meeting.

Effective Fall 2010.

13. Request to change the name of the **Doctor of Philosophy** degree program in **Family and Child Ecology** from **Family and Child Ecology** to **Human Development and Family Studies** in the Department of Human Development and Family Studies. The University Graduate Council (UGC) will consider this request at its February 8, 2010 meeting.

Students admitted to the major prior to Fall 2010 will graduate with a Doctor of Philosophy degree in Family and Child Ecology.

Students admitted to the major Fall 2010 and forward will graduate with a Doctor of Philosophy degree in Human Development and Family Studies.

Effective Fall 2010.

14. Request to establish a **Bachelor of Arts** degree in **Child Development** in the Department of Human Development and Family Studies. The Teacher Education Council (TEC) will consider this request at its February 1, 2010 meeting. The University Committee on Academic Policy (UCAP) will consider this request at its January 28, 2010 meeting.

The concentrations in the Bachelor of Arts degree in Child Development will be noted on the student's academic record when the requirements for the degree have been completed.

a. **Background Information:**

The subject area of early childhood education is now contained in three majors in the Department of Human Development and Family Studies:

1. Child Development, Bachelor of Science (Elementary Education Teacher Certification program)
2. Family Community Services, Bachelor of Arts (concentration area in Early Childhood Education-Preschool Teaching)
3. Family Community Services, Bachelor of Science (concentration area in Early Childhood Education-Preschool Teaching)

This request is to combine the content area of early childhood education under one major, the Bachelor of Arts in Child Development. The degree will contain two concentrations: elementary education teacher certification and preschool teaching in an early childhood setting. After this proposed major is approved, the current Bachelor of Science degree in Child Development will be placed on moratorium and subsequently discontinued.

Human Development and Family Studies faculty have been working with the Michigan Department of Education, Office of Early Childhood and Family Services unit anticipating the changes at the State of Michigan regarding the standards for early childhood education and are reviewers for the curriculum applications that will be submitted by all Michigan early childhood programs. Human Development and Family Studies faculty, including the chairperson of the department have met with representatives in the College of Education, the Department of Teacher Education and the Dean's Office in the College Social Science.

This change is being proposed for the following reasons:

1. The Professional Standards for Elementary Education Teacher Certification have been updated for the primary grade levels by the Michigan Department of Education.
2. Professional Standards for Early Childhood Education Preschool Teaching have been established by the Michigan Department of Education.
3. The title of the proposed major and concentration areas will now match the Department of Education designation of the subject content area.
4. The title of the proposed major and concentration areas will now match the degree name at peer institutions.
5. The Bachelor of Arts degree is more appropriate for the Elementary Education Teacher Certification students than a Bachelor of Science.
6. Human Development and Family Studies has eliminated one course and added one course to meet the new Early Childhood Education standards.

The Bachelor of Arts degree in Child Development, for students pursuing the Elementary Education Teacher Certification program is potentially 127 credits if the student chooses the Language Arts Integrated Teaching Major. The Michigan State University College of Education chose option 1 for their submission of the Teacher Certification program paperwork to the Michigan Department of Education. This option allows the Michigan State University Teacher Preparation Program to maintain its high standards for the teacher preparation program and gives students a defined teachable major or subject area in the elementary grade levels. With option 1 the Department of Human Development and Family Studies can offer a State recognized Child Development minor within the major of Child Development along with the Elementary Education Teacher Certification. This also allows Human Development and Family Studies to reduce the number of major courses required because the College of Education increased the number of credits in the Planned Program, based on State of Michigan parameters, to include health, fitness, families and poverty. This will allow a deepening knowledge of these issues for students while meeting the Michigan Department of Education standards for Teacher Preparation.

The Department of Human Development and Family Studies has worked closely with the College of Education, the Department of Teacher Education, the Associate Dean in the College of Social Science and the Student Affairs Office in the College of Social Science to look at options to reduce the number of credits in the Child Development Elementary Education Teacher Certification concentration.

The College of Social Science has agreed to waive the College of Social Science graduation requirements for students pursuing the Elementary Education Teacher Certification concentration based on the depth and breadth of the Teacher Preparation Program along with the Integrated Teachable Major course work to assist in reducing the number of credits. It is also suggested that IAH A (Integrative Studies in Arts and Humanities) be allowed to use an alternative track of History 202 (U.S. History to 1876) to further reduce the number of credits.

This high-need area in early childhood education is comparable to a professional school degree. While meeting the requirements of the University, Child Development Elementary Education Teacher Certification concentration majors must meet the requirements for the Teacher Preparation program identified by the Michigan Department of Education. Graduates will earn a Bachelor of Arts Degree in Child Development, an Elementary Education Teaching Certificate, and an Integrated Teachable Major by choosing this degree program.

In September 2008 the new standards for the Early Childhood Education Endorsement were approved. The Human Development and Family Studies curriculum must be updated to address these changes "to continue to offer programs" in Early Childhood Education as stated in the State of Michigan document from September 2008. The concentration in Elementary Education Teacher Certification will require students to apply to and be accepted by the College of Education in their sophomore year.

Students who major in Child Development with a concentration in Elementary Education Teacher Certification will complete the requirements for a Michigan Elementary Education Teacher Certification, complete an Integrated Teachable Major and earn an Early Childhood Education Endorsement (ZA) which will be posted on their Elementary Education Teaching Certificate.

In addition, these students are recognized by the Department of Education as being highly qualified to teach young children (kindergarten through third grade). This Early Childhood Endorsement (ZA) is attached to their Elementary Education Teaching certificate after completion of the fifth-year student teaching experience. The Child Development/Elementary Education program is recognized as a signature program in the College of Social Science.

