

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: University of Utah

Proposed Title: BA/BS in Family, Community and Human Development

Currently Approved Title: BA/BS in Human Development and Family Studies and BA/BS in Consumer and Community Studies

School or Division or Location: College of Social and Behavioral Science

Department(s) or Area(s) Location: Department of Family and Consumer Studies

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):

Current Classification of Instructional Programs (CIP) Code (for existing programs): 19.9999

Proposed Beginning Date (for new programs): 08/01/2016

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input checked="" type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee (Ruth Watkins – Signature will be collected after BoT Approval)*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request-Abbreviated Template
University of Utah
BA/BS Family, Community and Human Development
10/15/2015

Section I: Request

The Department of Family and Consumer Studies at the University of Utah is requesting a consolidation of its 2 current majors (BA/BS in Human Development and Family Studies and BA/BS in Consumer and Community Studies), into 1 major (BA/BS in Family, Community and Human Development; see Appendix A for current and proposed curricula). The Department is proposing to raise its core requirements from 5 to 7 courses (from 17 to 22 credits), and raise the number of credits for the major from 32 to 34. This proposal describes our plan to consolidate our two majors into one major. Our department has also voted to change our name to Family, Community and Human Development and will seek approval of this change subsequent to this consolidation curriculum proposal.

This proposal is the culmination of a sustained period of faculty engagement on this process. Our faculty began discussion about the consolidation of our two majors into one major in the fall of 2013. During academic year 2014-2015, we voted to pursue the change of two majors into one major. In the spring of 2015, a committee was formed who met regularly in spring and summer semester 2015 to revise our curriculum. We discussed the core curriculum as a faculty at our fall 2015 retreat and regular September faculty meeting. Revisions were reviewed via email between our September and October faculty meeting. At our October 2015 faculty meeting, we voted to adopt the consolidated curriculum.

Section II: Need

The Department of Family and Consumer Studies proposes to combine its two existing majors into one. These majors are: (1) Human Development and Family Studies (HDFS), and (2) Consumer and Community Studies (CCS). This restructuring of our majors is the logical conclusion to a process that included moving from three to two majors in 2003. The proposed single major continues to draw on the expertise of our diverse faculty while better positioning the department for future growth.

A single major better expresses and facilitates our vision of being a deeply integrated, cohesive, interdisciplinary department. Combining our majors in HDFS and CCS allows students to study more psychological and interpersonal phenomena such as child development and spousal relations in their broader community, economic, and policy contexts. We believe that our department--by virtue of having economists, demographers, and sociologists in addition to psychologists and developmentalists on our faculty--is especially well positioned to connect these micro and macro levels of analysis. Indeed, this connection is already reflected in the name of our master's degree program -- Human Development and Social Policy.

A single major will enhance the student experience and promote student success. At the most basic level, having a single major that reflects the fundamental emphasis of our department will allow students to more readily locate, understand, and identify with our department. It also facilitates student advising. In addition, a single major will likely result in a curriculum in which introductory- and intermediate-level classes will be slightly larger than at present but increase the number of capstone classes, courses with community-

engaged components, and MUSE-type experiences that transform students and provide opportunities for leadership development. We expect these changes to increase the number of students majoring in our department--a number that is already among the highest at the University of Utah.

A single major will strengthen our efforts to help students connect their major with employment options. We already offer students an array of job-relevant internships. Through designated University of Utah emphases and/or course sequences, we offer students courses that are required for national certification in the professional fields of Financial Planning, Child Life (working with children and their families in hospitals and other health care settings), and Family Life Education. We also offer an early childhood education emphasis for students interested in working with children (birth to 5 years) in preschools or other settings that facilitate children's early learning and development. To strengthen our current efforts, we plan to re-imagine an existing course, FCS 3010 (Introduction to FCS and Career Development), to highlight the ways that knowledge in our field of study is used in a variety of employment settings. In addition, we will provide students with suggested plans of study that help prepare them for careers in health, social services, and public policy. These plans of study would complement our existing, university-approved emphases in financial planning, early childhood education, and child life. Our efforts to clarify the job-market relevance of a degree in our department should further support the goal of increasing the number of our majors.

