

Program Review Report

Program under Review:

Human Development Minor

Program Advisory Board:

Thuy Karafa
Dr. Penney Whitehead
Dr. David Russell

Purpose:

The program review panel has been assembled to provide a review of the Human Development Minor program within the college of Arts and Sciences. This review is a continuation of the continuous improvement procedures implemented in order to provide the most relevant program for students and other stakeholders.

Learning outcomes:

1. Students who complete the human development minor will demonstrate an understanding of all aspects of human development across the lifespan.
 - a. These areas include physical, social, emotional, and cognitive development.
 - b. Students will understand the principles of human development and the conditions and processes that promote or hinder development.
2. Students who complete the human development minor will be able to understand and analyze the various theoretical perspectives available for understanding lifespan human development.
 - a. These perspectives include social cognitive and behavioral theories, psychodynamic theories, cognitive theories, dynamic systems and ecological systems theories.
3. Students who complete the human development minor will be aware of the various contexts that influence human development across the lifespan.
 - a. These contexts include family, economic factors, societal factors, historical factors, intellectual factors, and social factors (including race, ethnicity and gender).
4. Students who complete the human development minor will understand the various research methods used in studying lifespan human development.
 - a. They will understand both the strengths and weaknesses of the major research methods.
 - b. They will have some ability to use this understanding to evaluate information that is presented in both professional and nonprofessional (e.g., newspapers, radio and television, internet sources) sources.
5. Students who complete the human development minor will be able to use their understanding of human development to improve their ability to interact effectively with a diversity of people of all ages.

Why the minor is valuable at Ferris?

The Human Development minor serves Ferris students in a multitude of ways. FSU is an institution that focuses on preparing students for the world outside the walls of the university. The Human Development minor does this by giving students tools to help them understand and therefore interact effectively with people of all ages.

Every career requires interacting with all sorts of people. Whether you are an employee, an employer, or someone who deals with customers, clients, or the public at large, you will be well served to understand the issues that people at various stages of life deal with and what factors are likely influencing their lives. Social Work majors and Criminal Justice majors, for example, often take the courses that make up the Human Development minor because they will be working with individuals across the lifespan with various needs and difficulties. The background they would get from this minor will clearly enhance their ability to understand and work effectively with this people. Students in health fields will benefit in their interactions with clients or patients of various ages. And students in business will certainly benefit with knowledge that they can use in employer, employee, and customer relations.

Many of our students are, or will become parents. Further, many of our students will, at some point in their lives, have to deal with older parents. The material they will learn in the Human Development minor will improve their ability to meet parental obligations and help with issues of the late adulthood of their parents. In addition because of the education they receive on research methods they will be able to be wise consumers of the multitude of often confusing advice they will receive both from other people and from the range of sources that are available.

Finally, students who take the Human Development minor have an opportunity to develop self-insight. They often have projects that require them to apply what they have learned to their own lives. This often leads to an enhanced self-understanding. In sum, students who choose the Human Development minor will benefit in all aspects of their lives, both professionally and personally.

Is the minor supported with these courses?

The current courses in the Human Development minor do a good job in fulfilling the learning outcomes for the minor. The lifespan human development course gives students a broad overview of development from conception through old age and death and dying. The child psychology course goes into more detail on the early years of life. The psychology of adolescence course focuses in depth on the often tumultuous teen-age years and the field of aging course elaborates on the issues of late adulthood. Thus, students get an overall view of development as well as more in-depth treatments of the various stages of life.

The required courses in the minor also give students the training in research methods they need to make sense of the ongoing research on human development. They also include projects

that give students hands-on experience interacting with people of various ages.

The two other courses they take offer some choice so students can, to some extent, tailor the minor to their individual needs. For example, those who plan on working with troubled children can take the psychology of exceptional children course. Those who will deal with family issues can take the marriage and family course. The non-social sciences courses give students other options depending on their own interests and goals.

Do we need to change anything in the curriculum?

The new Psychology of Death and Dying course should be added to the minor

Do other universities in Michigan have this minor?

Yes. Central Michigan University has a Child Development Minor which has similar courses in their curriculum.