In September 2008 the new standards for Preschool Teachers were approved by the State of Michigan and the Human Development and Family Studies curriculum must be updated to address these changes. The Preschool Teaching in an Early Childhood Setting concentration area does not require admission to the College of Education. However, these students will be recognized by the Michigan Department of Education as being highly qualified to teach in preschool, childcare centers and Head Start settings. The Dean in the College of Social Science will receive a letter from the State of Michigan stating that students who complete the Child Development Preschool Teaching concentration will be eligible to teach in preschool and early childhood settings, and are recognized by the Department of Education, Office of Early Childhood and Family Services, as having completed the necessary and identified course work to work in a licensed childcare center, preschool, Head Start facility or other agency working with young children.

The need for early childhood professionals with a bachelor's degree continues to grow. While these professionals do not require a State of Michigan Elementary Education Teacher Certification they are now being required to have a four-year degree.

Lastly, the demand for professionals with a major in early childhood education is projected to continue to rise. In fact, early childhood education is included in the fastest growing industry super-sector jobs tracked by the US Department of Labor's Bureau of Labor Statistics. Specifically, employment of preschool and childcare workers is expected to increase between 12 and 18 percent by 2016 (2008-09 Edition of the *Occupational Outlook Handbook*).

Nationally, the Department of Human Development and Family Studies is recognized as having a premier early childhood education program. Cornerstones of the program are the two nationally accredited child development laboratories that have been providing exemplary programming for children for over 80 years. Both Child Development Laboratories are accredited by the National Association for the Education of Young Children (NAEYC). The combining of the two concentrations will allow for more visibility for prospective students, and students in both concentrations will continue to take course work and participate in the Child Development Laboratories.

The Child Development Elementary Education Teacher Certification is currently offered as a Bachelor of Science, yet over 90% of the students choose the teachable major of Language Arts or Social Studies. This change (from BS to BA) more accurately reflects the need for curriculum in the early years. Children in the early years are learning to read and write and about the world around them. Based on the percentage of students in the Language Arts and Social Studies teachable majors, this change accurately reflects the interests of Michigan State University students.

The new Early Childhood Education standards have an increased emphasis on infants, special needs children and assessment. We incorporated many of the new standards into existing classes, and eliminated FCE 411 (Individual Study of a Child) which was centered on unbiased observation of one child. This course is no longer required. We added HDFS 421 (Assessment of the Young Child). HDFS 421 students will learn about, use the validity of and the types of misuse of various assessment tools used in public and private schools. This new course while meeting the Michigan Department of Education standards, will better prepare our students to work with children and their families.

b. **Academic Programs Catalog Text:**

The Bachelor of Arts in Child Development degree program combines a basic education in child development and family studies with a broad general education and preparation related to employment in early childhood education settings. Students will choose either a concentration in Elementary Education Teacher Certification, which requires admission to the teacher preparation program, or a concentration in Preschool Teaching in an Early Childhood Setting.

Elementary Education Teacher Certification course work prepares graduates to work in the early grades of primary schools, kindergarten through third grade and to meet the requirements to earn an Elementary Education Teaching Certificate (kindergarten through fifth grade) with an Early Childhood Education Endorsement.

The Preschool Teaching in an Early Childhood Setting concentration prepares graduates to work in early childhood settings such as Head Start and preschools and in other child-related fields such as policy, health care, or administration. Students in the Preschool Teaching in an Early Childhood Setting concentration will be required to complete an independent study experience such as study abroad, study away, experiential learning, internship, or undergraduate research. The child development major is appropriate for students interested in working with young children, birth through age eight.

Requirements for the Bachelor of Arts Degree in Child Development

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Child Development. Students pursuing the Elementary Education Teacher Certification concentration will be required to complete more than 120 credits.

The University's Tier II writing requirement for the Child Development major is met by completing Human Development and Family Studies 321. This course is referenced in item 3. a. below.

2. The requirements of the College of Social Science for the Bachelor of Arts degree *except for* students pursuing the Elementary Education Teacher Certification concentration.

3. The following requirements for the major:

CREDITS

- a. All of the following courses (26 credits):

	CEP	240	Diverse Learners in Multicultural Perspective	3
	HDFS	211	Child Growth and Development	3
	HDFS	320	Interaction with Children in Groups	3
	HDFS	320L	Interaction with Children – Laboratory	1
	HDFS	321	Curriculum for Children (W)	3
	HDFS	321L	Curriculum for Children – Laboratory	1
	HDFS	322	Infant Development and Program Planning	3
	HDFS	421	Assessment of the Young Child	3
	HDFS	424	Student Teaching in an Early Childhood Program	6

- b. One of the following concentrations:

Elementary Education Teacher Certification

Completion of an Integrated Teaching Major in Language Arts or Social Studies. Students who wish to take the Integrated Teaching Major in Integrated Science for Elementary Education Teacher Certification may do so and must contact their advisor. For additional information, refer to the statement on **TEACHER CERTIFICATION** in the *Department of Teacher Education* section of this catalog.

Preschool Teaching in an Early Childhood Setting

1. All of the following courses (15 credits):

	HDFS	145	The Individual, Marriage and the Family	3
	HDFS	414	Parenting	3
	HDFS	442	Ethnic Families in America	3
	HDFS	472	Evaluation of Human Service Programs	3
	HDFS	473	Administration of Early Childhood Programs	3
2. One of the following courses (1 to 3 credits):
Students must seek advisor approval prior to enrolling in one of these courses.