Synthesizing two majors into one provides our faculty with an opportunity to take a new and broader perspective on their research and scholarship. Members of our faculty already cross discipline and departmental lines, as exemplified by the work of our "energy balance" group. This research group contains people trained in sociology, economics, demography, and psychology. As our faculty work more closely on curriculum matters, it is likely that additional opportunities for interdisciplinary research will emerge.

Finally, a single major puts us in line with the structure of allied departments in the PAC-12 as well as Utah State and Weber State Universities. The University of Utah, in accordance with the Governor of Utah, has identified the priority for 66% of Utahns to have a post-secondary degree by 2020. Our revised curriculum will be consistent with this goal as this single major will simplify academic advising and retain curricular flexibility that will enhance degree completion.

Section III: Institutional Impact

The Department of Family and Consumer Studies does not anticipate any negative effects on enrollments within the Department or at other institutions in the state. This consolidated curriculum reorganizes the Department's existing course offerings and gives students more flexibility while maintaining the substantive academic program.

Section IV: Finances

The Department of Family and Consumer Studies does not anticipate any additional costs associated with this curriculum consolidation. It is our expectation that the consolidation will make the major potentially more popular with students and increase majors over time. Additionally, the department may even experience a small savings due to the streamlining that will take place with printed materials and website maintenance.

Section V: Curriculum
Current Curriculum for
BA/BS in Consumer and Community Studies

MAJOR: Consumer and Community Studies (CCS)

Minimum CCS Major Hours: 35 (*at least 18 semester hours for the CCS major must be completed at the University of Utah*). All CCS major and allied courses must be completed with a letter grade of C- or better.

1. DEPARTMENT CORE (8 Credit Hours)

FCS 3200 Research Methods	4
FCS 3210 Statistics (QB/QI)	4

2. CCS CORE (6 Credit Hours)

FCS 3450 Family Economic Issues (QI/BF) -or- FCS 3500 Financial Skills for Life (QI)	3
FCS 3600 Consumer and Community Policy (BF)	3

3. CAPSTONE (3 Credit Hours)

Choose **one** course. The other 4 courses will then become elective options.

FCS 5550 Family Financial Planning Capstone <i>Pre-req: FCS 3500,5510,5520,5530,5540</i>	3
FCS 5700 Analyzing Community Growth: An Evidence-based Approach (QI) <i>Pre-req: FCS 3200</i>	3
FCS 5730 Community & Environmental Change	3
FCS 4910 CSBS Internship	3-6
FCS 5950 Undergraduate Research	3-6
*HNKLY 4900/ 4901/4902/4903 Internship	3-12
HNKLY 4910 Washington D.C. Encounter	3-12

*All internship applications require approval from the Hinckley Institute of Politics, located in OSH 253, 801-581-8501

4. CCS ELECTIVES (15 Credit Hours – See list to the right): Some courses have a range of credit hours from which to select such as Internships & Undergraduate Research. Students can discuss their options for selecting CCS elective courses & hours with Advisors.

5. DEPARTMENT BREADTH REQUIREMENT (3 Credit Hours)

FCS 1500 Lifespan Human Development (BF) -or- FCS 2400 Modern Family: A Life Course Perspective (BF)	3
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6. ALLIED COURSES (12 Credit Hours): From the Human Development and Family Studies major, other areas of Social & Behavioral Science, Business, Communications, and/or other academic disciplines approved by the FCS Department. Students admitted to the U of U can use their *DARS Report* to view all approved departments from which to select allied courses from. Students are encouraged to consider adding a second major, minors, emphases, and/or certifications to increase career options. Students can discuss these options with Advisors.

