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NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Sponsoring Institution: Maryville University

Program Title: Bachelor of Arts in Human Development and Family Studies Program

Degree/Certificate: BA-Bachelor of Arts If other, please list: _____

Options: Online

Delivery Site(s): Maryville University Online

CIP Classification: 19.0701

**CIP Code can be cross-referenced with programs offered in your region on MDHE's program inventory.
[Click here for link to NCES CIP site.](#)*

Implementation Date 08/20 *please use MM/YY date format.*

Is this a new off-site location? No Yes

If yes, is the new off-site location within your institution's current CBHE-approved service region? Yes

**If no, public institutions should consult the comprehensive review process.*

Is this a collaborative program? Yes No *If yes, please complete the collaborative programs form on page 6.*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public institutions only)*
- The program will be offered within the institution's CBHE approved service region. *(public institutions only)*
- The program builds upon existing programs and faculty expertise.
- The program does not unnecessarily duplicate an existing program in the geographically applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public institutions only)*

AUTHORIZATION:

Name/Title of Institutional Officer

Signature

Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Qualifications of performance goals should be included wherever possible.

If you need more than one line of text to answer questions 1–5, please attach a Word .doc.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

None; Standard Maryville University admission requirements apply.

- Characteristics of a specific population to be served, if applicable.

Learners seeking bachelor degree to better understand how people grow, develop and adapt at different life stages.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

All faculty will have a minimum of an MA in Human Development or related degree.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term “full time faculty” (and not FTE) in your descriptions here.

As the program grows we anticipate ~25% of credit hours will be assigned to full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Scholarship, service and teaching responsibilities that are equivalent/consistent with rank/standing at institution

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.

Year 5 FTE is 175

- Percent of full time and part time enrollment by the end of five years.

25% full-time; 75% part-time

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
FULL TIME	10	20	30	40	50
PART TIME	25	50	75	100	125
TOTAL	35	70	105	140	175

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Anticipate 15 in 3 year; 45 in year 5 years

- Special skills specific to the program.

if selected as a concentration; Child Life Specialist eligibility

- Proportion of students who will achieve licensing, certification, or registration.

20%

- Performance on national and/or local assessments, e.g. percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

60% will perform above the 50th percentile. This is above average, but achievable.

- Placement rates in related fields, in other fields, unemployed.

85% in related fields; 10% in other fields; 5% unemployed

- Transfer rates, continuous study.

75% will remain in continuous study; 25% will transfer from/leave the program.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale

We will seek recognition from the National Council of Family Relations (accreditation is not offered)

6. Program Structure

A. Total credits required for graduation: 128.0

B. Residency requirements, if any: last 30.0 credits at Maryville University

C. General education: Total credits: 42-44 minimum

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title
ENGL 101	3.0	Writing I: The Writing Process
ENGL 104	3.0	Writing II: The Writing Process
MATH	3.0	Everyday Data; Contemporary Mathematics; Inter. Algebra; or Higher
SPCH 110	3.0	Oral Communication
Fine Arts	3.0	
Literature/Language	3.0	
Philosophy	3.0	
Humanities Electives	6.0	
History/Political Sci	3.0	
PSYC 101	3.0	General Psychology
SOC 101	3.0	Introduction to Sociology
Science	3.0/4.0	most science courses are 4 credits
Math/Science	3.0/4.0	Math must be higher than MATH 115 Contemp Mathematics

D. Major requirements: Total credits: 41.0 - 63.0 (depending on track chosen)

Course Number	Credits	Course Title
HDFS 101	3.0	Introduction to Human Development and Family Studies
PSYC 254	3.0	Human Development through the Lifespan
HDFS 201	3.0	Culture, Diversity, and the 21st Century Family
HDFS 301	3.0	Interpersonal Relationships
SOC 330	3.0	Human Sexuality
SOC 305	3.0	Family Violence through the Lifespan
HDFS 400	3.0	Family Law, Policy, and Advocacy
SOSC 240	3.0	Critical Thinking in the Social Sciences
SOSC 243	3.0	Research Design I
SOSC 244	3.0	Research Design II
HDFS 480	3.0	Senior Experience
HDFS 220; 320; 420	9.0	Child Development Track
PSYC 311; 314; 410	9.0	Youth Development Track
HDFS 230; 330; 430	9.0	Family/Parenting Education
PSYC 340, HEPR 244;	9.0	Gerontology (PSYC 340, HEPR 244; HDFS 440)
HDFS 120; HDFS 220	31.0-35.0	Child Life Specialist (PSYC 311/314; HDFS 320; REL 301; BIOL 101/102..

E. Free elective credits: 21.0-45.0
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience: _____

G. Any unique features such as interdepartmental cooperation: none needed

7. Need/Demand

Student demand

Market demand

Societal need

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

Human Development and Family Studies – MDHE Curriculum

General Education

Course Number	Credits	Course Title
ENGL 101	3	Writing I: The Writing Process
ENGL 104	3	Writing II: The Writing Process
MATH	3	Everyday Data; Contemporary Mathematics; Inter. Algebra; or Higher
SPCH	3	Oral communication
Fine Arts	3	
Literature/Language	3	
Philosophy	3	
Humanities Electives	6	
History/Political Sci	3	
PSYC 101	3	General Psychology
SOC 101	3	Introduction to Sociology
Science	3/4	most science courses are 4 credits
Math/Science	3/4	Math must be higher than MATH 115 Contemp Mathematics

Major Requirements

Course Number	Credits	Course Title
Core Courses		
HDFS 101	3	Introduction to Human Development and Family Studies
PSYC 254	3	Human Development through the Lifespan
HDFS 201	3	Culture, Diversity, and the 21st Century Family
HDFS 303	3	Interpersonal Relationships
SOC 330	3	Human Sexuality
SOC 305	3	Family Violence through the Lifespan
HDFS 400	3	Family Law, Policy, and Advocacy
SOSC 240	3	Critical Thinking in the Social Sciences
SOSC 243	3	Research Design I
SOSC 244	3	Research Design II
HDFS 480	3	Senior Experience
Students must select 1 track/concentration		
Child Development		
HDFS 220	3	Infant and Child Development
HDFS 320	3	Developmental Play and Learning
HDFS 420	3	Best Practices in Child Guidance
Youth Development		
PSYC 311	3	Child Psychology
PSYC 314	3	Adolescent Psychology
HDFS 410	3	Programming and Supervision of Youth
Family/Parenting Education		
HDFS 230	3	Family Resource Management

HDFS 330	3	Parent and Child Interactions
HDFS 430	3	Family Life Education Practice
Gerontology		
PSYC 340	3	Social Aspects of Aging
HEPR 244	3	Changing Face of Aging in a Multicultural Society
HDFS 440	3	Careers and Ethics in Gerontology
Child Life Specialist Concentration		
HDFS 120	3	Intro to Child Life
HDFS 220	3	Infant and Toddler Development
PSYC.311 or PSYC 314	3	Child Psychology or Adolescent Psychology
HDFS 320	3	Developmental Play and Learning
REL 301	3	Religion, Death and Dying
BIOL 115 or BIOL 101 and BIOL 102	4 or 8	Intro Human Anatomy and Physiology or Human Anatomy and Physiology I and Human Anatomy and Physiology II
HEPR 108	3	HEPR 108 Medical Terminology
HEPR 355	3	HEPR 355 Counseling Skills for Healthcare Professionals
HEPR 494	3	HDFS 494 Child Life Practicum I
HEPR 495	3	HDFS 495 Child Life Practicum II

Free Electives: 21-45 credit hours depending on track