	HDFS	490	Independent Study	1 to 3
	HDFS	497	Topics in Human Development and Family Studies	1 to 3
	SSC	490	Special Topics in Social Science	1 to 3

Effective Fall 2010.

View a Program		Main Menu
Joy Speas, RO	Tuesday, 12/15/2009	
Program Name: Child Development Degree: BA Sequence Number: 1	Program Request ID: 1545	
Effective Dates: Fall 2010 - Open Status: Interim Initial Action: New		
Requested Date: 10/1/2009 2:25:47 PM		
<p>1. Department/School/College: 38324 Department of Human Development and Family Studies</p> <p>2. Name of Program: Child Development</p> <p>3. Name of Degree: BA</p> <p>4. Type of Program: Major</p> <p>5. Effective Start Semester: Fall 2010</p> <p>6. Target student audience for the program: Undergraduates who want to work with young children</p> <p>7. Enrollment: What is the expected enrollment per year: 150 What is the minimum enrollment acceptable: 100</p> <p>8. Source of budget for the program: To align academic planning and curricular change, ALL requests for NEW funds must be included in the College's annual planning letter. Provost approval of new funds and the effective date for the new program must align. If funding is not approved, then the program request will not be forwarded to Academic Council. Internal reallocation If new funds, was this request included in the College's annual planning letter? Indicate yes or no. If no, then this is a department or college fund reallocation (If the program is implemented, no additional resources are required.).</p> <p>9. Projected Costs as compared to other programs in unit: Same</p> <p>10. Staff requirement: How many additional staff will be required: 0 Who will provide the primary instruction. Describe any external linkages(industry, government, etc.): Tenure stream and fixed term faculty in Child Development including: Holly Brophy-Herb,</p>		

Ph.D., Hope Gerde, Ph.D., Lori Skibbe, Ph.D., Kathy Stansbury, Ph.D., and Claire Vallotton, Ph.D. As well as Academic Specialists in Child Development: Laurie Linscott, MA (Director of the MSU Child Development Laboratories), Trina Marks, MA, (Assistant Director of the Child Development Laboratories), LaVelle Gipson-Tansil, MS (Instructor) and Head Teachers from the Child Development Laboratories including: Erica Colon, MA, Grace Spalding, MS, Pat Schultz, MA, Matt Foster, MA, Lisa Foster, MA, Julie Brower, MS, Wan-Hsuan Lin, MA, Danielle Savory, Stacy Cook, Katie Easton, Sarah Bellanger, and Marissa Diaz. External linkages include: The East Lansing Child Development Laboratory, Haslett Early Childhood Center, Haslett Public Schools, Capital Area Head Start, Michigan School Readiness Program, Early Childhood Investment Corporation, and the Michigan Department of Education.

11. Will additional equipment be required:

Approximate cost: 0

Source of funding:

12. Will additional library materials be required:

Approximate cost: 0

Source of funding: n/a

13. Will additional space be required:

Type:

Approximate amount: n/a

14. If the program requirements contain a named concentration, do you wish for the concentration to be noted on the student's transcript?:

Yes

15. Detailed Description:

Current

The subject area of Early Childhood Education is now contained in three majors in the Human Development and Family Studies Department;

1. Child Development, Bachelor of Science (Elementary Education Teacher Certification program)
2. Family Community Services, Bachelor of Arts (concentration area in Early Childhood Education-Preschool Teaching) and
3. Family Community Services, Bachelor of Science (concentration area in Early Childhood Education-Preschool Teaching)

Proposed

This request is to combine the content area of Early Childhood Education under one major; Child Development, Bachelor of Arts. The Child Development, Bachelor of Arts degree will contain two concentrations; Elementary Education Teacher Certification and Preschool Teaching in an Early Childhood Setting. After this proposed major is approved, the current Child Development, Bachelor of Science degree will be placed on moratorium or disbanded in 2010-2011.

Process

HDFS faculty have been working with the Michigan Department of Education, Office of Early Childhood and Family Services unit anticipating the changes at the State of Michigan regarding the standards for early childhood education and are reviewers for the curriculum applications that will be submitted by all Michigan early childhood programs. HDFS faculty and the HDFS Chairperson have met with representatives in the College of Education, the Department of Teacher Education and the Dean's Office in the College Social Science.

Rationale

This change is being proposed for the following reasons;

1. The Professional Standards for Elementary Education Teacher Certification have been updated for the primary grade levels by the Michigan Department of Education.
2. Professional Standards for Early Childhood Education Preschool Teaching have been established by the Michigan Department of Education.
3. The title of the proposed major and concentration areas will now match the Department of Education designation of the subject content area.
4. The title of the proposed major and concentration areas will now match the degree name at peer institutions.
5. The Bachelor of Arts degree is more appropriate for the Elementary Education Teacher Certification students than a Bachelor of Science.
6. Human Development and Family Studies has eliminated one course and added one course to meet the new Early Childhood Education standards.

As you will notice, the degree program for Child Development Elementary Education Teacher Certification program is 127 credits. The MSU College of Education chose option 1 for their submission of the Teacher Certification program paperwork to the Michigan Department of Education. This option allows the MSU Teacher Preparation Program to maintain its high standards for the teacher preparation program, but also give students a defined teachable major or subject area in the elementary grade levels. Within option 1 this allows the Department of Human Development and Family Studies to offer a State recognized Child Development minor within the major of Child Development along with the Elementary Education Teacher Certification. This also allows Human Development and Family Studies to reduce the number of major courses required because the College of Education increased the number of credits in the Planned Program, based on State of Michigan parameters, to include health, fitness, families and poverty. This will allow a deepening knowledge of these issues for students while meeting the Michigan Department of Education standards for Teacher Preparation.