CCS ELECTIVES

15 Credit Hour minimum / 6 Credit Hours must be at the 5000 Level

FCS 3180 Family, School, & Community Connections	3
FCS 3420 Housing Policy and Issues (CW)	3
FCS 3430 Family Advocacy and Policy	3
FCS 3450 Family Economic Issues (QI/BF)*	3
FCS 3470 International Consumer Policy (IR)	3
FCS 3500 Financial Skills for Life*	3
FCS 3620 Environmental Psychology & Sustainability	3
FCS 4910 CSBS Internship	1-6
FCS 5200 Family and Social Policy	3
FCS 5282 Conflict and Mediation	3
FCS 5430 Families, Consumers, & Health	3
FCS 5450 Nonprofit Community Organizations	3
FCS 5510 Building Family Wealth: Investment & Life Insurance Planning <i>Pre or co-req: FCS 3450 or 3500</i>	3
FCS 5520 Retirement and Benefits Planning for Families <i>Pre or co-req: FCS 3450 or 3500</i>	3
FCS 5530 Income Tax Planning for Families <i>Pre or co-req: FCS 3450 or 3500</i>	3
FCS 5540 Protecting Family Wealth: Insurance and Estate Planning <i>Pre or co-req: FCS 3450 or 3500</i>	3
FCS 5550 Family Financial Planning Capstone * <i>Pre-Req: FCS 3500, 5510, 5520, 5530, 5540</i>	3
FCS 5590 Intensive Spanish Culture and Community (IR) 3 week study abroad Summer semester only	4
FCS 5630 Healthy Communities	3
FCS 5700 Analyzing Community Growth: An Evidence-based Approach (QI)*	3
FCS 5730 Community & Environmental Change*	3
FCS 5950 Undergraduate Research*	1-6
FCS 5962/5964 Special Topics in CCS	3
HNKLY 4900/4901/4902/4903 Internship** -or- HNKLY 4910 Washington D.C. Encounter**	3-4

*If NOT used to fulfill major core or capstone requirement

**If NOT used to fulfill capstone requirement. A maximum of 4 credit hours will be accepted towards the 15 credit elective requirement

Consumer and Community Studies

The objective of the Consumer and Community Studies (CCS) Major/ minor is to provide students with a major/ minor that focuses on the well-being of households as they are influenced by the marketplace institutions and communities in which the households are embedded. Students in the CCS major gain an interdisciplinary understanding of marketplace and community issues at the local, national and international level. This is done by examining the perspectives of consumers, businesses, community organizations, and government. Students also acquire the practical skills necessary to improve the well-being of households, with courses providing students with opportunities to acquire mediation skills and learn through community service and internships.

In keeping with the interdisciplinary character of the CCS major/ minor, faculty members are drawn from a variety of disciplinary backgrounds. These include economics, sociology, psychology, law, and business education. With about a hundred students in the major at any one time, there are ample opportunities to gain research experience by working with faculty members on their research or to receive their guidance on individually designed research projects.

Graduates of the CCS major/ minor have unique skills and, as a result, their employment prospects are strong. Students have solid grounding in economics, family finance, political science, community development, public policy and law. This makes graduates attractive to government agencies, nonprofit organizations, and businesses that deal with consumers and community issues. Students are particularly well prepared to pursue advanced degrees.

Current Curriculum for
BA/BS in Human Development and Family Studies

MAJOR: HUMAN DEVELOPMENT & FAMILY STUDIES (HDFS) Minimum HDFS Major Hours: 32 (*at least 18 semester hours for the HDFS major must be completed at the University of Utah*). All HDFS major and allied courses must be completed with a letter grade of C- or better.

1. DEPARTMENT CORE (11 Credit Hours)

FCS 3200 Research Methods	4
FCS 3210 Statistics (QB/QI)	4
FCS 3450 Family Economic Issues (QI/BF) --or--	3
FCS 3600 Consumer and Community Studies (BF)	3

2. HDFS CORE (6 Credit Hours)

FCS 1500 Lifespan Human Development(BF)	3
FCS 2400 Modern Family: A Life Course Perspective (BF)	3

3. HDFS ELECTIVES (15 Credit Hours – *See list to the right*): Some courses have a range of credit hours from which to select such as Internships (FCS/SBS 4910) & Undergraduate Research (FCS 5950). Students can discuss their options for selecting HDFS elective courses & hours with Advisors.