Survey of students:

Currently, there are 10 students in the minor. They were asked these questions:

1. Why did you choose to have Human Development Minor?
2. Would you recommend this minor to other students?
3. Has the minor helped you so far?
4. Is there any problems with the minor?

Two students answered the survey. They are very happy with their choices. Most of the students are in College of Education programs. They did not report any problems with the minor and they recommend it to other students.

Future activities:

The advisory board will meet yearly and:

1. review the program goals and asses student learning
2. review the curriculum and make appropriate changes if needed
3. review new courses that may be included in the curriculum
4. survey students, faculty and alumni

Sources of Information:

Current student perceptions
Alumni perceptions
Advisory board perceptions
Faculty perceptions
Fact book data

Activity:	Leader:	Target Date:
Current Student Survey	All	April 1
Alumni Survey	All	April 1
Advisory Board Survey	All	April 1
Faculty survey	All	February 1
Fact Book Data Collection	All	March 1
Review / Analysis of Collected Data	All	April 15
Initial Final Draft of the PRP	All	May 1
Comments to PRP Chair	All	June 1
Initial Submission of PRP to APRC Chair	All	June 15
Final Submission of PRP to APRC Chair	All	August 15

HUMAN DEVELOPMENT MINOR

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Why Choose the Human Development Minor?

Does your career require you to work with people of various ages? Perhaps you need to communicate effectively with people much older than you are. Perhaps your job requires you to understand the needs of young children. Maybe you plan on having children of your own and you wish to understand how they grow and change.

Virtually all careers (including parenting) require successful human interaction. Humans differ, however, in many ways. One of the most important ways we differ is development across the years. We all know that 3-year-olds are different from 10-year-olds who are different from 20-, 50-, and 80-year-olds. Successful human interaction demands understanding of these kinds of differences.

The Human Development minor provides an examination of the psychological and social aspects of human development across the life span. Graduates will develop practical knowledge of people in different life stages. Because every career deals with human beings, this knowledge will help students become more effective within their chosen field. Eighteen credits are required for the minor.

The Human Development minor will provide students with a solid foundation for understanding these differences. This foundation will help students become more effective workers in a wide variety of careers.

Admission Requirements

This Human Development minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing the B.S. in Psychology degree. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 18 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses

PSYC226	Lifespan Development
PSYC341	Child Psychology
PSYC342	Psychology of Adolescence
SOCY345	The Field of Aging

Choose two from the Social Sciences List or one from the Social Sciences List and one from the Non-Social Sciences List

Social Sciences List

PSYC241	Psychology of Exceptional Children
SOCY225	Marriage and the Family

Non-Social Sciences List

BIOL101	Genetics-Human Aspects
BIOL370	Developmental Biology
BIOL375	Principles of Genetics
CAHS205	Child Care Food & Nutrition
CRIM260	Delinquency Prevention & Control
EDCD110	Child Development
LITR326	Children's Literature
LITR327	Adolescent Literature
RMLS245	Camp Leadership
SCWK261	Social Serv for Children & Youth
THTR255	Children's Theater

MINOR IN HUMAN DEVELOPMENT

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S./ B.A. PROGRAM: _____

Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

SECTION A DECLARATION OF MINOR	General Requirements:				
	1) At least 50% of the credits of the minor must be numbered 300 or higher				
	2) At least 50% of the credits of the minor must be Ferris State University credits				
	3) This minor requires a minimum of <u>18</u> credits				
	4) This minor requires a minimum GPA of <u>2.0</u> in these courses.				
	5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.				
	6) A maximum of 1/3 of the minor credits may overlap the student's major*.				
	7) Students may apply 6 credit hours of overlap between minors**.				
	Required Courses		Credit Hours	Grade	Semester Completed
	PSYC 226		3		
PSYC 341		3			
PSYC 342		3			
SOCY 345		3			
Elective		3			
Elective		3			
Signatures			Date		
Student					
Advisor					
Department					

SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
	Department		
	CAS Dean	<input type="checkbox"/> MyDegree Verified	
	Registrar		

DECLARATION SENT TO RECORDS _____

COMPLETION SENT TO RECORDS _____

*Approved by the Academic Senate, March 13, 2001

** Approved by the Academic Senate, April 19, 2001