Human Development and Family Studies has worked closely with the College of Education, the Department of Teacher Education, the Associate Dean in the College of Social Science and the Student Affairs Office in the College of Social Science to look at options to reduce the number of credits in the Child Development Elementary Education Teacher Certification concentration.

The College of Social Science has agreed to waive the College of Social Science requirements based on the depth and breadth of the Teacher Preparation Program along with the Teachable Major coursework to assist in reducing the number of credits. It is also suggested that IAH A (Integrative Studies in Arts and Humanities) be allowed to use an alternative track of History 202 (US History to 1876) to further reduce the number of credits.

This high-need area in early childhood education is comparable to a professional school degree. While meeting the requirements of the University, Child Development Elementary Education Teacher Certification concentration majors must meet the requirements for the Teacher Preparation program

identified by the Michigan Department of Education. Graduates will earn a Bachelor of Arts Degree in Child Development, an Elementary Education Teaching Certificate, and a Teachable Major by choosing this degree program.

The Professional Standards for Elementary Education Teacher Certification have been updated for the primary grade levels by the Michigan Department of Education.

In September 2008 the new standards for the Early Childhood Education Endorsement were approved and the Human Development and Family Studies curriculum must be updated to address these changes "to continue to offer programs" in Early Childhood Education as stated in the State of Michigan document from September 2008. The concentration in Elementary Education Teacher Certification will require students to apply to and be accepted by the College of Education in their sophomore year.

Students who major in Child Development with a concentration in Elementary Education Teacher Certification will complete the requirements for a Michigan Elementary Education Teacher Certification, complete an Integrated Teachable Major and earn an Early Childhood Education Endorsement (ZA) which will be posted on their Elementary Education Teaching Certificate.

In addition, these students are recognized by the Department of Education as being highly qualified to teach young children (Kindergarten through third grade). This Early Childhood Endorsement (ZA) is attached to their Elementary Education Teaching certificate after completion of their fifth-year student teaching experience. The Child Development/Elementary Education program is recognized as a signature program in the College of Social Science.

Professional Standards for Early Childhood Education Preschool Teaching have been established by the Michigan Department of Education.

In September 2008 the new standards for Preschool Teachers were approved by the State of Michigan and the Human Development and Family Studies curriculum must be updated to address these changes. The Preschool Teaching in an Early Childhood Setting Concentration area does not require admission to the College of Education. However, these students will be recognized by the Michigan Department of Education as being highly qualified to teach in preschool, childcare centers and Head Start settings. The Dean in the College of Social Science will receive a letter from the State of Michigan stating that students who complete the Child Development Preschool Teaching Concentration will be eligible to teach in preschool and early childhood settings, and are recognized by the Department of Education, Office of Early Childhood and Family Services, as having completed the necessary and identified coursework to work in a licensed childcare center, preschool, Head Start facility or other agency working with young children.

The need for early childhood professionals with a bachelor's degree continues to grow. While these professionals do not require a State of Michigan Elementary Education Teacher Certification they are now being required to have a four-year degree. Examples of state and federal program changes and requirements that support this change are listed below:

- As noted by the Michigan Department of Education, Office of Early Childhood and Family Services, changes in the federal and state requirements for professionals who teach and care for young children will "require a larger cadre of professionals with a bachelor's level preparation." These professionals will be required to have the knowledge and skills necessary to work not only with young children, but also their families (Michigan Department of Education; Office of Early Childhood Education and Family Services Memorandum dated April 7, 2008).

- The Michigan State Board of Education's Early Childhood Standards of Quality for Infant and Toddler Programs indicate that the lead caregiver have, at a minimum, a bachelor's degree (or higher) in early childhood education, child development, nursing or other child-related field. In addition, its Early Childhood Standards of Quality for Prekindergarten indicated that teachers have, at a minimum, a bachelor's degree (or higher) in early childhood education or child development (Michigan Department of Education's Early Childhood Standards of Quality for Infant and Toddler Programs:

http://www.michigan.gov/mde/0,1607,7-140-6530_6809-151241--,00.html).

- The US Department of Health and Human Services Office of Head Start is implementing changes to its federal grantees. "By September 30, 2013 at least 50% of Head Start teachers nationwide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-aged children (US Department of Health and Human Services; Office of Head Start Memorandum ACF-IM-HS-08-12 dated August 19, 2008).

Lastly, the demand for professionals with a major in early childhood education is projected to continue to rise. In fact, early childhood education is included in the fastest growing industry super-sector jobs tracked by the US Department of Labor's Bureau of Labor Statistics. Specifically, employment of preschool and childcare workers is expected to increase between 12 and 18 percent by 2016 (2008-09 Edition of the Occupational Outlook Handbook).

The title of the proposed major will now match the Department of Education designation of the subject area and the degree name at peer institutions.

In consultation with members from the College of Education, Associate Dean Cassandra Book, Dr. Michael Sedlak, Dr. Susan Dalebout, Dr. Suzanne Wilson, Chairperson of Teacher Education, and Joella Cogan, Lead Advisor it was suggested that the content area of early childhood education be placed in one easily recognizable major. The Child Development Elementary Education Teacher Certification and Preschool Teaching in an Early Childhood Setting concentrations titles now match the State of Michigan Department of Education's titles and that of peer institutions. Rather than preschool teaching being housed under the Family Community Services major it will be easily found by students.