4. ALLIED COURSES (12 Credit Hours): From the areas of social & behavioral science, education, health science, consumer & community studies major and/or other academic disciplines approved by the FCS Department. Students admitted to the U of U can use their *DARS Report* to view all approved departments from which to select allied courses from. Students are encouraged to consider adding a second major, minors, emphases, and/or certifications to increase career options. Students can discuss these options with Advisors.

HDFS ELECTIVES

15 credits hours minimum / 6 credits hours must be at the 5000 Level

FCS 2570 Middle Childhood: The School Years (BF)	3
FCS 2600 Introduction to Early Childhood Education	3
FCS 2610 Understanding Children's Behavior	3
FCS 2620 Child Development Practicum (<i>pre/co-req 2610</i>)	3
FCS 2640 Integrated Curriculum Methods	3
FCS 3180 Family, School, and Community Connections	3
FCS 3215 Beginnings: Development During Infancy and Childhood BF	3
FCS 3216 Interacting with Infants and Toddlers	3
FCS 3240 Family Belief Systems (CW)	3
FCS 3245 Human Sexuality in a World of Diversity(DV)	3
FCS 3260 Fatherhood	3
FCS 3270 Parenting	3
FCS 3290 Ethnic Minority Families (DV) (HF)	4
FCS 3370 Parenting Across Cultures (IR)	3
FCS 3430 Family Advocacy and Policy (<i>Service Learn credit FCS 3904</i>)	3-4
FCS 3630 Intimacy and Love (BF)	3

FCS 3640 The Science of Play: Creative Planning for Early Learners	3
FCS 4910/SBS 4910 Internship	1-4
FCS 5170 Creativity in Young Children	3
FCS 5200 Families and Social Policy	3
FCS 5210 Family Life Education	3
FCS 5230 Adolescence	3
FCS 5240 Mid/Later Life Development and Family	3
FCS 5250 Theories of Human Development (CW)	3
FCS 5280 Marriage, Divorce, and Remarriage	3
FCS 5282 Conflict and Mediation	3
FCS 5310 Foundations of Child Life (Pre-req Required)	3
FCS 5311 Childhood Healthcare I (Pre-reqs Required)	3
FCS 5312 Childhood Healthcare II (Pre-reqs Required)	3
FCS 5370 Family Violence (CW)	3
FCS 5380 Family Problems	3
FCS 5390 Gender and Minorities Across Lifespan (DV)	3
FCS 5430 Families, Consumers, and Health	3
FCS 5590 Intensive Spanish Culture and Community(IR) 3 week study abroad Summer semester only	4
FCS 5630 Healthy Communities	3
FCS 5940 Attachment Theory Across the Lifespan	3
FCS 5950 Undergraduate Research	1-4
FCS 5962 Special Topics in HDFS	3
FCS 3450 or 3600 - If course not used for department core	3

REQUIREMENTS SUBJECT TO CHANGE. Students are encouraged to meet with their advisor on a regular basis. *Updated 10/15/2015*

HUMAN DEVELOPMENT AND FAMILY STUDIES

The objective of Human Development and Family Studies is to provide students with an integrated knowledge and interdisciplinary understanding of family relationships and individual development over the life course. The curriculum in the major & minor is organized into two conceptual domains: human development and family studies. Students then choose from several focus courses that expand their knowledge of particular life stage, family process, or family-institution interface within each block of human development courses and family studies courses. Majors are expected to acquire the following skills/knowledge:

Human Development

*Mastery of the principles of human development, and an understanding of the key developmental task of each stage of life.

*Depth of understanding on developmental stages (i.e. infancy, early childhood, adolescence, etc) with particular emphasis on the family as a context for human development.

Family Studies

*Understanding of intra-family processes such as power, decision making, and communication; mastery of family theories and conceptual frameworks, such as the systems perspective, constructivist, functional and conflict theories.

