

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: CYNTHIA PARIS phone number: 831-8557

Department: HUMAN DEVELOPMENT AND FAMILY STUDIES email address: cparis @udel.edu

Date: October 27, 2009

Action: ADD GRADUATE CERTIFICATE PROGRAM
(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 None
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

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

Proposed name: GRADUATE CERTIFICATE IN PARENT EDUCATION AND FAMILY SUPPORT,
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(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")

NONE

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

Identify other units affected by the proposed changes:

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

NONE

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

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

This 15 credit post-baccalaureate program has been developed in response to unmet needs in the state and region for post-baccalaureate professional growth opportunities for professionals working with families in a wide variety of settings including preschools, day care centers, after school programs, hospitals, home visiting programs, child life and community programs, as well as public welfare and family service agencies that serve children from infancy through adolescence. It will provide students with training and practice in designing, facilitating, and evaluating educational and community based programs, who engage in prevention work with children and their families, and who want to enhance their interpersonal relations and family support skills.

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.)

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | GRADUATE CERTIFICATE IN PARENT EDUCATION AND FAMILY SUPPORT |
| | HDFS 621 Family Studies I or HDFS 647 Family Partnerships in Early Childhood Education 3 |
| | HDFS 627 Parenting Through the Lifespan 3 credits |
| | HDFS 630: Family Life Education 3 |
| | HDFS 641 Infants, Toddlers & Families: Development and Programming or HDFS 601 Human Development or HDFS 860 Cultural Diversity & Families 3 |
| | HDFS 646 Infant & Early Childhood Mental Health or HDFS 665 Youth at Risk 3 |
| | TOTAL 15 |

ROUTING AND AUTHORIZATION:

(Please do not remove supporting documentation.)

Department Chairperson  Date 11/18/09

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

PROPOSAL

1. Academic Program Approval Form

(attached)

2. Resolution for the Faculty Senate Agenda (if a resolution is required)

(none required)

3. Curriculum listing in the proper format for the Undergraduate and Graduate Catalog, including fulfillment of University, college and departmental requirements.

Graduate Certificate in Parent Education and Family Support

Telephone: (302) 831-8557

Faculty Listing: <http://www.hdfs.udel.edu/content/faculty>

The Department of Human Development and Family Studies Graduate Certificate Program in **Parent Education and Family Support** provides professionals working parent education and agencies providing family support with skills and knowledge in the areas of family theory, development across the lifespan, parenting, working in partnership with families, risk and resilience in children and youth, family life education.

Requirements for Admission

Admission to the Graduate Certificate Program in **Leadership in Early Childhood and Human Services** requires a BA or BS degree and career goals or experience consistent with the goals of the program. Qualifications of each applicant are assessed on the basis of a record of success in undergraduate work and potential for success in graduate-level work or demonstrated success in graduate work. Review of applications and admission are conducted on a rolling basis.

Admission into the Graduate Certificate Program can occur after enrolling in graduate courses.

Requirements are listed below:

| | |
|--------------------------------------------------------------|-----------|
| HDFS 621 Family Studies I | |
| or HDFS 647 Family Partnerships in Early Childhood Education | 3 credits |

| | |
|-----------------------------------------|-----------|
| HDFS 627 Parenting Through the Lifespan | 3 credits |
|-----------------------------------------|-----------|

| | |
|---------------------------------|-----------|
| HDFS 630: Family Life Education | 3 credits |
|---------------------------------|-----------|

| | |
|--------------------------------------------------------------------|-----------|
| HDFS 641 Infants, Toddlers & Families: Development and Programming | |
| or HDFS 601 Human Development | |
| or HDFS 860 Cultural Diversity & Families | 3 credits |

| | |
|-------------------------------------------------|-----------|
| HDFS 646 Infant & Early Childhood Mental Health | |
| or HDFS 665 Youth at Risk | 3 credits |

TOTAL: 15 credits

Successful completion of this Graduate Certificate Program requires five 3-credit graduate

courses with a minimum grade of B- in all courses.

