

**WSU Five-Year Program Review
Self-Study**

Department/Program: Child and Family Studies/Family Studies

Semester Submitted: Fall 2018

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Brief Introductory Statement

The mission of the Department of Child and Family Studies is to utilize contemporary educational practices to prepare students to become Early Childhood and Family Life Educators who respect diversity, use culturally competent practices, and apply their knowledge to create environments that enhance the lives and healthy development of adults, children, and families over the lifespan. The Family Studies (FS) major prepares graduates to be Provisionally Certified Family Life Educators, which is a certification administered by the National Council on Family Relations. The FS Program has experienced growth in majors and minors over a 5-year period. Specifically, the number of graduates has increased from 37 graduates in 2012 to 42 graduates in 2017. The average annual growth rate of Family Studies graduates has increased by 6.2% over the past five years. Correspondingly, the number of declared majors in Family Studies has increased to 145 (up from 131 in 2012). The department offers two general education courses: Human Development 1500 and Family Relations 2400. The 2400 course was first offered as a GE course in Fall Semester of 2017. The Family Studies program is responsive to workforce needs in many ways. One example is updated career advising information for students in eight key areas: Family Service Worker (agencies, DCFS), School Counseling, Marriage and Family Therapy, Case Worker in Social Services, Extension Education, Research and Education, Youth Services (YMCA, Youth Impact, etc.), and Personal Application. The FS program is highly involved with the community and has a very active advisory board containing directors and administrators from several agencies including Your Community Connection, Ogden-Weber Community Action Partnership, Cottages of Hope, Juvenile Justice Court, Center for Grieving Children, Utah Division of Child and Family Services, Catholic Community Services, Prevent Child Abuse Utah, United Way, YMCA, Hill Airforce Base, Job Corps, and the WSU Community Education Center. Further evidence of community engagement includes the Biennial Families Alive Conference which offers educational opportunities for working professionals, university students, and community members. Faculty are also highly involved with the Family Science Association and Teaching Family Science Conference (several faculty members serve as conference chairs, organization president, and journal editors). Finally, the Family Studies program operates the following programs which receive external funding to serve families in the community: The WSU Family Literacy Program and The Healthy Marriage and Relationship Education Program.

Standard A - Mission Statement

Child and Family Studies Department Mission Statement:

The mission of the Department of Child and Family Studies is to utilize contemporary educational practices to prepare students to become Early Childhood and Family Life Educators who respect diversity, use culturally competent practices, and apply their knowledge to create environments that enhance the lives and healthy development of adults, children, and families over the lifespan.

The Family Studies (FS) major prepares graduates to be Provisionally Certified Family Life Educators, which is a certification administered by the National Council on Family Relations. The FS Program has experienced growth in majors and minors over a 5-year period. Specifically, the number of graduates has increased from 37 graduates in 2012 to 42 graduates in 2017. The average annual growth rate of Family Studies graduates has increased by 6.2% over the past five years. Correspondingly, the number of declared majors in Family Studies has increased to 145 (up from 131 in 2012). The department offers two general education courses: Human Development 1500 and Family Relations 2400. The 2400 course was first offered as a GE course in Fall Semester of 2017. The Family Studies program is responsive to workforce needs in many ways. One example is updated career advising information for students in eight key areas: Family Service Worker (agencies, DCFS), School Counseling, Marriage and Family Therapy, Case Worker in Social Services, Extension Education, Research and Education, Youth Services (YMCA, Youth Impact, etc.), and Personal Application. The FS program is highly involved with the community and has a very active advisory board containing directors and administrators from several agencies including Your Community Connection, Ogden-Weber Community Action Partnership, Cottages of Hope, Juvenile Justice Court, Center for Grieving Children, Utah Division of Child and Family Services, Catholic Community Services, Prevent Child Abuse Utah, United Way, YMCA, Hill Airforce Base, Job Corps, and the WSU Community Education Center. Further evidence of community engagement includes the Biennial Families Alive Conference which offers educational opportunities for working professionals, university students, and community members. Faculty are also highly involved with the Family Science Association and Teaching Family Science Conference (several faculty members serve as conference chairs, organization president, and journal editors). Finally, the Family Studies program operates the following programs which receive external funding to serve families in the community: The WSU Family Literacy Program and The Healthy Marriage and Relationship Education Program.

The Family Studies program prepares students to be provisionally Certified Family Life Educators through a curriculum reviewed and approved by the National Council on Family Relations. The Family Studies Program curriculum is based on the standards of the National Council of Family Relations. These outcomes standards require a knowledge base and related skills in the following areas: 1) Families in Society, 2) Internal Dynamics of Families, 3) Human Growth and Development Over the Life Span, 4) Human Sexuality, 5) Interpersonal Relationships, 6) Family Resource Management, 7) Parent Education and Guidance, 8) Family Law and Public Policy, 9) Ethics, 10) Family Life Education Methodology, and one additional department standard, 11) Professional Development. The faculty engage in extensive high impact learning experiences in all courses. Examples of these practices include original research projects, community engagement experiences, interaction with grants and externally funded programs, and authentic application of learning in professional settings. We

offer course courses that stretch students academically including ethics, research methodology, diversity of families and cultures, group learning projects, presentations in the community, engagement in community projects and programs, and GENOGRAM projects. The faculty have high expectations for students while offering high levels of support and mentoring. Evidence of the effectiveness of the excellence and effectiveness of instruction includes a 98% placement of students into accredited graduate programs over the past 10 years. Literally 100's of undergraduate students have presented original research at academic conferences. Furthermore, Family Studies students have high rates of placement in employment in social service agencies and non-profit organizations serving families and children. Students indicate high levels of satisfaction with their experiences as demonstrated by growth in program and feedback from graduates, employers, graduate schools, etc.

The Family Studies program is in a healthy and strong position to continue serving the needs of students and our community. Strategic planning and ideas include the following:

- We are engaged in discussions with the Masters of Education Program to offer a specialized graduate degree in Family Life Education.
- Additional graduate courses would be developed to serve students in the potential graduate program.
- The Family Studies program is also planning on expanding the course offerings at the Davis Campus and through WSU Online.
- We are also engaged in the development of WSU General Education courses with the Math Department to offer a course in Math and Family Finance that would provide a QL designated course and a Social Science General Education designated course.
- Additional courses are being developed in Family Life Coaching, Families and Sexuality, and Survey Research Methodology.

Limitations: The limitations of the Family Studies program include dealing with the growth in majors and minors, addition of new courses, offering courses in multiple contexts, and mentoring of newer faculty members.

Each year the program completes a Moyes College of Education (MCOE) 123 Plan that looks at the past years accomplishments and plans for the next 3 years. The 123 Plans are updated yearly so that they become a rolling strategic plan.

Standard B - Curriculum

The Family Studies faculty constantly reviews curriculum and updates courses accordingly. Recently, new courses have been developed on the following topics: Middle Adult Development, US Military Families, and Advanced Skills for Family Life Educators. Furthermore, the Family Studies program developed additional courses into an online format to meet the needs of students. The Family Studies degree is offered at both the Ogden campus in the daytime and the Davis Campus in the evening. We have developed several partnerships with community agencies and organizations for student practicum and learning experiences. These partnerships were outlined previously in this report and provide a direct connection to employers for our students. To further prepare Family Studies students, they have the opportunity to participate in workshops and training to become approved instructors in parenting and relationship education curricula. For the past ten years, students have experienced a 98% acceptance rate into accredited graduate school programs (Marriage and Family Therapy, School Counseling, Social Work, Human Development and Family Studies). Graduates who pursue employment do get hired in jobs pertaining to the major. Specifically, they secure employment in the following areas: Family Service Worker (agencies, DCFS), School Counseling, Marriage and Family Therapy, Case Worker in Social Services, Extension Education, Youth services (YMCA, Youth Impact, etc.), Head Start programs, and other agencies. Upon graduation, they are eligible to become Provisionally Certified Family Life Educators through the National Council on Family Relations. Current and future demands for employment indicate continued and growing demand for those in social service and education sectors.

Family Studies Outcomes and Assessment Students in Family Studies are assessed on their competency and proficiency in 11 substance areas of the Certified Family Life Education credential. Students in the Senior Seminar course (4990B) are required to create a portfolio of all their projects, papers, and other artifacts to demonstrate their competence in each of the 11 substance areas. These portfolios are reviewed by faculty members in Family Studies and assessed on meeting competencies in 11 areas. The portfolios include student work samples, original research papers, community education activities, literature reviews, and other artifacts. In addition to the portfolio, students in Family Studies take a capstone exam in their last semester to evaluate their knowledge and mastery of the 11 content areas for Family Life Education. Outcomes show that the vast majority of students demonstrate competency in these areas. Finally, an exit interview questionnaire is administered to all graduating seniors to better understand their experiences in developing skills and competencies necessary for family life education professionals. This exit interview questionnaire was revised in the fall of 2017 (and is currently being revised) to better reflect community engaged learning experiences, undergraduate research activities, and other experiences in developing competency-based skills for Certified Family Life Educators.

Core Courses in Department/Program
CHF 1400 Marriage/Romantic Relationships
CHF 1500 SS/DV Human Development
CHF 2100 Family Resource Management

CHF 2400 SS/DV Family Relations
CHF 2990B Seminar in Family Studies
CHF 3150 Consumer Rights & Responsibilities
CHF 3350 DV Diverse Families
CHF 3400 Development in Middle Adulthood
CHF 3450 Adult Development
CHF 3550 Parenting Education
CHF 3650 Family Processes
CHF 3850 Current Research Methods in Child and Family Studies
CHF 4300 Latino Child and Family Development
CHF 4310 Understanding the Modern United States Military Family
CHF 4400 The Family in Stress
CHF 4450 Children and Families in the Medical Setting
CHF 4500 Comparative Study of Child and Adolescent Development
CHF 4520 Basic Mediation Training
CHF 4600 Family Studies Field Experiences
CHF 4650 Family Life Education Methods
CHF 4660 Advanced Skills for Family Life Education
CHF 4800 Individual Research
CHF 4830 Directed Readings
CHF 4860 Practicum
CHF 4890 Cooperative Work Experience
CHF 4920 Short Courses, Workshops, Institute Programs
CHF 4990B Senior Seminar in Family Studies

Curriculum Map

See appendix H. Grad Map

Standard C - Student Learning Outcomes and Assessment

Students in Family Studies are assessed on their competency and proficiency in 11 substance areas of the Certified Family Life Education credential. Students in the Senior Seminar course (CHF 4990B) are required to take a capstone exam in their last semester to evaluate their knowledge and mastery of the 11 content areas for Family Life Education. Outcomes show that the vast majority of students demonstrate competency in these areas. Finally, an exit interview questionnaire is administered to all graduating seniors to better understand their experiences in developing skills and competencies necessary for family life education professionals. This exit interview questionnaire was revised in the fall of 2013 to better reflect community engaged learning experiences, undergraduate research activities, and other experiences in developing competency-based skills for Certified Family Life Educators.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will be competent and proficient in the following areas that are described in more detail on pages 9-40:

- #1 Families in Societal Contexts
- #2 Internal Dynamics of Families
- #3 Human Growth and Development Over the Lifespan
- #4 Human Sexuality
- #5 Interpersonal Relationships
- #6 Family Resource Management
- #7 Parent Education and Guidance
- #8 Family Law and Public Policy
- #9 Professional Ethics and Practice
- #10 Family Life Education Methodology
- #11 Professional Development/Practicum (WSU added)

Curriculum Grid Family Studies and Student Learning Outcomes (revised February 2018) The following grid identifies courses in the Family Studies curriculum meeting the substance areas for the Certified Family Life Educator credential.