*Mastery of family ecological models, including principles of reciprocity and interdependence between larger contextual environments and the family, and an understanding of family policy.

*Depth of understanding on comprehensive examination of the interface between the family and various social/political/cultural environments.

Methods

*Understanding of the principles of research methods, including issues of internal and external validity, correlation versus causation, and operationalization: ability to critique and evaluate written research reports.

*Ability to perform basic statistical tests, and understanding of the application of statistical tests, and understanding of the application of statistics in the research process.

With these skill graduates are prepared to work with, and for, a variety of private and public organizations. Examples include the following:

*Social services within the government

*Working with programs for people at risk: elderly, children, adolescents, etc.

*Early childhood education

*Child Life Specialist

*Family Life Educator

Proposed Curriculum Consolidation for BA/BS in Family, Community and Human Development

We start with six themes that guided our thinking about the major and decisions about curriculum. This is followed by core requirements for the major, then a list of the remaining courses we will offer from which students will choose to earn the credits required for the major. A key part of this process has involved a decision to add a “community-relevant” course to our core requirements, and an effort to identify all of our course opportunities (including internships) that fit this goal.

Themes

1. **Human Development Across the Lifespan:** An understanding of the diversity of developmental changes of individuals in families throughout the lifespan (infants, children, adolescents and adults), including physical, emotional, cognitive, personality, social, and moral aspects
2. **Family Dynamics:** An understanding of how family members develop and maintain diverse interpersonal relationships within and across generations.
3. **Financial Planning (or Personal and Family Finance):** An understanding of the decisions individuals and families make about developing and allocating resources including time, money, and material assets, to meet their goals.
4. **Community Contexts:** A number of supports and challenges to human development and family well-being are embedded within larger settings, such as neighborhoods and communities. Thus understanding social, environmental, economic, and policy contexts is integral to the understanding of human well-being.
5. **Policy:** An understanding of local, national, and international policies and laws influencing individual, family and community well-being
6. **Knowledge Production and Application:** An understanding of how social scientific knowledge is generated and evaluated, with particular attention to how this knowledge may be applied to enhance the well-being of individuals (at every age) and families

Core Requirements (22 credits)

FCS 1500 Lifespan Human Development (3)
FCS 2400 Modern Family: A Lifecourse Perspective (3)
FCS 3450 Family Economic Issues Across the Life Course (3) OR
FCS 3500 – Financial Skills for Life (3)
FCS 3010 Introduction to FCS and Career Development (2)
FCS 3200 Research Methods in FCS (4)
FCS 3210 Statistics in FCS (4)
1 Community-focused course from those on the electives list marked with an asterisk (*) or carrying a departmental CEL designation (3)

FCS Electives (12 credits, assuming 34 total for our degree—recognize that one of the courses from this list * will meet a core requirement and thus will be counted toward the 22 core credits rather than the 12 elective credits. As such, students will be taking 5 courses from this list rather than 4.)

FCS Electives

FCS 2600 Introduction to Early Childhood Education
FCS 2610 Understanding Children's Behavior