Students will be expected to complete this program within 4 years.

I. DESCRIPTION

This statement should describe the proposed course of study that can be used as the basis of subsequent program reviews. The description also should focus on the knowledge, values, skills and other learning outcomes that program graduates will be expected to have acquired. A description of how the learning outcomes will be assessed including benchmarks for success should also be provided.

This 15 credit hour **Graduate Certificate in Parent Education and Family Support** has been developed to meet needs in the state and region for post-baccalaureate professional growth opportunities for professionals working to support families and their children.

This certificate will prepare professionals involved in the fields of parent education and family support. Given the range of career opportunities and foci, options are built into the program to allow students to tailor their program to meet their career goals while meeting all learning objectives in this Graduate Certificate Program. Students will select one course from each of three categories: Family, Development and Diversity across the Lifespan, and Risk Factors. All students will take the required course in Parenting and Family Life Education. All courses in this program are based on an ecological perspective on family, family strengths, and community-based program delivery.

All courses in this Graduate Certificate Program are part of the existing Masters Degree in Human Development and Family Studies. This Certificate Program has been structured to provide working professionals with opportunities for challenging graduate level work closely tied to their work in the community and, if they choose, to apply for admission to the MS Program in Human Development and Family Studies. Ease of entry into the MS program is made possible by including courses in this Graduate Certificate Program that fulfill both Core Requirements and Interest Electives in the MS Program. Structured in this way, the Graduate Certificate Program meets the needs of practicing professionals for high quality professional development and provides an entry into a Masters Degree for those who may not have otherwise considered pursuing a graduate degree.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| FAMILY HDFS 621 Family Studies I <i>or</i> HDFS 647 Family Partnerships in Early Childhood Education | 3 credits |
| PARENTING HDFS 627 Parenting Through the Lifespan | 3 credits |
| FAMILY LIFE EDUCATION HDFS 630: Family Life Education | 3 credits |
| DEVELOPMENT AND DIVERSITY ACROSS THE LIFESPAN HDFS 641 Infants, Toddlers & Families: Development and Programming <i>or</i> HDFS 601 Human Development <i>or</i> HDFS 860 Cultural Diversity & Families | 3 credits |
| RISK FACTORS HDFS 646 Infant & Early Childhood Mental Health | 3 credits |

| | |
|---------------------------|------------|
| or HDFS 665 Youth at Risk | |
| TOTAL | 15 credits |

Learning objectives for all students completing this program follow:

FAMILY

- Students will gain knowledge of family theory
- Students will gain knowledge and skill in family strengths and assessment
- Students will gain knowledge, skill and dispositions required to work in partnership with families

PARENTING

Students will gain knowledge in key dimensions of parenting that support healthy child and family development

Students will learn about the stresses and challenges of caring for typically developing children as well as those with disabilities.

Students will understand diversity as it relates to parenting and parent interventions

Students will learn about parent-child assessment techniques and methods

FAMILY LIFE EDUCATION

Students will learn different methods and formats for providing family life education, including prevention, promotion, education, and supportive services.

DEVELOPMENT AND DIVERSITY ACROSS THE LIFESPAN

- Students will gain knowledge of theories of human development
- Students will gain understanding of the impacts of class, culture, gender and other diversities on human development
- Students will gain knowledge and understanding of family structures and relationships as contexts of development

RISK FACTORS

Students will learn about individual, community, and societal risk factors that compromise healthy development.

Students will learn about protective factors that can support families experiencing significant risks.

Students' achievement of these learning outcomes will be assessed during and at completion of each course. In keeping with the applied nature of this program, the majority of assessments within these courses will measure application of knowledge and skills in community settings. Students must earn at least a B- in each course in order for it to be counted toward completion of the Graduate Certificate Program.