(Based in the National Council on Family Relations Substance Areas)	
#1 Families in Societal Contexts #2 Internal Dynamics of Families #3 Human Growth and Development Over the Lifespan #4 Human Sexuality #5 Interpersonal Relationships	#6 Family Resource Management #7 Parent Education and Guidance #8 Family Law and Public Policy #9 Professional Ethics and Practice #10 Family Life Education Methodology #11 Professional Development/Practicum* (*WSU added)

CFLE Content Area	CFLE-Approved Program (Abbreviated) Coursework
1. Families & Individuals in Societal Contexts	CHF 3350 - Diverse Families
2. Internal Dynamics of Families	CHF 2400 – Family Relations
3. Human Growth & Dev across the Lifespan	CHF 1500 – Human Development
4. Human Sexuality	HLTH 3500 – Human Sexuality
5. Interpersonal Relationships	CHF 1400 - Marriage as an Interpersonal Process
6. Family Resource Management	CHF 2100 – Family Resource Management
7. Parent Education & Guidance	CHF 3550 – Parent Education
8. Family Law & Public Policy	CHF 4990B – Senior Seminar in Family Studies
9. Professional Ethics & Practice	CHF 2990B – Seminar in Family Studies
10. Family Life Education Methodology	CHF 4650 - Family Life Education Methods
11. Internship/Practicum (minimum 120 hours)	CHF 4860 Practicum

STUDENT LEARNING OUTCOMES (Based on the National Council on Family Relations Substance Areas):

A Family Life Educator will have a knowledge base and related skills that address:
1. Families in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth and Development Over the Lifespan
4. Human Sexuality
5. Interpersonal Relationships
6. Family Resource Management
7. Parent Education and Guidance
8. Family Law and Public Policy
9. Professional Ethics and Practice
10. Family Life Education Methodology
11. Professional Development/Practicum

Review the worksheet document below to see all outcomes and measures that correspond with the student outcomes in Appendix G:

Course #	Learning Outcome 1	Measures of Learning Outcome 1	Learning Outcome 2	Measures of Learning Outcome 2	Learning Outcome 3	Measures of Learning Outcome 3	Learning Outcome 4	Measures of Learning Outcome 4	Learning Outcome 5	Measures of Learning Outcome 5	Learning Outcome 6	Measures of Learning Outcome 6	Learning Outcome 7	Measures of Learning Outcome 7	Learning Outcome 8	Measures of Learning Outcome 8	Learning Outcome 9	Measures of Learning Outcome 9
CHF 1400 Marriage/Romantic Relationship	A sound understanding of the development and maintenance of marriage and other interpersonal relationships	Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations	An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Textbook readings, class lecture notes, mini videos, interventions, assigned articles, in-class activities applied assignments, examinations	Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution ;	Textbook readings, class lecture notes, mini videos, assigned articles, in-class activities, applied papers, applied assignments, examinations	The capacity to relate to others with concern, respect, sincerity, and responsibility;	Textbook readings, class lecture notes, assigned articles, in-class activities, applied assignments	The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, in-class activities, examinations	The ability to recognize developmental stages of romantic relationships;	Textbook readings, class lecture notes, applied assignments, examinations	A knowledge of the impacts of personality and communication styles on interpersonal relationships.	Textbook readings, class lecture notes, mini videos, assigned articles, applied papers, applied assignments, examinations				

CHF 1500 SS DV Human Development	Understand the impact and interrelationships of the biological and psychosocial developmental domains shaping the human experience across the lifespan.	Discussions, Reviews, Exams	Know and apply the basic theories guiding the study of human development including psychoanalytic/psychosocial, cognitive/learning, systems, and humanistic theories.	Discussion, Reviews, Exams, Reality Assignments	Develop and demonstrate higher-order cognitive processes of synthesis, analysis, and evaluation in regard to understanding developmental processes and applying this understanding to understanding problems and challenges relating to human development.	Attendance, group presentation	Demonstrate the ability to use human development knowledge to understand the human experience in context across the lifespan to foster optimal development and quality of life in interpersonal and professional relationships.	Discussion, reality assignments, public education group presentation	Understand the personal, family, school, community, and cultural influences on human development through analysis and application of research, theories, and concepts.	discussions, reviews, exams, reality assignments, public education group presentation	Develop an awareness of, and appreciation for, diversity including individual, family, community, national, and cultural.	discussions, reality assignments, exams, public education group presentation							
CHF 2100 Family Resource Management	Applying financial management tools to personal situations.	In-Class Discussion, Project Assignment 2, & Unit 2 Examination	An understanding of concepts such as goals, resources, planning, decision-making, implementing.	In-class Discussion & Ch 3&4 Quiz	The clarifying of personal values	Midterm Exam	Using a time management tool	Class Activity & Participation	Practicing decision making with various models	Class Activity & Participation	The formulation of lifetime personal and family goals	In-class Discussion & Ch 3&4 Quiz	An understanding of changing family resource management concerns over the life cycle and of various concern for different family structures.	In-class discussion Tasks & Unit 2 Examination					

CHF 2400 SS DV Family Relations	Observe, describe and assess interactional dynamics within family systems.	Exam 1	Demonstrate understanding of various systems theory concepts and related theoretical approaches.	Genogram	Demonstrate a sound understanding of healthy family relationships, dynamics, and processes.	Exam #2	Attain the knowledge and skills needed to recognize diverse family contexts, life cycle stages, and family stressors.	Exam #3	Develop intervention strategies to help families be more effective and functional.	Genogram Paper	Self differentiate, observe self, and apply skills and behavior changes to personal lives and relationships.	Examinations, applied assignments, applied papers						
CHF 2990B Seminar in Family Studies	Formation of social attitudes and values	Mission statement, applied papers, applied assignments, discussions	Recognizing and respecting the diversity of values and complexity of value choice in a pluralistic society;	Applied assignments, discussions	Examining value systems and ideologies systematically and objectively	Discussions, applied assignments, supplemental readings	Understanding social consequences of value choices	Discussions, applied assignments, supplemental readings, applied papers	Recognizing the ethical implications of social and technological changes	Discussions, applied assignments, supplemental readings	Students will participate in community engaged learning opportunities to become aware of local organizations that serve the diverse families of Utah.	Service project, presentations, applied assignments	Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues, & the broader community that is reflective of professional ethical standards and practices;	Mission statement, discussions, interviews, presentations	Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas	Supplemental readings, applied papers		
CHF 3150 Consumer Rights & Responsibilities	Demonstrate an understanding of concepts such as decision-making, your role as a consumer, and your rights as a consumer.	Module 1 Discussion Tasks	Demonstrate an understanding of evolving consumer rights and options over the life cycle and of various concerns for different family structures	Module 2 Quiz	Demonstrate a capacity for critical evaluating consumer products, decisions, and options.	Module 1 Quiz	Demonstrate an understanding of how consumerism fits within the context of the family system.	Module 2 Quiz	Skill of Purchasing products such as technology.	Exam 1	Skill of Examining career options.	Module 2 Quiz	Skill of Exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Module 3 Quiz	Skill of Evaluating transportation and housing options	Module 6 Quiz	Skill of Critiquing the value of insurance (health, home, and auto) and health care services.	Consumer Project 2 & Exam 2

CHF 3350 Diverse Families	Demonstrate an understanding of multiple variations of family systems and processes in the U.S.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of cultural influences on various groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Demonstrate an understanding and appreciation of diversity in a global society.	Discussion Posts, Research Review Paper, Classroom Participation	Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion	Demonstrate an understanding of best practices of family life education with diverse populations.	Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Discussion								
CHF 3400 Develop in Middle Adulthood	Identify the normative life events that occur during the period of development after middle age.	Life Review	Describe the growing diversity of life experiences that happen through middle age.	Exam #1	Identify and describe the systemic influences on development in middle adulthood	Exam #2	Describe, recognize, and integrate major trends and research in midlife development	Participation	Recognize, define, and accurately apply key terms and concepts in midlife development	In-class Writing	Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Life Review						
CHF 3450 Adult Development	Identify the normative life events that occur during the period of development after middle age.	Exams, Participation summaries	Describe the growing diversity of life experiences that happen through middle age.	Exams, Participation summaries	Identify and describe the systemic influences on development in middle adulthood	Exams, Participation summaries	Describe, recognize, and integrate major trends and research in midlife development	Exams, Participation summaries	Recognize, define, and accurately apply key terms and concepts in midlife development	Exams, Participation summaries	Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Exams, Participation summaries						