FCS 2620 Child Development Practicum
*FCS 3180 Family, School and Community Connections
FCS 3215 Beginnings: Development During Infancy and Childhood
FCS 3216 Interacting with Infants and Toddlers
FCS 3245 Human Sexuality in a World of Diversity
FCS 3270 Parenting
FCS 3290 Ethnic Minority Families
FCS 3370 Parenting Across Cultures
*FCS 3420 Housing Policy and Issues
*FCS 3430 Family Advocacy and Policy
FCS 3450 Family Economic Issues Across the Life Course
FCS 3500 Financial Skills for Life
FCS 3620 Environmental Psychology and Sustainability
FCS 3630 Intimacy and Love
FCS 3640 The Science of Play: Creative Planning for Early Learners
* FCS 4910 Internship – Connecting Classroom to Career
FCS 4999 Honors Thesis/Project
FCS 5110 Graduate Multivariate Statistics
FCS 5120 Demographic Methods
FCS 5150 Administration and Supervision of Early Childhood Programs
FCS 5170 Creativity in Young Children
FCS 5190 Early Childhood Internship and Capstone
*FCS 5200 Families and Social Policy
FCS 5230 Adolescence
FCS 5240 Mid/Later Life Adult Development and Family
FCS 5250 Theories of Human Development
FCS 5270 Foundations of Marital and Family Intervention
FCS 5280 Marriage, Divorce and Remarriage
FCS 5282 Conflict and Mediation
FCS 5310 Foundations of Child Life Practice
FCS 5311 Childhood Healthcare I
FCS 5312 Childhood Healthcare II
FCS 5370 Family Violence
FCS 5380 Family Problems
FCS 5390 Gender and Minorities across the Lifespan
FCS 5430 Families, Consumers and Health
*FCS 5450 Nonprofit Community Organizations
FCS 5510 Building Family Wealth: investment and Life Insurance Planning
FCS 5520 Retirement and Benefits Planning for Families
FCS 5530 Income Tax Planning for Families
FCS 5540 Protecting Family Wealth: Insurance and Estate Planning
FCS 5550 Family Financial Planning Capstone
*FCS 5590 Intensive Spanish Culture and Community
* FCS 5630 Healthy Communities
* FCS 5700 Analyzing Community Growth: An Evidence-based Approach
FCS 5730 Community and Environmental Change
* FCS 5800 Optimal Human Development and Social Policy

FCS 5900 Early Childhood Capstone for In-service Educators

FCS 5940 Attachment Theory across the Lifespan

FCS 5950 Undergraduate Research

*FCS 5964 Special Topics; Tax Assistance Training

FCS 5962 Special Topics in FCS



November 5, 2015

Ann Darling, Ph.D.
Assistant Vice President
Undergraduate Studies
U of U campus

Dear Ann,

I am writing in support of the proposal to consolidate two majors into one major in the Department of Family and Consumer Studies. These majors are: (1) Human Development and Family Studies (HDFS), and (2) Consumer and Community Studies (CCS). This restructuring of our majors is the logical conclusion to a process that included moving from three to two majors in 2003. The proposed single major continues to draw on the expertise of our diverse faculty while better positioning the department for future growth.

I have been very involved in this process and feel that this movement to one major will provide students an opportunity to focus on a core curriculum that would position them to then focus on the elective coursework we provide that can be tailored to their interests. I believe that this change will create opportunities for more efficient advising and subsequently progress on the University's goal of improving six-year graduation rates.

Our department has also voted to change our name to Family, Community and Human Development and will seek approval of this change subsequent to this consolidation curriculum proposal.

If you have any questions about the proposal, please do not hesitate to contact me at 801-581-6521 or my direct line of 801-585-3058.

Kind Regards,

Lori Kowaleski-Jones
Professor and Chair, Department of Family and Consumer Studies

Department of Family and Consumer Studies

College of Social and Behavioral Science
225 South 1400 East, Room 228
University of Utah
Salt Lake City, UT 84112
(801) 581-6521
FAX: (801) 581-5156

Ann Darling, Ph.D.
Assistant Vice President
Undergraduate Studies
UofU Campus

Dear Ann:

I am writing on behalf of the College of Social and Behavioral Science (CSBS) Curriculum Committee. This committee met on October 22, 2015 and unanimously approved the proposal from the Department of Family and Consumer Studies to move from offering two undergraduate majors to offering a single undergraduate major entitled Family, Community, and Human Development. The committee members felt that this change would provide greater clarity for students interested in the interdisciplinary curriculum offered by the department. It would also serve to increase advising efficiency. In turn, that will hopefully allow advisors in the department to promote more in-depth learning experiences and improve six-year graduation rates.

If you have any questions about the CSBS Curriculum Committee's deliberations, please feel free to contact me.

Sincerely,



Cathleen D. Zick, Ph.D.
Associate Dean