New Program Proposal

Date Submitted: 11/07/19 10:36 am

Viewing: CDSV-M : Child Services Minor

Last edit: 11/08/19 5:00 pm
Changes proposed by: nsimkin

Submitter: nsimkin
User ID: nsimkin
Phone: 575-4307

Program Status: Active
Academic Level: Undergraduate
Type of proposal: Minor
Select a reason for this new program: Adding New Minor
Effective Catalog Year: Fall 2020

College/School Code: Bumpers College of Agricultural, Food, and Life Sciences (AFLS)
Department Code: Department of Human Environmental Sciences (HESC)
Program Code: CDSV-M
Degree: Minor
CIP Code:

In Workflow
1. AFLS Dean Initial
2. Director of Program Assessment and Review
3. Registrar Initial
4. Institutional Research
5. HESC Chair
6. HESC Curriculum Committee
7. AFLS Faculty
8. AFLS Dean
9. Global Campus
10. Provost Review
11. University Course and Program Committee
12. Faculty Senate
13. Provost Final
14. Provost's Office--Notification of Approval
15. Registrar Final
16. Catalog Editor Final

Approval Path
1. 11/07/19 2:47 pm
   Lona Robertson (ljrobert): Approved for AFLS Dean Initial
2. 11/08/19 5:00 pm
   Alice Griffin (agriffin): Approved for Director of Program

https://nextcatalog.uark.edu/programadmin/
19.0708 - Child Care and Support Services Management.

Assessment and Review
3. 11/12/19 4:02 pm
Lisa Kulczak (lkulcza): Approved for Registrar Initial
4. 11/12/19 4:05 pm
Gary Gunderman (ggunderm): Approved for Institutional Research
5. 11/12/19 4:09 pm
Betsy Garrison (megarris): Approved for HESC Chair
6. 11/12/19 4:12 pm
lapple: Approved for HESC Curriculum Committee
7. 11/15/19 5:54 pm
Michael Thomsen (mthomsen): Approved for AFLS Faculty
8. 11/18/19 7:40 am
Lona Robertson (ljrobert): Approved for AFLS Dean
9. 11/18/19 8:49 am
Suzanne Kenner (skänner): Approved for Global Campus
10. 11/18/19 9:58 am
Terry Martin (tmartin): Approved for Provost Review
Program Title
Child Services Minor

Program Delivery
Method
Online/Web-based

Is this program interdisciplinary?
No

Does this proposal impact any courses from another College/School?
No

What are the total hours needed to complete the program?
15

On-line/Web-based Information

Reason for offering
Web-based Program
Students are able to complete the CDSV minor using only online courses which will better serve professionals in the field of child life or other careers that serve vulnerable children.

Maximum Class Size for Web-based Courses
50

Course delivery mode

<table>
<thead>
<tr>
<th>Method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
</tr>
</tbody>
</table>

Class interaction mode

<table>
<thead>
<tr>
<th>Method(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Bulletin Boards</td>
</tr>
</tbody>
</table>

Percent Online
100% with No Required Campus Component

Provide a List of Services Supplied by Consortia Partners or
Outsourced Organization

None

Estimate Costs of the Program over the First 3 Years

Program utilizes courses already being offered. No additional costs required

List Courses Taught by Adjunct Faculty

Upload Memorandum of Understanding Forms (if required)

Program Requirements and Description

Requirements

Minor in Child Services (CDSV-M)

This minor is open to all University of Arkansas students.

Required Courses: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 1403</td>
<td>Life Span Development</td>
</tr>
<tr>
<td>HDFS 2433</td>
<td>Child Development</td>
</tr>
<tr>
<td>HDFS 3463</td>
<td>Course HDFS 3463 Not Found</td>
</tr>
<tr>
<td>HDFS 4313</td>
<td>Building Family and Community Relationships</td>
</tr>
<tr>
<td>HDFS 4353</td>
<td>Course HDFS 4353 Not Found</td>
</tr>
</tbody>
</table>

Total Hours 15

8-Semester Plan

Program Costs

No additional resources needed

Library Resources

No additional resources needed

Instructional Facilities
No additional resources needed

Faculty Resources
No additional resources needed

List Existing Certificate or Degree Programs that Support the Proposed Program

<table>
<thead>
<tr>
<th>Program Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Number 1:</td>
</tr>
<tr>
<td>Students will know and be</td>
</tr>
<tr>
<td>able to critically analyze</td>
</tr>
<tr>
<td>the major theories of human</td>
</tr>
<tr>
<td>development from birth to</td>
</tr>
<tr>
<td>the end of adolescence.</td>
</tr>
<tr>
<td>Goal Number 2:</td>
</tr>
<tr>
<td>Students will develop a</td>
</tr>
<tr>
<td>familiarity with the</td>
</tr>
<tr>
<td>profession of Child Life and</td>
</tr>
<tr>
<td>Child Life Programming.</td>
</tr>
<tr>
<td>Goal Number 3:</td>
</tr>
<tr>
<td>Students will know and be</td>
</tr>
<tr>
<td>able to identify how the</td>
</tr>
<tr>
<td>context of families, schools,</td>
</tr>
<tr>
<td>and hospitals interact with</td>
</tr>
<tr>
<td>children’s developmental</td>
</tr>
<tr>
<td>trajectories.</td>
</tr>
</tbody>
</table>

Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1: Students</td>
</tr>
<tr>
<td>will identify</td>
</tr>
<tr>
<td>Piaget’s stages</td>
</tr>
<tr>
<td>of cognitive</td>
</tr>
<tr>
<td>development.</td>
</tr>
<tr>
<td>SLO 1.2: Students</td>
</tr>
<tr>
<td>will articulate</td>
</tr>
<tr>
<td>stages of</td>
</tr>
<tr>
<td>biological growth</td>
</tr>
<tr>
<td>through infancy,</td>
</tr>
<tr>
<td>early and middle</td>
</tr>
<tr>
<td>childhood, and</td>
</tr>
<tr>
<td>puberty.</td>
</tr>
<tr>
<td>SLO 1.3: Students</td>
</tr>
<tr>
<td>will describe</td>
</tr>
<tr>
<td>trajectories and</td>
</tr>
<tr>
<td>patterns of</td>
</tr>
<tr>
<td>emotional development throughout childhood and adolescence including theory of mind, self-esteem, self-concept, and identity development.</td>
</tr>
<tr>
<td>SLO 1.4: Students</td>
</tr>
<tr>
<td>will describe the</td>
</tr>
<tr>
<td>development of</td>
</tr>
<tr>
<td>language over the</td>
</tr>
<tr>
<td>course of infancy</td>
</tr>
<tr>
<td>and childhood, as</td>
</tr>
<tr>
<td>well as articulate</td>
</tr>
<tr>
<td>the relationship</td>
</tr>
<tr>
<td>between language,</td>
</tr>
<tr>
<td>cognitive development, and brain development.</td>
</tr>
<tr>
<td>SLO 1.5: Students</td>
</tr>
<tr>
<td>will describe and</td>
</tr>
<tr>
<td>identify processes</td>
</tr>
<tr>
<td>and patterns in</td>
</tr>
<tr>
<td>the development of</td>
</tr>
<tr>
<td>attachment through</td>
</tr>
<tr>
<td>infancy and how</td>
</tr>
<tr>
<td>those impact social</td>
</tr>
<tr>
<td>relationships through adolescence.</td>
</tr>
</tbody>
</table>
**Learning Outcomes**

| SLO 2.1: | Students will articulate how health care impacts children and families. |
| SLO 2.2: | Students will compare the role of Child Life specialist to other members of medical teams. |
| SLO 2.3: | Students will describe how the key concepts of patient-centered and family-centered care are integrated into work with medical teams. |
| SLO 2.4: | Students will know common childhood diagnoses, diseases, and reasons for pediatric admissions to hospitals. |
| SLO 2.5: | Students will compare and contrast medical-centered and recreational-centered play. |
| SLO 2.6: | Students will describe the process of certification for the profession of Child Life Specialist. |

| SLO 3.1: | Students will describe and give examples of Bronfenbrenner’s Ecological Model of human development. |
| SLO 3.2: | Students will identify parenting styles and make hypotheses about how parenting and child guidance are related to children’s language, cognitive, and socio-emotional development. |
| SLO 3.3: | Students will describe the processes of attachment and make hypotheses about how family, schools, and hospitals influence attachment processes. |
| SLO 3.4: | Students will describe temperament, personality, and the principle of goodness-of-fit for child development through infancy to the end of adolescence. |

**Description and Justification for this request**

<table>
<thead>
<tr>
<th>Description of request</th>
<th>Justification for request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal to create a new minor to be offered online to all University of Arkansas students.</td>
<td>Faculty are responding to student demand for a course of study that prepares them to work in professions that serve children and their families. The proposed minor differs from the existing HDFS minor in that it will be more focused on children and would serve students who seek to pursue a profession in the field of child life or other careers serving vulnerable children.</td>
</tr>
</tbody>
</table>

Upload attachments

Reviewer Comments

*Alice Griffin (agriffin) (11/08/19 4:59 pm)*: Changed scheduled program review date to NA. Minors are not formally reviewed.

*Alice Griffin (agriffin) (11/08/19 5:00 pm)*: Both courses in red are pending AFLS Faculty.