CHF 3550 Parenting Education	Relationship of parenting in the behavior/development of the child	Lectures, applied papers, discussions, case study, examinations	Nature of participation in the parent-child dyad, and in the family system as a whole	Lectures, applied papers, discussions, case study, examinations	Knowledge of some of the basic contemporary child-rearing and child guidance strategies /models with their outcomes relative to the child's growth and development.	Lectures, applied papers, discussions, case study, examinations	Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors	Lectures, applied papers, discussions, case study, examinations	Developmental characteristics of children	Lectures, applied papers, discussions, case study, examinations	Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts.	Lectures, applied papers, discussions, case study, examinations	Critical thinking, problem solving, and evaluation skills.	Applied papers, discussions, case study, examinations	Students group work and interpersonal relationship skills	Case study, discussions		
CHF 3650 Family Processes	Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristics.	Quizzes	Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.	Group Presentations	Systems Perspective. Understand and assess family dynamics from a systems perspective.	Take Home Exam	Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis, and families with special needs.	Applied papers	Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication, problem solving and conflict management strategies.	Role Plays								
CHF 3850 Current Research Methods	Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.	Quizzes 1-4 & Exam	The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.	Quizzes 1-4 & Exam	The student will become aware of how data is collected, analyzed, and presented in a journal/research document.	IRB & Final Project Paper	Each student should develop the ability to read and critically evaluate the current findings in research.	Examinations, applied papers, presentations	Each student will actively participate in the research process by the completion of a team research project that will include a brief review of the literature, hypotheses	Final Project								

									development, measurement, coding and analysis of data,									
CHF 4300 Latino Child and Family Development	Understand the cultural influences of Latino culture on children and families.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the family process dynamics that are common within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the unique cultural influences on child development within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand and deconstruct stereotypes associated with individuals within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper	Understand the demographic aspects of Latino populations.	Quizzes, Examinations, Assignments, Research Review Paper	Understand of the diversity within the Latino culture.	Quizzes, Examinations, Assignments, Research Review Paper						
CHF 4310 Understanding Military Families	Understand & discuss basic structure of the U.S. Military & its branches including motto, mission, structure, terms/acronyms	Exams	Understand Changes in recent US military Demographics	Lectures, Readings, Papers, Unit Reflections	understand differences and challenges associated with both Active and Reserve components	Discussions, Papers, Reflections, Exams	Understand Changes in recent U.S. Military Demographics	discussions, exams, papers, reflections	understand emotional and lifestyle impact of deployment cycle on families, service members and children	exams, papers, reflections, discussions	understand differences and challenges for families in both Active and Reserve components	discussions, exams, papers, reflections	become familiar with services available to active service members, veterans and families	discussions, papers, reflections, exams				

CHF 4400 The Family in Stress	Students will understand basic stress principles and be able to apply them to life situations.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will be familiar with current research findings on stress and the effects of stress.	Textbook readings, class lecture notes, assigned articles, applied assignments (labs), examinations	Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.	Applied assignments (labs)	Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Students will demonstrate a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations.							
CHF 4450 Child/Families in Medical Setting	Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate educational programs.	Readings, class lecture, in-class discussions	The Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Class Presentations	Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Readings, class lecture, in-class discussions	Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.	readings, class lecture, in class discussions	Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.	class presentations							

CHF 4500 Comparative of Child and Adolescent Development	Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult development.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Develop an understanding of best practices in prevention and intervention programming for at-risk adolescents and emerging adults.	Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper								
CHF 4650 Family Life Education Methods	The Field of Family Life Education -- Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	Lessons & Puzzles	The Planning Wheel Model/Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Unit 1 Test	Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Workshop packet, presentation, applied papers	Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Workshop packet, pre/post-test design, applied papers, reports	Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.	Unit 2 Quiz	Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.	Active Learning Presentations						

CHF 4660 Advanced Skills/Family Life Educators	· Demonstrate the skills to successfully implement and evaluate specific FLE programs.	Session Presentations, Summary of Community Sessions	Demonstrate a variety of educational techniques in the presentation of FLE programs.	Session Presentations, Weekly Reflections	Show the Observational Skills to track communication styles in teaching environment.	o Completion of Observation feedback reflections	· Display the sensitivity to and awareness of clients and communities served by Family Life Educators.	o Understanding Populations paper	Interpersonal skills such as picking up on all cues (verbal & nonverbal), the skill of engaging workshop attendees, the capacity to structure environments that are conducive to engaged learning.	o Completion of Observations and reflections, Community Program Completion Self-Assessment	Demonstrate sensitivity to diversity and to recognize and respond appropriately to audience needs, concerns, and interests.	Completion of Observation feedback reflections, Session Presentations					
CHF 4860 CEL Practicum	Volunteer at an approved community agency and document the required hours.	service hours	Demonstrate knowledge of the operational and administrative procedures of a community agency	Brochure & Community Agency Paper	Perform responsibilities appropriate to the professional role and use professional skills (organizational skills, human relations skills, teaching skills, writing skills, evaluation skills, advocacy skills, etc.) in direct and indirect involvement with clients to the satisfaction of the site supervisor	Evaluation	Share individual learning experiences in an oral presentation	Reflections	Document and reflect upon required experiences in a Document Folder which includes a reflection journal;	Journals, applied papers, service hours	Support WSU Center for Community Engaged Learning goals by registering with and reporting volunteer hours to the WSU Center for Community Engaged Learning, Shepherd Union Building #327 (801-626-7737).	Weber Sync documentation					

CHF 4990B Senior Seminar in Child Development	Students will become familiar with the details and implications of Family Law and Public Policy.	Policy Paper	Students will learn the NCFR guidelines for application of a CFLE.	Participation	You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	Class Discussion	You will become knowledgeable of career options for CFLEs.	Employment Database	You will learn the components of grant writing and produce a mock grant.	Grant-writing project, in-class activities	You will develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Resume/Cover letter project, in-class activities	You will complete the program portfolio containing artifacts and reflections on all 11 content areas.	Synthesis papers					
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General Outcome	Learning Outcomes (Based on knowledge and understanding of):	Skills and Abilities to (A FLE can):	Assessment	Course Assessed	Evaluation
<p>Area 1- FAMILIES & INDIVIDUALS IN SOCIETAL CONTEXTS</p> <p>An understanding of families and their relationships to other institutions, such as the educational, government, religious, and occupational institutions in society</p>	<ol style="list-style-type: none"> 1. Various family structures and functions; 2. Cultural variations among families (family heritage), including social class, geography, ethnicity, race, and religion; 3. Dating, courtship, and marital choice; 4. Kinship (inter-generational) relations; 5. Cross-cultural understanding of the life-styles of minority families and the life-styles of families in various societies around the world; 6. Changing gender roles, including role expectations, and behaviors of courtship partners, marital partners, parents and children, siblings, and extended kin; 7. Present and future demographic trends among families; 8. Families as they have developed through history; 9. The reciprocal influence between the occupational work place and family members; 10. The reciprocal influence of the major social institutions and families, i.e., 	<ol style="list-style-type: none"> a. Identify the characteristics, diversity, & impact of local, national, & global social systems. b. Identify factors (e.g., media, marketing, technology, economics, social movements, natural disasters, war) influencing individuals & families from both contemporary & historical perspectives. c. Identify factors that influence the relationship between work & family life. d. Identify social & cultural influences affecting dating courtship, partner/marital choice & relationships, family composition, & family life. e. Recognize the reciprocal interaction between individuals, families, & various social systems (e.g., health, legal, educational, religious/spiritual). f. Assess the impact of demographics (e.g., class, race, ethnicity, generation, gender) on contemporary families. 	<p>Lectures, applied papers, discussions, case study, examinations</p>	<p>CHF 3350 Diverse Families</p>	<p>Family Studies Faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

	governmental, religious, educational, and economic.				
<p>Area 2- INTERNAL DYNAMICS OF FAMILIES</p> <p>An understanding of family strengths and weaknesses and how family members relate to each other.</p>	<ol style="list-style-type: none"> 1. Internal social processes including cooperation and conflict. Communication patterns and problems, in husband- wife relationships and in parent- child relationships, including stress and conflict management. 3. Conflict management. 4. Decision-making and goal setting. 5. “Normal” stress in families: such as, transition periods in the family life cycle, three-generation households, caring for the elderly, and dual careers. 	<ol style="list-style-type: none"> a. Recognize & define healthy & unhealthy characteristics pertaining to: <ol style="list-style-type: none"> 1. Family relationships, 2. Family development. b. Analyze family functioning using various theoretical perspectives. c. Assess family dynamics from a systems perspective. d. Evaluate family dynamics in response to normative & non-normative stressors. e. Evaluate family dynamics in response to crises. f. Facilitate & strengthen communication processes conflict-management, & problem-solving skills. g. Develop, recognize, & reinforce strategies that help families’ function 	<p>Genogram, Examinations, applied assignments, applied papers</p>	<p>CHF 2400 Family Relations</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each</p>

	<p>6. Family stress/crises, such as divorce, remarriage, death, economic uncertainty and hardship, violence, substances abuse.</p> <p>7. Families with special needs, including adoptive, foster, migrant, low income, military, and blended families, as well as those</p> <p>8. with disabled members</p>	effectively.			
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<p>Area 3 – HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFE SPAN</p> <p>An understanding of the developmental changes of individuals in families throughout the life span including prenatal, infancy, early and middle childhood, adolescence, adult, and aging to meet their changing needs.</p>	<ol style="list-style-type: none"> 1. Physical; 2. Emotional; 3. Cognitive; 4. Social; 5. Moral; and 6. Personality. 	<ol style="list-style-type: none"> a. Identify developmental stages, transitions, tasks, & challenges throughout the lifespan. b. Recognize reciprocal influences: <ol style="list-style-type: none"> 1. Individual development on families, 2. Family development on individuals. c. Recognize the impact of individual health & wellness on families. d. Assist individuals & families in effective developmental transitions. e. Apply appropriate practices based on theories of human growth & development to individuals & families. 	<ol style="list-style-type: none"> 1. Pretest 2. Chapter Quizzes & Assigned Readings 3. Discussion Posts: Theory & Research Application 4. Four Exams 5. In-class Activities Participation and Attendance 	<p>CHF – 1500 Human Development Across the Lifespan</p>	<p>Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
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<p>Area 4 – HUMAN SEXUALITY</p> <p>An understanding of the physiological, psychological and social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment.</p>	<ol style="list-style-type: none"> 1. Reproductive physiology; 2. Biological determinants; 3. Emotional and psychological aspects of sexual involvement; 4. Sexual behaviors; 5. Sexual values and decision- making; family planning; 6. Physiological and psychological components of the sexual response; 7. Sexual dysfunction; and, 8. Influence of sexual involvement on interpersonal relationships. 	<ol style="list-style-type: none"> a. Recognize the biological aspects of human sexuality: <ol style="list-style-type: none"> 1. Sexual functioning, 2. Reproductive health, 3. Family planning, 4. Sexually transmitted infections (STDs). b. Recognize the psychosocial aspects of human sexuality: <ol style="list-style-type: none"> 1. Characteristics of healthy & ethical sexual relationships, 2. Interpersonal dynamics of sexual intimacy, 3. Risk factors (e.g., substance abuse, social pressures, media). c. Address human sexuality from a value-respectful position. 	<p>Plan and implement a presentation and create a tri-fold brochure filled with information and resources on topic.</p> <p>Journal parts – 4 journal themes.</p> <p>Website evaluation – “Go Ask Alice”.</p> <p>4 exams.</p>	<p>HE 3500 – Human Sexuality</p>	<p>Health and Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Area 5 – INTER-PERSONAL RELATIONSHIPS</p> <p>An understanding of the development and maintenance of Interpersonal relationships.</p>	<ol style="list-style-type: none"> 1. Understanding of self and others; 2. Interpersonal communication skills, such as listening, empathy, self-disclosure, decision-making, problem solving, and conflict resolution; 3. Understanding of intimacy, love, and romance; and 4. Relating to others with concern, respect, sincerity, and responsibility. 	<ol style="list-style-type: none"> a. Recognize the impact of personality & communication styles. b. Recognize the developmental stages of relationships. c. Analyze interpersonal relationships using various theoretical perspectives. d. Develop & implement relationships enhancement & enrichment strategies. e. Develop & implement effective communication, problem solving, & conflict management strategies. f. Communicate aspects of relationships within the context of their developmental stages. 	<p>Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations</p>	<p>CHF 1400 Marriage and Romantic Relations</p>	<p>Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Area 6 – FAMILY RESOURCE MANAGEMENT</p> <p>An understanding of the decisions individuals and families make about developing and allocating resources. (e.g., time, money, material assets, energy, friends, neighbors, and space) to meet their goals.</p>	<ol style="list-style-type: none"> 1. An understanding of concepts such as goals, resources, planning, decision- making, implementing; and 2. An understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures. 	<ol style="list-style-type: none"> a. Identify personal, familial, professional, & community resources available to families. b. Recognize the reciprocal relationship between individual/family/community choices & resources. c. Apply value-clarification strategies to decision- making. d. Apply goal-setting strategies & evaluate their outcomes. e. Apply decision-making strategies. f. Apply organizational & time 	<p>In-Class Discussions, Application Assignments, Examination, Class Activity & Participation</p>	<p>CHF 2100 Family Resource Management</p>	<p>Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