II. RATIONALE AND DEMAND

A. Institutional factors.

- 1. Explain how the proposed program is compatible with the Academic Priorities of the University.**

The Graduate Certificate in Parent Education and Family Support addresses the priority of the University of Delaware Path to Prominence Excellence in Professional Education to respond to societal needs in the area of early education and human services in partnership with

the Delaware Institute for Excellence in Early Childhood (DIEEC).

The Certificate establishes a professional educational program that in an area where there is great societal need and few existing graduate professional preparation programs.

This program is also compatible with the following Guiding Principles:

- Delaware First: This program will provide *access to top-quality education* to those providing services to families *to the benefit the greater Delaware community* by increasing the knowledge and skill base of these professionals.
- Engagement and Impact: Increasing the quality of programs and services to young children and families is among the most *compelling social challenges of our age*. With renewed attention at the federal level and in states across the nation, this program will help *place the university among other leading universities* who are responding with innovative academic programs to address the pressing need to improve the quality of services to poorly served and vulnerable populations.

2. Describe the planning process which resulted in the development and submission of this proposal.

The proposal was developed by HDFS faculty, most of whom teach and conduct research areas related to human services and families. The proposal was approved by the entire HDFS faculty.

3. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.

By structuring the Graduate Certificate Program to include only courses that are part of the MS Program in Human Development and Family Studies, this program will increase enrollments in these courses and, where students elect to apply and are admitted to the MS program, increase enrollments in the MS program. In either case, the MS program is strengthened by the addition of this Graduate Certificate Program.

4. Describe how the proposed curricula would more fully utilize existing resources.

All courses in this Graduate Certificate Program currently exist and faculty are available to teach them.

B. Student demand

1. Describe how enrollment projections have been derived.

While many professionals work with parents and families, there are few training programs that explicitly focus on education and prevention. Increasingly professionals trained in deficit oriented and treatment models are asked to deliver parent education and support programs without the appropriate training. This program will attract professionals with both undergraduate as well as graduate degrees. Given that there is no similar program in the Mid-Atlantic area, we anticipate that there will be sufficient number of professionals to support the success of the program.

Show estimated credit hours to be generated, number of new majors, and number of program graduates.

We anticipate admitting at least six students into this program each year and that each will take

6-9 credits per year.

Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.

This Graduate Certificate Program can serve as an entry point into the existing MS Program in Human Development and Family Studies. Participants in the Graduate Certificate program can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. Upon admission into the MS program, all 15 credits will count toward the MS degree. The MS in HDFS has concentrations in Early Childhood Education, Leadership in Nonprofit Administration, and Family Support. By building upon existing coursework, the Certificate does not require new courses or resources.

2. State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.

Target audiences for this program are working professionals who want to increase their knowledge and skills in working with parents and families. The program is designed to meet the needs of currently employed professionals who wish to maintain professional standing by completing required professional development hours and/or advance in their profession. It will appeal those who are not currently interested in pursuing a graduate degree as well as those who already have graduate degrees but desire the focused content that this program provides.

Acknowledging the constraints of working professionals, courses in this program will be offered exclusively in evenings, summers, week-ends and in non-traditional formats including day-long sessions and online components.

C. Transferability

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

NA

D. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

In order to be awarded a Graduate Certificate, individuals must be admitted to the Graduate Certificate Program and successfully complete all 15 credit hours of required courses.

Admission into the Graduate Certificate Program can occur after enrolling in courses in the Graduate Certificate Program at any time prior to completion of 6-9 credit hours.

E. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective. In such cases, describe the audience and unique career paths.

NA

F. Regional, state, and national factors

- 1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.**

No comparable programs exist in the Mid-Atlantic area at the graduate level in terms of quality of content and cohesiveness of program.

- 2. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of delivery and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements**

There is no regional accrediting organization in this academic area. The framework of family life education of the National Council on Family Relations was incorporated in this Certificate.

A. Describe other strengths

- 1. Describe any special features which convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)**

This Graduate Certificate Program is the only program in the state and region that provides post-baccalaureate professional growth opportunities for professionals working in programs providing parent education and family support. The program focuses on prevention and family strengths in contrast to a treatment and deficit orientation.

