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UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
UTAH VALLEY UNIVERSITY
OREM, UTAH

OCTOBER 24, 2008



Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Bachelor of Science in Family Life Studies via Online Delivery – Effective Spring 2009

Issue

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS) via online delivery effective Spring Semester 2009. This program has been approved by the USU Board of Trustees on 13 April 2007.

Background

The FLS degree proposal aims to expand educational access to non-traditional students, offering an overview of human development across the lifespan, interpersonal relationships (especially in families and marriage), and consumer and family economics (especially resource management). Consistent with USU's land-grant mission, the proposed FLS program will help make a college education accessible to individuals throughout the state who are place-bound with work and family responsibilities. The Department of Family, Consumer and Human Development's instructional, research, and outreach efforts emphasize marriage and family relations, human development from infancy to later life, early childhood education, family financial management, consumer education, and marriage and family therapy. Currently, the Department offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students. Some additional courses, specifically designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses. Coursework will focus not only on the individual and family effects on human development, family relationships, and economic issues, but also on the contextual effects of social policies and institutions. A senior capstone project will provide FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching; and 3) community outreach and service. The costs for faculty, teaching assistants, and operating expenses will be paid from funds generated by online course tuition.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. Students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

A new faculty member has been hired as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed.

The proposed program will be self supporting and is expected to generate new operating budget dollars for the FCHD Department. The Regional Campus and Distance Education (RCDE) will receive and distribute the tuition dollars. The proposed program is self supporting.

Policy Issues

USHE institutions support the proposed program. However, several concerns were raised regarding employment opportunities, learning outcomes, and transfer opportunities for community college students. Employment opportunities are now listed in the Labor Market section and expected learning outcomes in the Assessment section reflect higher level expectations. USU officials demonstrated that community college students could apply for admission to USU and, if accepted, begin the proposed program at the beginning of any semester.

Commissioner's Recommendation

The Commissioner Recommends that the Regents review the request by Utah State University to offer a Bachelor of Science in Family Life Studies to be delivered via technology, raise questions, and, if satisfied, approve the request.

William A. Sederburg, Commissioner

WAS/PCS/HN
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Family Life Studies via
Utah State University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 15, 2008

Section I: The Request

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS) via online delivery effective Spring Semester 2009. This program has been approved by the USU Board of Trustees on 13 April 2007.

Section II: Program Description

Complete Program Description

The Department of Family, Consumer, and Human Development (FCHD) at Utah State University proposes a new Bachelor's degree in Family Life Studies (FLS), with student admissions to begin Spring Semester, 2009. This program will be available as a fully distance-delivered (online) degree, although some of the required courses may be taken face-to-face or via Interactive Broadcast at USU's regional campuses, distance education centers, and partnership campuses (Snow College and College of Eastern Utah). Students anywhere in Utah or in the nation will be able to complete the FLS degree.

The FCHD Department is an interdisciplinary unit. The Department's instructional, research, and outreach efforts emphasize marriage and family relations, human development from infancy to later life, early childhood education, family financial management, consumer education, and marriage and family therapy. Currently, the Department offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students. Some additional courses, specifically designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses which will help students understand the interaction of family relations, human development, and consumer sciences. Coursework will focus not only on the individual and family effects on human development, family relationships, and economic issues, but also on the contextual effects of social policies and institutions. A senior capstone project will provide FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching; and 3) community outreach and service.

Purpose of Degree

The FLS degree aims to expand educational access to non-traditional students, offering an overview of human development across the lifespan, interpersonal relationships (especially in families and marriage), and consumer and family economics (especially resource management). This degree will integrate coursework across the existing FCHD major emphases, providing a rigorous education across a broad range of family life subjects. This differs sharply from the existing FCHD major, with three specialized, and narrow, profession-driven areas of emphasis.

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals throughout the state who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of

children and youth, family communication, and elder care. This program will graduate prepared individuals to work in public and private human service agencies statewide.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. In addition to its benefits for personal growth, enhanced family stability, and community development, students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

Institutional Readiness

All administrative structures to support the proposed FLS degree currently exist. For over 75 years, the FCHD Department has existed in different forms at USU. The FCHD major has been offered via satellite and traditional face-to-face delivery at distance education sites for over 20 years, and selected FCHD courses have been offered online for 10 years. The Department is strongly committed to USU's land-grant mission of providing educational access statewide. Working together with USU's Regional Campuses and Distance Education (RCDE), the Department uses cutting-edge technology to deliver high-quality courses.

All courses for the proposed online degree, including four new courses approved through USU's Educational Policies Committee, will be taught by highly qualified faculty and supervised by the department head. Online offerings will not compromise the regular schedule of Logan Campus courses. Indeed, the online courses may increase the ability of Logan campus students to complete their degrees in a timely way because these students will have another option for instruction when scheduling conflicts arise.

A new faculty member has been hired in a new lecturer position as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed. Faculty who teach online courses with large enrollments will be provided with qualified teaching assistants. The costs for faculty, teaching assistants, and operating expenses will be paid from funds generated by online course tuition.