		<p>management strategies.</p> <ul style="list-style-type: none">g. Apply basic financial management tools & principles.h. Inform individuals & families of consumer rights, responsibilities, & choices of action/ advocacy.i. Apply stress management strategies.			
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<p>Area 7 – PARENT EDUCATION AND GUIDANCE</p> <p>An understanding of how parents teach, guide, and influence children and adolescence.</p>	<ol style="list-style-type: none"> 1. Parenting as a process; 2. Parental rights and responsibilities; 3. Parental roles over the life cycle; and 4. Variations in parenting practices. 	<ol style="list-style-type: none"> a. Promote healthy parenting from a systems perspective. b. Promote healthy parenting from a child’s & parent’s developmental perspective developmental outcomes. c. Apply strategies based on the child’s age/stage of development to promote effective developmental outcomes. d. Identify different parenting styles & their associated psychological, social, & behavioral outcomes. e. Promote various parenting models, principles, & strategies. f. Evaluate the effectiveness & appropriateness of various parenting strategies. g. Recognize various parenting roles (e.g., father/mother, grandparents, other caregivers) & their impact on & contribution to individuals & families. h. Recognize parenting issues within various family structures (e.g. single, blended, same- sex). i. Recognize the impact of societal trends on parenting (e.g., technology, substance abuse, media). j. Recognize the influence of cultural differences & diversity. k. Identify strategies to advocate for children in various setting (e.g., schools, legal system, healthcare). l. Recognize the various pathways to parenting & their associated issued & challenges (e.g., assisted reproduction, adoption childbirth, blending). 	<ol style="list-style-type: none"> 1. Three Exams 2. Two Book Reviews 3. Discipline Strategy Presentation 4. Case Study/Parenting Program 5. Professionalism 	<p>CHF 3550 – Parenting Education</p>	<p>Family Studies faculty</p> <p>Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
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<p>Area 8 – FAMILY LAW AND PUBLIC POLICY</p> <p>An understanding of the legal issues, policies, and laws influencing the well-being of families.</p>	<ol style="list-style-type: none"> 1. The historical development of such laws; 2. Laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning; and 3. Public policy as it affects the family, including tax, civil rights social security, economic support laws, and regulations. 	<ol style="list-style-type: none"> a. Identify current law, public policy & initiatives that regulate & influence professional conduct & services. b. Identify current laws, public policies, & initiatives that affect families. c. Inform families, communities, & policy makers about public policies, initiatives, & legislation that affects families at local, state, & national levels. 	<p>Policy Paper Ecological Map of Family Policy Participation Class Discussion</p>	<p>CHF 4990B Senior Seminar in Family Studies</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
<p>Area 9 – PROFESSIONAL ETHICS AND PRACTICE</p> <p>An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.</p>	<ol style="list-style-type: none"> 1. Formation of social attitudes and values; 2. Recognizing and respecting the diversity of values and the complexity of value choice in a pluralistic society; 3. Examining value systems and ideologies systematically and objectively; 4. Understanding the social consequences of value choices; and 5. Recognizing the ethical implications of social and technological changes. 	<ol style="list-style-type: none"> a. Demonstrate professional attitudes, values, behaviors, & responsibilities to clients, colleagues, & the broader community, that is reflective of ethical standards & practice. b. Evaluate, differentiate, & apply diverse approaches to ethical issues & dilemmas. c. Identify & apply appropriate strategies to deal with conflicting values. d. Demonstrate respect for diverse cultural values & ethical standards. 	<ol style="list-style-type: none"> 1. Professional Interviews and Ethical Issues Paper 2. Class Mission Statement and Code of Ethics 3. Personal Time Line Paper 4. Peer Reviews 5. Mock Grant Project Presentation 6. Cover Letters and Resumes 7. Mock Interview Presentation 8. Community Engaged Learning Documentations and Reflections 9. Community Visitor Presentation Reflections 	<p>CHF 2990B – Seminar in Family Studies</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>

<p>Area 10 – FAMILY LIFE EDUCATION METHODOLOGY</p> <p>An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan implement and evaluate such educational programs.</p>	<ol style="list-style-type: none"> 1. Planning and implementing family life education programs; 2. Evaluating family life education materials, student progress and program effectiveness; 3. Using a variety of educational techniques in the presentation of a family life education program; 4. Sensitivity to others to enhance educational effectiveness; 5. Sensitivity to community concerns and values and an understanding of the public relations process; and 6. Understanding g the relationship between one’s personal values/beliefs and family life education areas. <p>The Planning Wheel Model Step 1 – I Believe That: Think through your and your agency’s basic values. Step 2 – What I Want: Identify, in a general way what you hope to accomplish, and what the results of a needs assessment indicate. Step 3 – End Product: Identify the specific behavioral outcomes you will plan for. Differentiate between means goals and ends goals. Step 4 – How To Do It: Decide what learning experiences to offer. Step 5 – Carry Out The Plan: Do it – lead the workshop, teach the class, run the project. Step 6 – Evaluate: Evaluate the outcome.</p>	<ol style="list-style-type: none"> a. Employ a variety of current educational strategies. b. Employ techniques to promote application of information in the learner’s environment. c. Create learning environments that are respectful of individual vulnerabilities, needs, learning styles. d. Demonstrate sensitivity to diversity & community needs, concerns, & interests. e. Develop culturally competent educational materials & learning experiences. f. Identify appropriate sources for evidence-based information. g. Develop educational experiences: <ol style="list-style-type: none"> 1. Needs assessment, 2. Goals & objectives, 3. Content development, 4. Implementation, 5. Evaluation/outcome measures. h. Promote & market educational programs. i. Implement adult education principles into work with families & parents. j. Establish & maintain appropriate personal & professional boundaries. 	<p>Workshop packet, presentation, applied papers, Lessons & Puzzles, quizzes, pre/post-test design, applied papers, reports, and active learning presentations</p>	<p>CHF 4650 Family Life Education Methods</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
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<p>Area 11 – PROFESSIONAL DEVELOPMENT/ PRACTICUM</p> <p>Understanding and skill demonstrated in computer literacy, composition and writing skills, research skills, family advocacy processes membership in relevant professional organizations, and appropriate grooming, dress, and behavior.</p>	<ol style="list-style-type: none"> 1. Computer literacy skills including e- mail basic word processing, Internet, and library research. 2. Composition and writing skills (i.e., application of APA format, technical writing, proposal elements and grant writing formats). 3. General research and research methodology. 4. Family advocacy processes. 5. Relevant professional organizations and student associations. 6. Basic principles of appropriate professional grooming, dress, and behavior. 	<ol style="list-style-type: none"> a. Create a well-researched, accurately documented and publishable document that clearly presents ideas and data. b. Formulate a research proposal. c. Actively participate in relevant professional and/or student organizations and associations. d. Apply principles of professional grooming, dress and behavior. e. Represent the department well in academic, professional and community circles. 	<p>Brochure & Community Agency Paper, Service Hours, Evaluation, Journals, Applied Papers, Weber Sync documentation</p>	<p>CHF 4860 Practicum</p>	<p>Family Studies faculty Each faculty designs and implements an evaluation method and rubric for each assessment which are included in each course syllabus.</p>
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Five-year Assessment Summary

We as a program have streamlined the CFLE certification process to be 11 required courses for our Family Studies majors. In addition, students are required to take a number of elective course (see graduation map for more details).

Assessment of Graduating Students

A substantial proportion of Weber State Family Studies graduates are currently in roles within the community. For instance, we have former students working at United Way of Northern Utah, Ogden School District, Catholic Community Services, Greenwood Charter School, and Cottages of Hope. Additionally, we have graduates from the past 5 years currently attending or recently graduated from multiple graduate programs across the country, including Weber State University, University of Georgia, University of Southern Mississippi, Utah State University, Oklahoma State University, Kansas State University, Brigham Young University, and the University of Utah. Further, we have recent (2013) Family Studies Graduates working as faculty at Oklahoma State University and UNLV.

We are also in the process of designing a graduate survey to assess the success of our majors 1-5 years post graduation.