Nationally, the Department is recognized as having a premier early childhood education program. Cornerstones of the program are the two nationally accredited child development laboratories that have been providing exemplary programming for children for over 80 years. Both Child Development Laboratories are accredited by the National Association for the Education of Young Children (NAEYC). The combining of the two concentrations will allow for more visibility for prospective students, and students in both concentrations will continue to take coursework and participate in the Child Development Laboratories.

The Bachelor of Arts degree is more appropriate for the Elementary Education Teacher Certification students than a Bachelor of Science.

The Child Development Elementary Education Teacher Certification is currently a Bachelor of Science, yet over 90% of the students choose the teachable major of Language Arts or Social Studies. This change (from BS to BA) more accurately reflects the need for curriculum in the early years. Children in the early years are learning to read and write and learning about the world around them. Based on the percentage of students in the Language Arts and Social Studies teachable majors, this change accurately reflects the interest area of MSU students. The Child Development, Bachelor of Science degree program will be placed on moratorium or disbanded in 2010-2011 after approval of this new major in Child Development.

Human Development and Family Studies has eliminated one course and added one course to meet the new ECE standards.

The new Early Childhood Education standards have an increased emphasis on infants, special needs children and assessment. We have incorporated many of the new standards into existing classes, and eliminated FCE/HDFS 411 (Individual Study of a Child) which was centered on unbiased observation of one child since it no longer was required. We have added HDFS 421 (Assessment of the Young Child). HDFS 421 students will learn about, use, and study the validity of and the types of misuse of various assessment tools used in public and private schools. This new course while meeting the Michigan Department of Education standards, will also better prepare our students to work with children and their families.

b. Rationale for offering the program at MSU

MSU is the location of our extant faculty and facilities.

c. Rationale for the program housed in the primary administrative unit.

The Human Development and Family Studies Department is the relevant academic unit for administering the major.

d. Educational objectives of the program and their relationship to those of the college and University.

Human Development and Family Studies has a long history at Michigan State University with research and outreach related to children and their families. The two Child Development Laboratories have provided teaching, community service and research to many stakeholders on and off campus. We continue to support the University and the community with these updates to our curriculum.

e. Faculty who were instrumental in developing the program, and faculty who will be responsible for implementing the program.

Tenure stream and fixed term faculty in Child Development including: Holly Brophy-Herb, Ph.D., Hope Gerde, Ph.D., Lori Skibbe, Ph.D., Kathy Stansbury, Ph.D., and Claire Vallotton, Ph.D. As well as Academic Specialists in Child Development: Laurie Linscott, MA (Director of the MSU Child Development Laboratories), Trina Marks, MA, (Assistant Director of the Child Development Laboratories) and LaVelle Gipson-Tansil, MS (Instructor) and Head Teachers from the Child Development Laboratories including: Erica Colon, MA, Grace Spalding, MS, Pat Schultz, MA, Matt Foster, MA, Lisa Foster, MA, Julie Brower, MS, Wan-Hsuan Lin, MA, Danielle Savory, Stacy Cook, Katie Easton, Sarah Ballenger, and Marissa Diaz. Faculty providing instruction will be the faculty who normally teach the courses on a regular, rotating basis.

In addition, the proposed program was unanimously supported and approved by the members of the Undergraduate Curriculum Committee on October 16, 2009 and by the department faculty at the October 23, 2009 Department Meeting.

f. Plan for evaluating the program. Plan for assessing student outcomes. For academic programs, indicate the learning objective goals for students and how outcomes will be assessed. Include the Outcomes Assessment Form.

Assessing Student Outcomes and Inventory of Written Statements and Plans

1. Do you have a written mission statement or statement of purpose? If yes, please attach a copy or reference where this can be found:

The Child Development major is appropriate for students interested in working with young children, birth through age eight. This degree program combines a basic education in child development and family studies, with a broad general education and preparation related to employment in early childhood education settings. Students choose a concentration in either (A) Elementary Education Teacher Certification and apply to the Teacher Preparation Program or (B) Preschool Teaching in an Early Childhood setting.

2. Do you have a written statement of intended educational outcomes describing what a student should know or be able to do when they have completed this program? Yes

Michigan Department of Education
State of Michigan Early Childhood Education Standards
September, 2008

3. Do you have a written method of assessment for measuring student outcomes? Yes

A. Student Teacher Rating Scales

Students are rated on a Likert scale ranging from a score of 3 as excellent to 0 is satisfactory and -1 is detrimental to children. Each area has several evaluation sub scores and the score in the area is averaged. Questions are related to 1.) Program planning, 2.) Program supervision, 3.) Working as a team, 4.) Program supervision, 5.) Working as a team, 6.) Large group, 7.) Assessment, 8.) Working with families, 9.) Judgment, and 10.) Professional behaviors and ethics.

Students are required to maintain a professional demeanor and dress; however this student teacher rating scale goes much farther than that. For example: for program planning students are rated on the ability to successfully plan back up activities and how do they demonstrate this, by providing written activities, writing plans and/or having the plans in place in advance. Program supervision includes addressing problems in the classroom as they arrive in a timely manner, demonstrating successful transitions and establish a safe, comfortable and secure environment for children. Working as a team means that they are able to give and receive feedback, completing duties, asking questions and implementing routine tasks. Large Group ratings are dependent on planning, varying activities, presenting accurate information and keeping children's attention. The Assessment Area is rated on ability to use anti-bias and authentic with regard to recording and observing behaviors, and maintaining integrity.

B. Michigan Tests for Teacher Certification (MTTC)

MTTC tests require that each teaching candidate pass a Basic Skills Test for entrance into a Teacher Preparation program, and then must successfully pass the Elementary Education Teacher test, the Teaching Major or Subject Area test and the Early Childhood Endorsement test (ZA). Consistently, the HDFS students have exceeded the statewide results. For example, in the January 2009 test of MSU Child Development students the pass rate was 100%, while only 92% passed statewide. The 253.5 scaled score of MSU students also exceeded the 247.4 statewide scaled score.