Coursework that blends theory and practice, options to tailor course selection to students' particular professional experiences and goals, and flexibility in scheduling and format directly address the needs of practicing professionals while also providing an entry point into a full Masters Degree program for those who may not have otherwise considered applying.

The interdisciplinary faculty in HDFS brings multiple perspectives, extensive research and community involvement in the fields of parenting and family support.

- 2. Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various**

parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

NA

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

NA

Admission Requirements

1. Describe the criteria for selecting among applicants.

Applicants to this Graduate Certificate Program must have successfully completed a BS or BA in a field related to the applicant's area of interest. In addition, applicants must provide a statement of interest, career objectives and prior related experience.

College transcripts will be evaluated for indicators of future academic success and written statements assessed for compatibility of interests and goals with program goals.

Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. All 15 credits in the Graduate Certificate Program can then be applied to the MS degree.

2. Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from with the University.

NA

3. Attach any Retention Policy that might apply and provide rationale for this policy.

Participants must earn a minimum grade of B- in all courses leading to the Graduate Certificate.

B. Student Expenses and Financial Aid

1. Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

College of Education & Public Policy Delaware Graduate Scholarships are available to Delaware residents and employees of state and local government in Delaware.

IV. CURRICULUM SPECIFICS

A. Institutional Factors

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

Graduate Certificate in Parent Education and Family Support

B. Describe the curriculum

1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

This program requires 15 credit hours. Three credits are required in each of the following content areas: Family, Staff Development, Program Administration, Diversity Across the Lifespan, Curriculum.

Fieldwork may be embedded in many of the courses; no separate credit-bearing field experiences are required.

2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| FAMILY HDFS 621 Family Studies I <i>or</i> HDFS 647 Family Partnerships in Early Childhood Education | 3 credits |
| PARENTING HDFS 627 Parenting Through the Lifespan | 3 credits |
| FAMILY LIFE EDUCATION HDFS 630: Family Life Education | 3 credits |
| DEVELOPMENT AND DIVERSITY ACROSS THE LIFESPAN HDFS 641 Infants, Toddlers & Families: Development and Programming <i>or</i> HDFS 601 Human Development <i>or</i> HDFS 860 Cultural Diversity & Families | 3 credits |
| RISK FACTORS HDFS 646 Infant & Early Childhood Mental Health <i>or</i> HDFS 665 Youth at Risk | 3 credits |
| TOTAL | 15 credits |

The sequence and timeline for completion (up to 4 years) will be determined by the student in consultation with the Coordinator of Certificate Programs.

3. Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.

NA

- 4. In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.**

NA

V. RESOURCES AVAILABLE

A. Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

None will be needed as this program will utilize collections and services already in use by HDFS MS and PhD programs.

B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

Coordinator of Certificate Programs, Dr, Cynthia Paris <http://www.hdfs.udel.edu/staff-bios/cynthia-paris>

Faculty: <http://www.hdfs.udel.edu/content/faculty>

C. External Funding

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

None

VI. RESOURCES REQUIRED

A. Learning Resources

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

Essential resources are in place. Additional resources to develop more hybrid and fully-online delivery formats would permit the program to extend its reach to more potential students.

B. Personnel Resources

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

None needed.

C. Budgetary Needs

Attach an accounting of budgetary needs.

None needed.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Describe how the curriculum will be implemented.

The Graduate Certificate in Parent Education and Family Support will begin implementation in the fall semester of 2010. Admitted Graduate Certificate students will join MS students in courses offered each semester.

B. Assessment Plan

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

Learning outcomes for this Graduate Certificate Program will be assessed at the course level through the use of assessments of knowledge application in field-based projects, case studies and workplace action research. A minimum grade of B- must be achieved in all courses.

The Coordinator of Certificate Programs will maintain records of students' performance on the program learning outcomes in each course and use this data to inform selection of subsequent courses and retention in the program.

Following completion of the Graduate Certificate Program, surveys of program completers' self-assessment against the program learning outcomes.