Standard D - Academic Advising

Advising Strategy and Process

The Department of Child and Family Studies has a full-time academic advisor. Each student is also assigned a faculty member as an adviser for professional development. Graduation maps for the Family Studies major are revised each year. The College of Education also employs a full-time recruiter who works with high schools, community colleges, and with concurrent enrollment students. We also host concurrent enrollment students in our department. High school students spend a full day with our faculty and staff and learn about the university and our programs. We offer courses in multiple settings and formats to increase access to students (day, evening, Ogden Campus, Davis Campus, Online). Other ways that we engage and support our students include close mentoring relationships between faculty and students in projects (undergraduate research, community family life education activities, other professional development opportunities). The Department has a vibrant and active student organization (Child and Family Studies Student Organization) that engages students in service learning opportunities, leadership development, professional development, and social activities. The Department also utilizes Star Fish and the Moyes College of Education Starfish Adviser. The purpose is to assist students in the department in selecting courses and majors that best fit their personal and professional goals. Individual advising sessions are conducted and individual referrals are made as appropriate to other campus resources. Advising is viewed as an ongoing process aimed at helping students utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multi-cultural Fairs, etc.), updating of the department website, and maintaining student files and records.

Effectiveness of Advising

Currently, there is no formal mechanism of evaluating or assessing the effectiveness of advising in the Department. Anecdotal evidence suggests that students are provided with effectiveness advising, however, this must be verified through a formal assessment.

Past Changes and Future Recommendations

Past changes have involved offering advising at the WSU Davis Campus in the evening to meet the needs of students. Several advising documents have been created to show which courses would best prepare students for various career options.

Future recommendations are to evaluate the effectiveness and satisfaction with advising. Anonymous online questionnaires will be created to allow students and graduates the opportunity to provide feedback on the availability, accuracy, and effectiveness of department advising.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

Faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty teaching according to policy in their second and fifth year. Department and College ranking tenure and evaluation committees review faculty in their third and six years.

Faculty teaching schedules are determined by the department chair in consultation with the program committee chair and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students. Tenured faculty abide by the same guidelines as non-tenured faculty. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years and is currently being reviewed by the department.

Faculty in the Family Studies program are actively engaged in quality teaching, scholarship, and professional service. A condensed vita for all full-time faculty is included in Appendix F and demographic information is presented in Appendix B.

Faculty Qualifications

All full-time faculty in the Family Studies program are required to hold a Ph.D. degree in their content area. For faculty in Family Studies, this would be a Ph.D. in Family Science, Marriage and Family Therapy, Family and Consumer Sciences, or closely related field. Adjunct faculty are required to hold a minimum of a Master's degree.

Faculty Scholarship

All full-time faculty are actively involved in scholarship activities that help enhance instruction of courses and contribute to their respective field emphasis.

Mentoring Activities

Faculty are engaged in mentoring students in multiple areas which include supervising individual research projects, cooperative workplace experiences, practicum experiences, independent study opportunities, and community involvement activities. Dozens of student research and educational projects have been presented at regional and national conferences. Specifically, students have presented at the WSU Undergraduate Research Symposium, the Utah Council on Family Relations conference, the National Council on Family Relations annual conference, and the National Conference for Undergraduate Research.

New faculty are mentored by senior faculty in the following ways: 1) sharing of teaching materials which include syllabi and other instructional materials. 2) Observation and feedback on classroom teaching presentations. 3) Review and feedback on faculty syllabi and course assignments. 4) Advising on dealing with problematic student issues. 5) Mentoring on curriculum development and course proposals. 6) Mentoring on research activities and sources of funding.

Diversity of Faculty

Faculty come from many ethnic and religious backgrounds. Efforts are made to maintain a diverse faculty and to ensure that multiple viewpoints are represented. The majority of the faculty in the Family Studies Program are male but the Child and Family Studies Department has 5 female and 5 male faculty members. Academic freedom is valued and encouraged in the department and faculty.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated each semester via end of course evaluations.

The review schedule after hire as a tenure track assistant professor is:

2nd year: peer review of teaching by committee and Department Chair review

3rd Year: formal tenure rank and evaluation committee review

5th year: peer review of teaching by committee

6th Year: formal tenure rank and evaluation committee review

If tenure and rank advancement was granted

11th year: eligible for full-professor promotion or post-tenure review

Every five years: post-tenure review

Faculty are supported with travel funds to attend professional conferences with funding from the Moyes Endowment. New faculty are observed each semester and provided with feedback on teaching activities. Faculty are encouraged to collaborate with senior faculty in teaching and research activities.

Evidence of Effective Instruction

i. Regular Faculty

Results of end of course/instructor evaluations on each faculty member are housed in the Department Chair's office. A copy is given to the faculty member after grades are completed and filed. The minimum standard for tenure in the College of Education is GOOD, therefore all tenured faculty have demonstrated quality teaching and tenure-track faculty are striving for this standard. Tenured faculty must also go under post-tenure review, which ensures continued teaching quality.

ii. Adjunct Faculty

Adjunct instructors are used on a semester-by-semester as needed basis and offered semester teaching contracts. When adjunct faculty members are used to teach a course, they use a department-approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook (available online and referenced in the teaching contract), and undergo student and at times peer evaluation. The results of evaluations are housed in the department chair's office. These course evaluations are reviewed and issues are addressed with the adjunct faculty member as needed.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The Department of Child and Family Studies employs Darcy Gregg as a full-time academic advisor. She holds a Master’s Degree in Curriculum and Instruction from Weber State University and holds the Certified Family Life Educator credential. Darcy Gregg also holds a current Utah Teaching license in Family & Consumer Science. Her qualifications, expertise, and experience are adequate for this position.

The Department also employees Danielle Orozco as a full-time Administrative Specialist with an 11-month contract. Danielle has worked at Weber State University as Administrative Specialist since 2011, first in the Health Promotion and Human Performance Department and then Child and Family Studies Department. Before she joined Weber State University, she was administrative assistant in the Utah Department of Health for 9 years and California Human Resource Information System for 4 years.

Include evidence of ongoing Staff Development

Adequacy of Administrative Support

Administrative support is adequate.

Adequacy of Library Resources

Library resources are adequate for the department. Dr. Shaun Jackson Adamson from the library is supportive of needs within our department.

Standard G - Relationships with External Communities

Description of Role in External Communities

The Faculty and Staff in the Department of Child and Family Studies have developed several connections and partnerships with the external community. These connections are detailed below:

Melba S. Lehner Children's School, located within the Department of Child and Family Studies. The school consists of six child-centered classrooms and serves as a training lab for students as prospective teachers and administrators of early childhood education programs. The school recently opened a satellite classroom in the WSU Community Education Center serving children whose parents are taking ESL or GED courses. This classroom serves children and families from lower income and ethnically diverse populations. The NAEYC accreditation has now lapsed and the school (in conjunction with the WSU Charter Academy) has already begun the process to become accredited once again through NAEYC. The director of the school is Camie Bearden.

Weber State University Charter Academy is a public charter school within the Moyes College of Education. The WSU Charter Academy operates a kindergarten classroom offering a developmentally appropriate classroom environment and curriculum. Students in Early Childhood and Early Childhood education have multiple opportunities for observation, student teaching, and other learning activities within the Charter Academy. Dr. Sheila Anderson serves as the Chair of the Governing Board for the Charter Academy and Camie Bearden serves as the School Principal.

The Care About Childcare (CAC) office at Weber State University (formerly known as the Utah Northern Region Child Care Resource and Referral) provides direct community assistance to families and businesses in area. A referral database of state regulated childcare providers in Davis, Weber and Morgan Counties is maintained, training is provided to childcare professionals as well as mentoring and technical assistance to support acquiring the national Child Development Associate credential. The CAC enhances caregiver competency. CAC is funded through the Department of Workforce Services Office of Work and Family Life, Office of Child Care. Dr. Chloe Merrill serves as the principal investigator of the grant and Crystal Knippers is the program director.

The Weber State University Family Literacy Program is a Partnership between the Department of Child and Family Studies at Weber State University and the Glasmann Family Literacy Endowment, The Ogden-Weber Community Action Partnership (Head Start), The Elizabeth Stewart Treehouse Museum, Deseret Industries, The George S. and Dolores Doré Eccles Foundation, and UBS USA Bank. The major focus of the Weber State University Family Literacy Program is to mentor and educate the parents of Head Start children so as to engage in literacy activities with their children. The vast majority of participants (over 94%) come from lower income backgrounds and 79.6% identified themselves as Latino or Hispanic. Evaluations show positive impacts on family literacy activities, child's literacy skills, and parenting skills of those participating in the program. Dr. Paul Schvaneveldt serves as the director of the program.

Healthy Marriage and Relationship Education Program is an externally funded program to provide healthy relationship education opportunities in the community. Funding comes from the Utah Department of Human Services, Utah Marriage Commission. Currently, there are partnerships to teach community classes at the following locations: Your Community Connection, OWCAP (Head Start), WSU Community Education Center, Hill Air Force Base Airman and Family Readiness Unit, Davis Behavioral Health, Davis Community Learning Center, Catholic Community Services, Ogden Technology College Youth Build Program, United Way of Ogden, and other community centers in Weber and Davis Counties. Classes focus on serving those who qualify for the TANF program and are taught in English and Spanish. Several students are involved in practicum experiences with the program.

The Families Alive Conference is designed to address the needs of professional practitioners, university students, and the general community concerning family and child issues. The Department of Child and Family Studies has sponsored 23 conferences. The Families Alive Conference originated in 1980 and the department continues to sponsor this conference, with the last conference occurring in the fall of 2018. The next conference will occur in September of 2020, chaired by Dr. Daniel Hubler.

The Department of Child and Family Studies Community Advisory Board provides feedback to the department of community needs and concerns. It allows faculty and students to connect with state and local agencies as well as local businesses. The Board is comprised of 22 local professionals from the community representing areas of potential practicum and employment opportunities for students. Also, feedback is provided to the faculty on trends in the workforce and needs for preparing students for employment opportunities. Currently, the advisory board is chaired by CodiAnne Nye from Ogden-Weber Community Action Partnership Head Start and Ryan Calder from the Weber Human Services.

The Utah Marriage Commission (UMC) coordinates and offers marriage and relationship educational programming and services in the state. Dr. Paul Schvaneveldt, Department Chair and Professor, currently serves on the Utah Marriage Commission and was appointed by the Governor. This commission sponsors the strongermarriage.org website, offers hundreds of relationship enhancement courses and workshops, and publishes the Utah Marriage Handbook.