"Section 1531 of Public Act 451 (1976), as amended by Public Act 267 (1986), Public Act 282 (1992), and Public Act 289 (1995), mandates a testing program as part of Michigan's teacher certification requirements. The purpose of the tests is to ensure that each certified teacher has the necessary basic skills and content knowledge to serve in Michigan schools. The examinations of the Michigan Test for Teacher Certification (MTTC) program are the only tests that satisfy the testing requirement for teacher certification in Michigan at this time" (http://www.mttc.nesinc.com/MI14_overview.asp)

4. Does your program have a separate accreditation process? Yes

If yes, please list all accrediting agencies below:

1. Michigan Department of Education, Office of Professional Preparation Services
2. Michigan Department of Education, Child and Family Services

The Elementary Education Teacher Certification concentration must also be approved by the State Board of Education. All three accrediting bodies are housed in the Michigan Department of Education and all programs go through a rigorous approval and review process by peer institutions throughout the State of Michigan.

Assessment Methodologies

It is likely that some assessment measures are already in place in this program even if they are not identified as being part of a formal assessment plan. Listed below are some of the assessment methodologies you may be using. Indicate "A" if the method is currently being used; "B" if it is not being used but you are interested in using it; and "C" if the method of assessment does not apply to your program.

Direct Methods of Assessment

1. c Comprehensive Examinations
2. c Writing proficiency Examinations
3. c National Examinations assessing subject matter knowledge
4. c Graduate Record Exam General Test
5. c Graduate Record Exam Subject Test
6. c Certification Examinations
7. c Licensure Examinations
8. c Locally developed pre-test or post-test for subject matter knowledge
9. b Senior thesis or major project (FCE 473)
10. b Portfolio evaluation of student work
11. a Capstone courses (FCE 321, FCE 424)
12. a Audio or Video tape evaluations (Head teachers videotape students)

Indirect Methods of Assessment

1. c Comparison or benchmarking with peer institutions
2. a Job placement of graduates
3. b Employer surveys
4. a Advisory groups from your profession
5. a Graduate school acceptance rates (Career Services)
6. a Student graduation/retention rates (Office of Admissions)
7. a Exit interviews with students graduating or leaving the program

- 8. b Student satisfaction surveys
- 9. a Student course evaluations (SIRS)
- 10. b Focus group discussions
- 11. b Alumni surveys (University)
- 12. c Alumni honors, awards, achievements
- 13. a Analysis of grade distributions (Chairperson)
- 14. a Peer review of courses (Courses will be included in peer institution review)
- 15. a Peer review of program (Program will be reviewed by peer institution)
- 16. a Curriculum/syllabus analysis (Early Childhood Workgroup, FCE)
- 17. a Community service/volunteerism participation (FCE 270 service learning)
- 18. Other:

Does your program have an experiential learning component? Yes

If yes, how do you assess the student learning outcomes from that experience?

- 1. a Participate in a class designed to complement the experience
- 2. a Student journals (FCE 424 Reflection papers)
- 3. a Formal evaluation procedures from field-based supervisor
- 4. a Formal meetings between supervisor, student, and faculty
- 5. c Formal test of practical skills
- 6. Other:

Implementation Plans

1. How has your department used any of the indicators above to improve services and programs for students?

Human Development and Family Studies uses course and curriculum review by early childhood development faculty each semester to fine tune course content to meet current issues in the field. The head teachers in the Child Development Laboratories and tenure stream faculty also meet several times each semester to ensure that 1.) The Department of Education standards are being met in each class and grading is consistent, and 2.) That the "threads" of the ECE standards are imbedded in each course and build a foundation of knowledge in the area from an understanding level to competent practice. The faculty also uses Parent Feedback, attend and present at early childhood education conferences, small group discussions, professional interviews in HDFS 424, and analyze the Michigan Test for Teacher Certification results four times per year, when available.

2. When you think about developing and implementing an assessment plan, what concerns do you have?

None

g. Program description for the University catalog:

(It is suggested that this is the first undergraduate major listed in the catalog in the Human Development and Family Studies section)

UNDERGRADUATE PROGRAMS

CHILD DEVELOPMENT

This degree program combines a basic education in child development and family studies, with a broad general education and preparation related to employment in early childhood education settings. Students choose a concentration in either A. Elementary Education Teacher Certification which requires admission to the Teacher Preparation Program, or B. Preschool Teaching in an Early Childhood Setting. The Elementary Education Teacher Certification coursework prepares graduates to work in the early grades of primary schools (Kindergarten through third grade) and they meet the requirements to earn an Elementary Education Teaching Certificate (Kindergarten through fifth grade) with an Early Childhood Education Endorsement.

The Preschool Teaching in an Early Childhood Setting concentration prepares graduates to work in early childhood settings such as: Head Start and preschools, along with other child related fields, such as policy, health care or administration. Students in the Preschool Teaching in an Early Childhood Setting concentration will be required to complete an independent study experience such as study abroad, study away, experiential learning, internship or undergraduate research. The Child Development major is appropriate for students interested in working with young children, birth through age eight.

Requirements for the Bachelor of Arts Degree in Child Development

1. The University requirements for bachelor's degrees as described in the Undergraduate Education section of this catalog; 120 credits minimum, including general elective credits, are required for the Bachelor of Arts degree in Child Development with an Elementary Education Teacher Certification concentration. The typical number of credits for most graduates of this major in the Elementary Education Teacher Certification concentration will be approximately 127 credits for those students who choose language arts, but would be less for the math teaching major.