The Utah Council on Family Relations (UTCFR) is the local affiliate of the National Council on Family Relations, which is the professional and academic society for Family Science. Several faculty and students participate in the conference annually by presenting research, serving as officers, and hosting the conference on campus. Currently, Dr. Daniel Hubler serves on the UTCFR executive board.

The National Council on Family Relations (NCFR) is national academic society for professionals in the Family Science discipline. The Department of Child and Family Studies is as an accredited program with NCFR that prepares students to become Certified Family Life Educators (CFLE). The department continues to play a key role nationally in developing the standards and curriculum guidelines for CFLE programs with Dr. Chloe Merrill serving on the national advisory board.

The Family Science Association is a professional society focusing on the scholarship of teaching and learning in Family Science. The society publishes the Family Science Review academic journal and sponsors the Teaching Family Science Conference. Dr. Chloe Merrill serves as co-chairs of the 2019 Teaching Family Science Conference.

The Treehouse Children’s Museum in Ogden, Utah partners with the WSU Family Literacy Program. Dr. Paul Schvaneveldt also serves on the Treehouse Museum Early Learning Initiative Committee which coordinates the several grants and programs to promote early learning opportunities for young children.

Hill Air Force Base Airman Family Readiness Unit. In 2012, the Department of Child and Family Studies signed a memorandum of understanding with the Airman and Family Readiness Units at Hill Air Force Base to facilitate practicum, cooperative workplace experiences for students, research, and community outreach opportunities for faculty. The Airman and Family Readiness Units house the Child Development Centers, Youth Programs, and Airman Family Readiness Unit.

Boyd K. and Donna S. Packer Center for Family and Community Education helps to enhance the lives of children, individuals and families, enrich communities and promote nurturing environments through campus and educational outreach offerings. It is housed in the Jerry and Vickie Moyes College of Education and draws upon faculty, staff, students and community members from a variety of disciplines. At the current time it offers staff support to a variety of programs within the College such as WSU Charter Academy, Melba S. Lehner Children’s School, Storytelling Festival, Families Alive Conference, Literacy Project, Teachers Assistant Pathway to Teaching (TAPT), Teachers of Tomorrow Project, and Care About Childcare (CAC). Within the department of Child and Family Studies it offers support to: WSU Charter Academy, Melba S. Lehner Children’s School, Families Alive Conference, Literacy.

Summary of External Advisory Committee Minutes

The advisory board meets six times a year. Recent meetings were held off campus and in the community at locations such as Your Community Connection (YCC), Cottages of Hope, and Catholic Community Services. Faculty and staff toured facilities to better understand how the organizations serve the community and to engage collaboration among board members. Each meeting the board provides updates from the Child & Family Studies Department, including the WSU Charter Academy, the evening program of Family Studies being offered at the Davis Campus, preparations for the 2018 Families Alive Conference, the agreement with Hill Air Force Base for practicum and cooperative workplace experiences, the Children’s School classroom at the Community Education Center, etc. The Community Advisory Board provides updates on trends from their organization. They inform the faculty on skills and competencies they seek in university graduates. The board facilitates practicum and cooperative workplace experiences for students in the department.

Community and graduate Success

A substantial proportion of Weber State Family Studies graduates are currently in roles within the community. For instance, we have former students working at United Way of Northern Utah, Ogden School District, Catholic Community Services, Greenwood Charter School, and Cottages of Hope. Additionally, we have graduates from the past 5 years currently attending or recently graduated from multiple graduate programs across the country, including Weber State University, University of Georgia, University of Southern Mississippi, Utah State University, Oklahoma State University, Kansas State University, Brigham Young University, and the University of Utah. Further, we have recent (2013) Family Studies Graduates working as faculty at Oklahoma State University and UNLV.

Standard H – Program Summary

Results of Previous Program Reviews

Problem Identified	Action to Be Taken
<p>Issue 1- Mission Statement Mission of College, Parker Center, Department and Programs need to be aligned, and roles, responsibilities, and governances need to be clearly defined.</p>	<p>Current 5 Year Program Review: We continue to discuss the mission statement and line our roles up in a clearly-defined manner.</p>
	<p>Year 1 Action to Be Taken: As a program we met to discuss guidelines so that they are articulated so as to clearly delineate the roles and decision-making protocols in the college and department.</p>
	<p>Year 2 Action to Be Taken: As a program we met to discuss guidelines so that they are articulated so as to clearly delineate the roles and decision-making protocols in the college and department.</p>
	<p>Year 3 Action to Be Taken: As a program we met to discuss guidelines so that they are articulated so as to clearly delineate the roles and decision-making protocols in the college and department.</p>
	<p>Year 4 Action to Be Taken: Department mission statement is being currently review.</p>
<p>Issue 2 - Curriculum Communication disconnect between Department faculty and staff of the MLCS. Concerns should be discussed with the Director of the staff can resolve issues. Unify philosophy and purpose.</p>	<p>Current 5 Year Program Review: This was an issue observed between Early Childhood (EC) and Early Childhood Education (ECE) faculty and staff of the MSL Children’s School. The improved communication and collaboration were evident and addressed in the national accreditation project of the EC and ECE Programs.</p>
	<p>Year 1 Action to Be Taken: See EC and ECE accreditation.</p>
	<p>Year 2 Action to Be Taken: See EC and ECE accreditation.</p>
	<p>Year 3 Action to Be Taken: See EC and ECE accreditation.</p>
	<p>Year 4 Action to Be Taken: See EC and ECE accreditation.</p>
<p>Issue 3 – Outcomes & Assessment FS assessment tool is not clearly aligned with individual courses and assignments. Course assignments should be explicitly connected to the NCFR substance areas in each syllabi. A final assessment plan should be organized so data-driven revisions can be made.</p>	<p>Current 5 Year Program Review: We continue to track our objectives.</p>
	<p>Year 1 Action to Be Taken: Excel files were created for each semester to outline objectives and measure the percentage of students passing these objectives.</p>
	<p>Year 2 Action to Be Taken: Excel files were created for each semester to outline objectives and measure the percentage of students passing these objectives.</p>
	<p>Year 3 Action to Be Taken: Excel files were created for each semester to</p>

	outline objectives and measure the percentage of students passing these objectives.
	Year 4 Action to Be Taken: Excel files were created for each semester to outline objectives and measure the percentage of students passing these objectives.
Issue 4 – Faculty Low salaries are being supplemented with teaching overloads, detracting from the department’s ability to recruit and maintain faculty and may promote burnout. Extra teaching load may inhibit scholarship service accomplishment.	Current 5 Year Program Review: An additional faculty position has been added to the Family Studies Program. Adjunct instructors were hired to cover courses to be taught primarily at Davis campus.
	Year 1 Action to Be Taken: Adjunct instructors were hired to cover courses to be taught primarily at Davis campus.
	Year 2 Action to Be Taken: Adjunct instructors were hired to cover courses to be taught primarily at Davis campus.
	Year 3 Action to Be Taken: Adjunct instructors were hired to cover courses to be taught primarily at Davis campus.
	Year 4 Action to Be Taken: Adjunct instructors were hired to cover courses to be taught primarily at Davis campus.
Issue 5 – Support Heating and cooling system creates discomfort; Temperature extremes negatively impact learning opportunities.	Current 5 Year Program Review: Fans were purchases, and Facilities management is regularly contacted to address this.
	Year 1 Action to Be Taken: Fans were purchases, and Facilities management is regularly contacted to address this.
	Year 2 Action to Be Taken: Fans were purchases, and Facilities management is regularly contacted to address this.
	Year 3 Action to Be Taken: Fans were purchases, and Facilities management is regularly contacted to address this.
	Year 4 Action to Be Taken: Fans were purchases, and Facilities management is regularly contacted to address this.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken: Moving all courses to online and hybrid over the next 2-3 years.
Issue 1: Lack of availability for students seeking nontraditional hours.	Current 5 Year Program Review: Moving all courses to online and hybrid over the next 2-3 years.
	Year 1 Action to Be Taken: Moving all courses to online and hybrid over the next 2-3 years.
	Year 2 Action to Be Taken: Moving all courses to online and hybrid over the next 2-3 years.
	Year 3 Action to Be Taken: Moving all courses to online and hybrid over the next 2-3 years.
	Year 4 Action to Be Taken: Moving all courses to online and hybrid over the next 2-3 years.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<p>Issue 1: There are no significant staff, administrative, or budgetary issues to address. The department does request that the university administration review compensation for base salaries or stipends for significant service and/or scholarly achievements to allow faculty to engage in additional mentoring activities, grant writing, and/or scholarly activities.</p>	<p>Current 5 Year Program Review: Current 5 Year Program Review: Encourage administration to enhance base salaries and/or stipends for faculty engaging in significant scholarly or service activities.</p>

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	2013-14	2014-15	2015-16	2016-17	2017-18
Student Credit Hours Total	11,341	12,021	12,362	11,998	13,401
Student FTE Total	378.03	400.70	412.07	399.93	446.7
Student Majors in Family Studies	131	125	132	141	142
Program Graduates	39	28	35	42	40
Student Demographic Profile					
Female	91%	91%	93%	93%	94%
Male	9%	9%	7%	7%	6%
Faculty FTE Total (Department)	15.35	14.73	16.8	15.02	n/a
Adjunct FTE	6.24	6.62	6.13	5.79	n/a
Contract FTE	9.11	8.11	10.67	9.23	n/a
Student/Faculty Ratio	24.63	27.20	24.53	26.63	n/a

Appendix B:

Faculty in Family Studies (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	6		1
Number of faculty with Master's degrees			7
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	6		8

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching at WSU	Areas of Expertise
Mark Adams	Assistant Professor	Track	Ph.D.	CHF 5 Adjunct 8	Family Process, Marriage and Family Therapy
Ryan Dunn	Assistant Professor	Track	Ph.D.	4	Grief & Loss, Relationship Satisfaction, Families in Sport, Human Development.
Dan Hubler	Associate Professor	Tenured	Ph.D.	7	Family Life Education, Online Methods, and Dyadic Data
Chloe Merrill	Professor	Tenured	Ph.D.	40	Human Development, Family Stress, Diverse Families (Cultural), Family Relations, Family Life Education, Online Education, Administration, Family Policy
Keith Osai	Assistant Professor	Track	Ph.D.	1	Family Studies, Families in Youth Sport, Human Development
Paul Schvaneveldt	Professor	Tenured	Ph.D.	17	Family Relations/Adolescence/Latin American Families
Karah Brian	Adjunct	n/a	M.S.	1	Child Life Specialist
Aaron Jeffrey	Adjunct	n/a	Ph.D. LMFT	5	Marriage & Family Therapist
Jeff Tesch	Adjunct	n/a	LMFT	6	Marriage & Family Therapist
Julee Smith	Adjunct	n/a	M.S.	24	Human Development, Marriage
Lynell Packer	Adjunct	n/a	LCSW	6	Human Development/Family Relations
Juan Carlos Santisteban	Adjunct	n/a	LMFT	1/2	Family Relations; Marriage & Family Therapist
Jennifer Viveros	Adjunct	n/a	M.S.	1/2	Family Relations

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Darcy Gregg	Senior Academic Advisor	17	Academic advisement to students.
Danielle Orozco	Administrative Specialist	5	Secretarial, administrative and office manager skills.

Appendix D: Financial Analysis Summary
(This information is provided by the Provost's Office)

Child and Family Studies Department					
Funding	13-14	14-15	15-16	16-17	17-18
Appropriated Fund	1,050,262	1,084,903	1,112,609	1,103,406	1,158,780
Other:					
Special Legislative Appropriation	n/a	n/a	n/a	n/a	n/a
Grants or Contracts	n/a	n/a	n/a	n/a	n/a
Special Fees/Differential Tuition	192,063	189,378	206,641	303,680	328,321
CE - Instructional Wage Support	111,030	128,835	115,470	116,835	147,094
Total	\$1,353,355	\$1,403,116	\$1,434,720	\$1,523,921	\$1,634,195

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jeremy Botelho	Cottages of Hope
Judge Jeffrey Noland	Second District Juvenile Court
Lynne Goodwin	Tree House Museum
Ryan Calder	Weber Human Services
Janet Seachris	Hill Air Force Base
Megan Vlaming	YMCA
Julee Smith	YCC Ogden
Brett Lund	Davis County Head Start
Maresha Bosgieter	Catholic Community Services

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation	Member
Clay Rasmussen, Ph.D.	Associate Professor of Teacher Education	Weber State University	Internal
Nate Cottle, Ph.D.	Associate Professor of Family Science	Utah Valley University	External

Appendix G: Evidence of Learning Courses within the Major
The following table corresponds with course objectives outlined in Standard C.

Course #	Total number of sections for Fall 2016, Spring 2017, Summer 2017	Overall Percentage	total number of students	total number of students that met objective #1	Percentage	total number of students	total number of students that met objective #2	Percentage	total number of students	total number of students that met objective #3	Percentage	total number of students	total number of students that met objective #4	Percentage	total number of students	total number of students that met objective #5	Percentage	total number of students	total number of students that met objective #6	Percentage	total number of students	total number of students that met objective #7	Percentage	total number of students	total number of students that met objective #8	Percentage	total number of students	total number of students that met objective #9	Percentage
CHF1400	17	93.34%	401	377	94.0%	401	377	94.0%	401	374	93.3%	401	373	93.0%	401	373	93.0%	401	372	92.8%	401	374	93.3%						
CHF1500	32	79.79%	1344	1084	80.7%	1344	1083	80.6%	1344	1044	77.7%	1344	1079	80.3%	1344	1091	81.2%	1344	1053	78.3%									
CHF2100	9	91.72%	290	247	85.2%	290	276	95.2%	290	283	97.6%	290	260	89.7%	290	258	89.0%	290	275	94.8%	290	263	90.7%						
CHF2400	18	87.68%	391	352	90.0%	391	338	86.4%	391	340	87.0%	391	347	88.7%	391	342	87.5%	391	338	86.4%									
CHF2990 B	5	98.25%	100	99	99.0%	100	98	98.0%	100	98	98.0%	100	98	98.0%	100	98	98.0%	100	99	99.0%	100	98	98.0%	100	98	98.0%	100	98	98.0%
CHF3150	5	94.75%	166	157	94.6%	166	156	94.0%	166	154	92.8%	166	156	94.0%	166	161	97.0%	166	156	94.0%	166	161	97.0%	133	125	94.0%	133	127	95.5%
CHF3350	6	95.21%	167	159	95.2%	167	159	95.2%	167	159	95.2%	167	159	95.2%	167	159	95.2%												
CHF3400	7	94.12%	17	16	94.1%	17	16	94.1%	17	16	94.1%	17	16	94.1%	17	16	94.1%	17	16	94.1%									
CHF3450	2	86.38%	49	44	89.8%	49	42	85.7%	49	42	85.7%	49	42	85.7%	49	42	85.7%	49	42	85.7%									
CHF3550	6	90.57%	106	96	90.6%	106	96	90.6%	106	96	90.6%	106	96	90.6%	106	96	90.6%	106	96	90.6%									
CHF3650	4	91.76%	68	60	88.2%	68	65	95.6%	68	61	89.7%	68	65	95.6%	68	61	89.7%												
CHF3850	5	97.61%	109	105	96.3%	109	106	97.2%	109	107	98.2%	109	107	98.2%	109	107	98.2%												
CHF4300	2	90.33%	57	51	89.5%	57	52	91.2%	57	52	91.2%	57	50	87.7%	57	50	87.7%	57	52	91.2%									
CHF4310	1	77.80%	18	14	77.8%	18	14	77.8%	18	14	77.8%	18	14	77.8%	18	14	77.8%	18	14	77.8%	18	14	77.8%						
CHF4400	10	93.56%	233	223	95.7%	233	218	93.6%	233	219	94.0%	233	215	92.3%	233	218	93.6%	233	215	92.3%									
CHF4450	1	100.00%	8	8	100.0%	8	8	100.0%	8	8	100.0%	8	8	100.0%	8	8	100.0%												
CHF4500	2	88.76%	27	23	85.2%	27	25	95.6%	27	24	88.9%	27	24	88.9%	27	23	85.2%												
CHF4650	5	97.77%	97	93	95.9%	97	96	99.0%	97	95	97.9%	97	95	97.9%	97	95	97.9%	97	95	97.9%									
CHF4660	1	100.00%	11	11	100.0%	11	11	100.0%	11	11	100.0%	11	11	100.0%	11	11	100.0%												
CHF4860	10	98.11%	97	96	99.0%	97	92	94.8%	97	95	97.9%	97	95	97.9%	97	95	97.9%	97	97	100.0%									
CHF4990 B	3	99.06%	61	59	96.7%	61	61	100.0%	61	61	100.0%	61	61	100.0%	61	59	96.7%	61	61	100.0%	61	61	100.0%						
TOTAL:		92.69%	3817	3374																									

Evidence of Learning: General Education, Social Science Courses
Course: CHF 1500 – Human Development 2017-2018

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will demonstrate their mastery of the skill by:	Direct and Indirect Measures*					
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments	Showing knowledge gain through examination performance.	Results from 10 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level understanding of the content with 81% showing content mastery at 70%.	Students showed an average of 69% increase from pretest to posttest; $t(691) = -14.53, p < .001$	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
and/or global process.						<i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, one question was removed for the upcoming year.</i>
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Showing knowledge gain through examination performance.	Results from 16 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 74% showing content mastery at 70%.	Students showed an average of 66% increase from pretest to posttest; $t(691) = -26.48, p < .001$	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome. <i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, two questions was removed for the upcoming year.</i>
Gen ED SS Outcome 3: “Diverse Perspectives”	Showing knowledge gain through	Results from 11 multiple choice	Student performance on post-tests for this	Students showed an average of 54%	Students demonstrated an increased	Faculty continue to review and test

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will identify an argument about a social phenomenon and understand alternative explanations.	examination performance.	questions on exam; pretest and posttest	learning outcome indicated an adequate level of understanding of the content with 65% showing content mastery at 70%.	increase from pretest to posttest; $t(691) = -29.81, p < .001$	understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	effective teaching strategies to support students in understanding concepts related to this outcome.
Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 74% showing content mastery at 70%.	Students showed an average of 50% increase from pretest to posttest; $t(691) = -27.01 p < .001$	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome.
Gen ED DV Outcome 2: “Identify values and biases that inform the perspectives of oneself and others.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 85% showing content mastery at 70%.	Students showed an average of 38% increase from pretest to posttest; $t(688) = -35.32 p < .001$	Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.
Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance.	Results from 3 multiple choice questions on exam; pretest and posttest	Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70%.	Students showed an average of 57% increase from pretest to posttest; $t(654) = -17.679, p < .001$	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.

CHF 2400 Family Relations Social Science General Education Assessment Report, Fall 2018

CHF 2400 Family Relations was approved as a Social Science General Education course in 2017. This report presents preliminary assessment data in meeting the Social Science objectives. Data were developed using a pre and post-test methods and analyses were conducted using a paired sample t test. Results indicate that for most items, students showed statistically significant gains in all three areas of Social Science objectives:

1. Interactions between individuals and society

Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.

2. Application of concepts, theories, and methods

Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.

3. Diverse perspectives

Students will identify an argument about a social phenomenon and understand alternative explanations.

This preliminary assessment is valuable in identifying and refining measures, data collection protocols, and reporting of data. The faculty will use these results to refine and strengthen assessment of this course.

The CHF 2400 Family Relations course meets the objectives of Social Science general education by providing an interdisciplinary perspective on social and human behavior. Families and individuals are studied from a systemic and ecological perspective including at the individual and family level; the community level (e.g., neighborhoods, educational systems, etc.), the interaction between multiple social institutions (families & schools, families & social systems, government policies & families/individuals); broader structural influences (workplace & families; laws, policies, & families; economic forces & individuals/families); cultural forces (individualism, collectivism, cultural beliefs, cultural practices; ethnic identities, bigotry, discrimination, etc.); and historical and intergenerational patterns impacting current beliefs and practices regarding diverse family forms and systems. The course reviews several family and social science theories including Family Systems Theory, Symbolic Interaction Theory, Ecological Theory, Social Exchange Theory, Conflict Theory (Gender, Race, Class, etc.), Feminist Theory, Family Life Course Development Theory, and Social Change theories. Students engage in learning the scientific method and research methodologies in the social sciences including experimental designs, case studies, questionnaire research, interviews, and demographic research.