The University requirements for bachelor's degrees as described in the Undergraduate Education section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Child Development with a Preschool Teaching in an Early Childhood Setting concentration.

2. Students in the Child Development major with the Elementary Education Teacher Certification concentration referred to in #5 are not required to complete the College of Social Science college requirements as described under the heading Graduation Requirements for the Bachelor of Arts and Bachelor of Science Degrees in the College's statement.

Students in the Child Development major with the Preschool Teaching in an Early Childhood Setting concentration referred to in #5 must complete the College of Social Science college requirements as described under the heading Graduation Requirements for the Bachelor of Arts and Bachelor of Science Degrees in the College's statement.

3. The University's Tier II writing requirement for the Child Development major is met by completing HDFS 321. This course is referenced in #4 below.

4. All of the following courses (26 credits):

HDFS 211	Child Growth & Development (3)
HDFS 320	Interaction with Children in Groups (3)
HDFS 320L	Interaction with Children - Laboratory (1)
HDFS 321	Curriculum for Children (W) (3)
HDFS 321L	Curriculum for Children - Laboratory (1)
HDFS 322	Infant Development and Program Planning (3)
HDFS 421	Assessment of the Young Child (3)
HDFS 424	Student Teaching in an Early Childhood Program (6)
CEP 240	Diverse Learners in Multicultural Perspective (3)

5. One of the following two concentrations:

A. Elementary Education Teacher Certification

The Elementary Education Teacher Certification concentration is designed for those who plan to teach Kindergarten through fifth grade. Students must apply and be admitted to the Teacher Preparation program.

Refer to the statement on TEACHER CERTIFICATION in the Department of Teacher Education section of this catalog.

Completion of an Integrated Teaching Major in Language Arts or Social Studies or other pre-approved major. Refer to the statement on TEACHER CERTIFICATION in the Department of Teacher Education section of this catalog.

B. Preschool Teaching in an Early Childhood Setting

1. All of the following courses (15 credits):

HDFS 145 The Individual, Marriage and the Family (3)

HDFS 414 Parenting (3)

HDFS 442 Ethnic Families in America (3)

HDFS 472 Evaluation of Human Service Programs (3)

HDFS 473 Administration of Early Childhood Programs (3)

2. One of the following courses (1-3 credits):

HDFS 490 Independent Study (1-3)

HDFS 497 Topics in Human Development and Family Studies (1-3)

SSC 490 Special Topics (1-3) *in Social Science*

See HDFS advisor for approval in intensive research based experience with children (5.B.2).

h. Location:

At Michigan State University; East Lansing campus

i. Certificate programs?

Not applicable

j. Other Information:

Sample plans for both concentrations are included.

Child Development, Bachelor of Arts**Sample Plan for Elementary Education Teacher Certification****Integrated Teaching Major in Language Arts (LA)**

	Fall	Spring
1st year	ISS 200 level (4)	WRA 110-195H (4)
	HDFS 211 (3)	TE 150 (3)
	MTH 201 (3)	MTH 202 (3)
	ENG 203 (LA) (3)	LIN 200 (LA) (3)
	CEP 240 (3) instead of TE 250	COM 100 (LA) (3)
	16	16
2nd year	ISB 200 level (3)	ENG 226 (LA) (3)

	ISB 200L level (2)	ISP 200 level (3)
	IAH A (4)	IAH 241a, c, or e (4)
	STA 110 (LA) (3)	JRN 108 (LA) (3)
	HST 202 (4)	ENG 344 (LA) (3)
	16	16
3rd year	HDFS 320 (3)	HDFS 321 (3)
	HDFS 320L (1)	HDFS 321L (1)
	SME 301 (3)	TE 301 (4)
	GEO 330 (3)	ENG 353 (LA) (3)
	ENG 404 (LA) (3)	TE 348 (LA) (3)
	HDFS 421 (3)	KIN 121 (3)
	16	17
4th year	TE 401 (5)	HDFS 424 (6)
	LIN 471 (LA) (3)	TE 402 (6)
	ISS 300 level (4)	HDFS 322 (3)
	ENG 406 (LA) (3)	
	15	15

=127 total credits

Child Development, Bachelor of Arts

Sample Plan for Preschool Teaching in an Early Childhood Setting

	Fall	Spring
1st year	ISS 200 level (4)	WRA 110-195H (4)
	HDFS 211 (3)	HDFS 145 (3)
	MTH 110 (5)	Natural Science (3)
	Social Science (3)	Social Science (4)
	15	14
2nd year	ISB 200 level (3)	Social Science (3)
	ISB 200L level (2)	ISP 200 level (3)
	IAH A (4)	IAH B (4)
	Social Science (3)	Social Science (3)
	Elective (3)	Elective (3)
	15	16
3rd year	HDFS 320 (3)	HDFS 321 (3)
	HDFS 320L (1)	HDFS 321L (1)
	Arts/Letters (3)	HDFS 322 (3)

	ISS 300 level (4)	HDFS 414 (3)
	HDFS 421 (3)	Arts/Letters (3)
		Research credit (3)
	14	16
4th year	HDFS 424 (6)	HDFS 472 (3)
	HDFS 473 (3)	HDFS 449 (3) or CEP 240 (3)
	Elective (3)	HDFS 442 (3)
	Social Science (3)	Natural Science (3)
		Arts/Letters (3)
	15	15