Table 1: Items reflecting interactions between individuals and society (n=31)

Item	Mean (post in parentheses)	t-value
How does attachment in infancy impact adult romantic relationships (1)	.61 (.90)	3.05*
Corporal punishment (1)	.48 (.87)	3.86*
What is the connection between dating violence and later marital violence? (1)	.84 (1.0)	2.40*
Which technique can help minimize misunderstanding? (1)	.71 (.90)	2.26*
__ are considered the most common stressors couples and families face. (1)	.94 (.97)	.57
When comparing credit cards, what should you look at? (1)	.94 (.97)	1.00
Which of these is one of the hallmarks of the success or failure of a relationship? (1)	.61 (.94)	3.78*
When there is a discrepancy between verbal and nonverbal messages, we tend to rely on: (1)	.52 (.71)	1.65
Which of the following is a true statement about the age at first marriage in the United States? (1)	.77 (.97)	2.26*

Table 2: Items reflecting application of concepts, theories, and methods (n=31)

Item	Mean (post in parentheses)	t-value
Which theory suggests that one's individual gender roles are difficult to change unless other family members also change? (2)	.52 (.77)	2.79*
Which conceptual framework studies families as interconnected groups or systems (2)	.65 (.94)	2.75*
Constructive approaches to resolving conflict include: (2)	.58 (.87)	3.50*
Which of the following is not a listed way to limit or destroy destructive intimacy games in families? (2)	.35 (.39)	.24
Identify the correct order for successful conflict resolution. (2)	.39 (.74)	2.99*
The text offers ideas to consider before cohabiting, which of the following is NOT a suggested idea? (2)	.42 (.87)	4.03*
During augments, active listeners (2)	.58 (.77)	1.99
Person in enmeshed relationships tend to: (2)	.65 (.84)	1.65
An emotional response to real or perceived threat to a valued relationship is termed: (2)	.52 (.84)	2.99*
Our textbook authors restate Deborah Tannen's belief that the "best" style of communication in an intimate relationship: (2)	.29 (.84)	6.04*
Mixed messages: (2)	.81 (.94)	1.43
The families in which you were raised are called _____. (2)	.90 (.94)	.57
In longitudinal research, researchers have consistently found that marriage satisfaction tends to _____ over time. (2)	.35 (.94)	6.45*

Table 3: Items reflecting diverse perspectives (n=31)

Item	Mean (post in parentheses)	t-value
When dealing with a friend or family member who abuses alcohol or drugs, all of these are things you avoid, except... (Choose the one that does NOT belong.) (3)	.55 (.84)	3.50*
With the emergence of women in traditionally male roles, particularly in positions of power, ___ are being redefined. (3)	.81 (1.0)	2.68*
Contemporary U.S. women (all groups) are more likely to be single because: (3)	.61 (.87)	2.49*
Which of the following statements is FALSE? Since the mid-1970s, adoption in the United States: (3)	.32 (.58)	1.86
Which of the following phenomena is affected by economic conditions? (3)	.42 (.71)	1.85

Colton is back from deployment but is having adjustment issues. He is depressed and violent even showing trends towards domestic violence. A possible explanation for his erratic behavior may be: (3)	.77 (1.0)	2.75*
What is the relationship between gender and income differences? (3)	.42 (.81)	3.50*
In addition to racial and ethnic prejudice, which of the following accounts for Whites earning more than Blacks or non-white Hispanics? (3)	.68 (1.0)	3.78*
In general, males gain greater ____ through doing things together. (3)	.45 (.81)	.55
Which of the following is TRUE about elderly people and dating? (3)	.58 (.87)	2.75*
Which of the following does the Census Bureau consider a family? (3)	.87 (1.0)	2.11*

Appendix H: Grad Map

Family Studies (BS) – Graduation Map with Developmental Math Courses



WEBER STATE UNIVERSITY

2018-2019 Catalog

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

NAME: _____

<input checked="" type="checkbox"/>	Course	Credit Hour	Semester Offered	Milestones & Notes
Freshman (Semester 1)				
	ENGL 1010 Intro to Writing	3	F, SP, SUM	<ul style="list-style-type: none"> MATH placement is determined by the ACT, Accuplacer, or ALEKS test score. If MATH 0950 is not required, take the next MATH in the series (MATH 0950, 0970, then QL.) C or better in ENGL 1010, MATH 0950, CHF 1500, & WEB 1700 Meet with an academic advisor
	CHF SS/DV 1500 Human Development	3	F, SP, SUM	
	MATH 0950 Pre-algebra****	3	F, SP, SUM	
	Elective (recommend UNIV 1105)	3	F, SP, SUM	
	Elective	4	F, SP, SUM	
	Total Semester Credits	16		
Freshman (Semester 2)				
	ENGL 2010 Intermediate College Writing	3	F, SP, SUM	<ul style="list-style-type: none"> C or better in ENGL 2010, MATH 0970, LIBS 1704, CHF 1400 & American Institution Maintain overall and major GPA of a 2.5 or higher Meet with an academic advisor
	American Institution (AI)	3	F, SP, SUM	
	MATH 0970 Pathway to Contemp. Math****	3	F, SP, SUM	
	CHF 1400 Marriage and Romantic Relationships	3	F, SP, SUM	
	Creative Arts (CA)	3	F, SP, SUM	
	LIBS 1704 Information Literacy	1	F, SP, SUM	
	Total Semester Credits	16		
Freshman (Optional)				
	Total Semester Credits			
Sophomore (Semester 3)				
	MATH 1030 Contemporary Mathematics (QL)	4	F, SP, SUM	<ul style="list-style-type: none"> C or better in MATH 1030, CHF 2400 General Education Courses – do not duplicate departments Meet with an academic advisor Meet with faculty advisor to have emphasis courses approved MATH 1040 is recommended for students going on for graduate degrees
	Creative Arts or Humanities (CA/HU)	3	F, SP, SUM	
	CHF SS/DV 2400 Family Relations	3	F, SP, SUM	
	Elective Course	3	F, SP	
	Social Science (SS)	3	F, SP	
	Elective	1		
	Total Semester Credits	17		
Sophomore (Semester 4)				
	Elective	3	F, SP, SUM	<ul style="list-style-type: none"> C or better in MATH 1030 & CHF 2100
	Humanities (HU)	3	F, SP, SUM	
	Life Science (LS)	3	F, SP, SUM	
	Minor/Specialization class*	3	F, SP, SUM	
	CHF 2100 Family Resource Management	3	F, SP, SUM	
	Elective	2		
	Total Semester Credits	17		
Sophomore (Optional)				
	Total Semester Credits			

<input checked="" type="checkbox"/>	Course	Credit Hours	Semester Offered	Milestones & Notes	
Junior (Semester 5)					
	Physical Science (PS)	3	F, SP, SUM	<ul style="list-style-type: none"> Upper division is 3000 or above Complete Background Check 	
	Minor/Specialization class upper division*	3	F, SP		
	Minor/Specialization class upper division*	3	F, SP, SUM		
	Minor/Specialization class*	3			
	Elective Course	3	F, SP, SUM		
	Total Semester Credits	15			
Junior (Semester 6)					
	Physical or Life Science (PS/LS)	3	F, SP	<ul style="list-style-type: none"> C or better in CHF 2990B, 3850, HLTH 3500, CHF Elective Course Meet with academic advisor 	
	CHF 2990B Seminar in Family Studies	3	F, SP		
	CHF 3850 Current Research Methods in Child and Family Studies	3	F, SP		
	HLTH 3500 Human Sexuality	3	F, SP, SUM		
	CHF Elective Course (1)**	3	F, SP		
	Total Semester Credits	15			
Junior (Optional)					
	Total Semester Credits				
Senior (Semester 7)					
	CHF 3350 Diverse Families	3	F, SP	<ul style="list-style-type: none"> C or better in CHF 3350, 3550, & CHF Elective Courses Meet with academic advisor Apply to graduate by deadline posted online Attend Practicum Fair and complete Online exercise 	
	CHF 3550 Parenting Education	3	F, SP		
	CHF Elective Course (2)**	3	F, SP		
	CHF Elective Course (3)**	3	F, SP, SUM		
	Upper division elective	1	F, SP, SUM		
	Elective course	3	F, SP, SUM		
	Total Semester Credits	16			
Senior (Semester 8)					
	CHF 4650 Family Life Education Methods	3	F, SP	<ul style="list-style-type: none"> C or better in CHF 4650, 4860, 4990B, & CHF Elective Course Attend graduation ceremony 	
	CHF 4860 Practicum	3	F, SP		
	CHF 4990B Senior Seminar in Family Studies	3	F, SP		
	CHF Elective Course (4)**	3	F, SP		
	Elective courses	3	F, SP, SUM		
	Total Semester Credits	15			
CHF Elective Courses (12 credit hours required) **					
	CHF 3150 Consumer Rights & Responsibility	3	F, SP, SUM	<ul style="list-style-type: none"> Four CHF courses must be chosen to complete degree 	
	CHF 3400 Development in Middle Adulthood	3	F, SP		
	CHF 3450 Adult Development	3	F, SP		
	CHF 3650 Family Processes	3	F, SP		
	CHF 4300 Latino Child & Family Development	3	F, SP		
	CHF 4310 Understanding the Modern US Military Family	3	F, SP		
	CHF 4400 The Family in Stress	3	F, SP, SUM		
	CHF 4450 Children & Families in the Medical Setting	3	SP		
	CHF 4500 Comp. Study of Childhood & Adolescent Dev	3	SP, SUM		
	CHF 4660 Advanced Skills for Family Life Educators	3	F, SP		
	Total Bachelor of Science Credits	120	40 Upper Division Cr.		

Gen Ed Breadth Requirements (do not duplicate departments)

<input type="checkbox"/> HU	<input type="checkbox"/> CA	<input type="checkbox"/> HU or CA
<input type="checkbox"/> SS	<input type="checkbox"/> SS	
<input type="checkbox"/> PS	<input type="checkbox"/> LS	<input type="checkbox"/> PS or LS
<input type="checkbox"/> DV (Double dip with breadth course)		

Notes:

* A Minor, or specialization of 12 credits from outside the dept. of Child & Family Studies, is required. This map plans for a specialization; a minor may require more credits

** Four CHF courses must be chosen to complete degree

*** Courses numbered below 1000 level do not count toward credits earned or GPA



WEBER STATE UNIVERSITY
Moyes College of Education

DEPARTMENT OF
CHILD & FAMILY STUDIES

Avoid misadvisement! Consult your academic advisor (weber.edu/advisor), The WSU Catalog (weber.edu/catalog), and your CatTracks degree evaluation (log in to your eWeber Student Portal).

Contact Info: <http://www.weber.edu/chfam/>
801-626-7151

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