=120 total credits

16. Are there admissions requirements for this program?:

Grade or grade-point average requirements and if so in which course(s), portfolio requirement, audition, essay, etc. If there are not admission requirements other than those required by the University policy indicate "none".

none

DEPARTMENT LEVEL APPROVAL STATUS

Approved: Department of Human Development and Family Studies
12/15/2009 10:07:51 AM by Karen Mills for Karen Wampler, Chairperson

COLLEGE LEVEL APPROVAL STATUS

Approved: College of Social Science
12/15/2009 11:11:11 AM by Jeanne Kalin for Thomas Summerhill, Acting Associate Dean

~~DEPARTMENT of
FAMILY and CHILD
ECOLOGICAL~~ HUMAN DEVELOPMENT and
FAMILY STUDIES

Karen Smith Wampler, Chairperson

This department provides the substantive and organizational structure for programs in which the interrelationships among individuals, families and the near environment are most fully implemented. Providing general and professional education for environmental understanding through the study of family ecosystems is a major function of the department. Assuring quality of life as well as survival in a limited physical environment is an urgent goal. Requisite to achievement of this goal is learning to manage essential resources, both human and material, in a manner that enhances the mutually sustaining relationships that couple humans with the environment.

The department encompasses several subject-matter areas. Courses in child development are concerned with the developing individuals within the family from prenatal life through adolescence, and with early childhood education and links to teacher certification. Opportunities are available for the student to study and observe children of various ages, to assist in teaching in the child development laboratories and to gain some understanding of the dynamic process of physical, psychological, social and intellectual development throughout the life span of the individual and his or her family. Courses in the family area are designed to help students understand the structure and function of families and to deepen their understanding of human relations in families.

The department is the administrative unit for interdisciplinary and interdepartmental programs which prepare students for family-community educational and social action professions and programs such as teaching in early childhood in the private sector, urban and rural extension, and social service in non-governmental agencies.

UNDERGRADUATE PROGRAMS

Insert (A)

CHILD DEVELOPMENT

This program combines a basic education in human ecology and a broad general education with preprofessional preparation related to employment in early childhood education centers, Headstart, kindergartens, and early elementary grades in schools. It is especially appropriate for the student interested in working with children of pre-primary and early elementary ages.

To meet the Michigan State Board of Education standard, students in the Bachelor of Science degree program with a major in child development are required to satisfy the State requirements for a teaching major in language arts or social studies; those requirements are included in the requirements for the concentration in language arts or social studies. Students who complete the requirements for the concentration are *not* required to complete an approved disciplinary minor for teacher certification.

of Michigan

Bachelor of Arts

CHILD DEVELOPMENT

The Bachelor of Arts in Child Development degree program combines a basic education in child development and family studies with a broad general education and preparation related to employment in early childhood education settings. Students will choose either a concentration in Elementary Education Teacher Certification, which requires admission to the teacher preparation program, or a concentration in Preschool Teaching in an Early Childhood Setting.

Elementary Education Teacher Certification course work prepares graduates to work in the early grades of primary schools, kindergarten through third grade and to meet the requirements to earn an Elementary Education Teaching Certificate (kindergarten through fifth grade) with an Early Childhood Education Endorsement.

The Preschool Teaching in an Early Childhood Setting concentration prepares graduates to work in early childhood settings such as Head Start and preschools and in other child-related fields such as policy, health care, or administration. Students in the Preschool Teaching in an Early Childhood Setting concentration will be required to complete an independent study experience such as study abroad, study away, experiential learning, internship, or undergraduate research. The child development major is appropriate for students interested in working with young children, birth through age eight.

Requirements for the Bachelor of Arts Degree in Child Development

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Child Development. Students pursuing the Elementary Education Teacher Certification concentration will be required to complete more than 120 credits.

The University's Tier II writing requirement for the Child Development major is met by completing Human Development and Family Studies 321. This course is referenced in item 3. a. below.

2. The requirements of the College of Social Science for the Bachelor of Arts degree *except* for students pursuing the Elementary Education Teacher Certification concentration.
3. The following requirements for the major:

			CREDITS
a.	All of the following courses (26 credits):		
	CEP 240	Diverse Learners in Multicultural Perspective	3
	HDFS 211	Child Growth and Development	3
	HDFS 320	Interaction with Children in Groups	3
	HDFS 320L	Interaction with Children – Laboratory	1
	HDFS 321	Curriculum for Children (W)	3
	HDFS 321L	Curriculum for Children – Laboratory	1
	HDFS 322	Infant Development and Program Planning	3
	HDFS 421	Assessment of the Young Child	3
	HDFS 424	Student Teaching in an Early Childhood Program	6

- b. One of the following concentrations:
Elementary Education Teacher Certification
 Completion of an Integrated Teaching Major in Language Arts or Social Studies. Students who wish to take the Integrated Teaching Major in Integrated Science for Elementary Education Teacher Certification may do so and must contact their advisor. For additional information, refer to the statement on **TEACHER CERTIFICATION** in the *Department of Teacher Education* section of this catalog.

Preschool Teaching in an Early Childhood Setting

1. All of the following courses (15 credits):

HDFS	145	The Individual, Marriage and the Family	3
HDFS	414	Parenting	3
HDFS	442	Ethnic Families in America	3
HDFS	472	Evaluation of Human Service Programs	3
HDFS	473	Administration of Early Childhood Programs	3
2. One of the following courses (1 to 3 credits):
Students must seek advisor approval prior to enrolling in one of these courses.

HDFS	490	Independent Study	1 to 3
HDFS	497	Topics in Human Development and Family Studies	1 to 3
SSC	490	Special Topics in Social Science	1 to 3

Bachelor of Science