Faculty

The proposed FLS degree will draw upon the expertise of 29 full-time faculty and three part-time faculty. These include 20 PhD faculty (tenured or tenure-track lines) and three PhD and six master's-level faculty (non-tenure track lines). These individuals possess requisite research and teaching expertise (see faculty vitae in Appendix C). With degrees from respected institutions around the nation, faculty teach all the courses that will be included in the new degree. New sections of online FLS degree courses will be taught by regular faculty or by part-time faculty on a contractual basis. The FCHD Department is fortunate to have four faculty with extension specialist roles in Utah State's Cooperative Extension Service. Because they are in constant touch with the needs in the state, these individuals help to inform the department's educational programs. The FLS program coordinator and the instructional designer working with faculty have developed resources on best practices in online education to help faculty as they design, deliver, and evaluate instruction.

Staff

The FCHD Department has eight staff members who serve students and faculty on the Logan campus and throughout the state. They are experienced, well-trained, and available to support the delivery of the proposed FLS online degree. Most of the work of recruiting and registering students for the proposed FLS degree will be done by the Regional Campus and Distance Education (RCDE) staff who are already highly skilled in conducting these tasks. Additional marketing and recruiting will be done by the FLS program coordinator in conjunction with the RCDE staff.

Library and Information Resources

Utah State's Merrill-Cazier Library holds most of the leading journals in the family relations, human development, and consumer sciences fields. The majority of these journals are available online, and students can create a campus user account that provides access. The library also has extensive holdings in related fields that can be sent to students at distance education sites. Policies and procedures allowing library access from a distance have been developed over many years of successful USU innovation in the regional campus system. In addition, instructors of the online courses can put supplementary materials in password-protected course reserves, so that students can access what they need for a high quality educational experience. The proposed budget for the FLS degree includes funding for library support of this distance program.

Admission Requirements

Admission requirements will be governed by university policy and the Department's admissions standards. The FCHD Department will require that students have a 3.0 GPA to be admitted to the FLS major. In addition, once the new degree is approved, students must first be a pre-major in Pre-FLS (PFLS) and must complete at least 24 semester credits (including FCHD 1010, 1500, 2400, 2450) with a cumulative GPA of 3.0 and a 3.0 GPA in major coursework.

Completion of a criminal background check including fingerprinting will be required prior to the senior capstone project. This is to ensure that graduates of this program do not have a history of abuse to children or the elderly. Such safeguards help to minimize the possibility that someone would use this degree to gain access to children or the elderly for criminal purposes.

Student Advisement

Students will receive advisement from the FLS program coordinator/advisor. This individual has the support of the regular FCHD advisor who has many years of experience. Questions about an individual student's academic record with respect to courses being accepted for the FLS degree will be addressed by the FCHD faculty member who has handled articulation issues for many years. Students will be able to receive advising via email or over the phone.

Justification for Graduation Standards and Number of Credits

This degree will require 120 credits, and an overall GPA of 3.0.

External Review and Accreditation

Dr. Margaret Young, an Associate Professor at Washington State University and coordinator of the online bachelor's program in the Department of Human Development, was consulted. She provided helpful recommendations that were integrated in the development of the program. No accreditation is available for this program.

Projected Enrollment

These projected enrollments are only for those taking online courses who will be majors in the FLS degree.

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
1	173	20	8.7	N/A
2	233	20	11.7	N/A
3	267	20	13.4	N/A
4	300	20	15	N/A
5	333	20	16.7	N/A

Expansion of Existing Program

The proposed FLS major will utilize existing courses in the FCHD major, as well as four new courses that were developed and approved by USU's Educational Policies Committee. However, this integrated degree is proposed as a new separate major because its breadth requirements are not aligned with the more narrowly specialized instructional emphases within the existing FCHD major. As noted earlier, the proposed FLS major is unique in that it would integrate coursework across the Child Development, Family and Community Services, and Family Finance emphases.

Seven of the courses in these areas have been available online for the last three years. Online enrollments for the previous years have been as follows: 2004-2005 - 3,638 student credit hours (SCH); 2005-2006 - 3,160 SCH; 2006-2007 - 2412 SCH; and 2007-2008 - 3852 SCH. The decline in average class size, seen in the student FTE table below, is not a reflection of student interest, but is due to a change in the Quantitative Intensive (QI) designation of FCHD 3350 "Family Finance", which became effective Fall of 2006. Student interest in this degree offering is high. When all the courses are developed for online delivery, and when the program is marketed as a USU degree, it is anticipated that enrollments will grow.

Previous enrollments in FCHD online courses (all students)

Year	Number of courses	Student FTE
04-05	7	242
05-06	7	211
06-07	10	185
07-08	15	258

This FLS degree will also depend on courses from other departments so that students can meet their general education and statistic requirements within the FLS major. The needed general education courses are already online for other programs coordinated by RCDE. The statistics course needed from the Psychology Department is developed.

Section III: Need

Program Need

Many citizens of the state face reduced employment opportunities because of limited access to higher education. The percentage of Utah's adult population with a college degree is 26 percent (27% in urban areas and 18% in rural areas of the state; <http://www.ers.usda.gov/StateFacts/UT.HTM>).

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of children and youth, family communication, and elder care.

Labor Market Demand

Current graduates in FCHD find good employment opportunities in state agencies serving children, families, consumers, displaced homemakers, the elderly, and others. Some of these employers include the Utah Department of Human Services with current FCHD graduates hired in the Division of Child and Family Services, Division of Services for People with Disabilities, and Workforce Services. Graduates also work in non-profit community agencies dealing with family and consumer issues. Some of these agencies include Child and Family Support Centers, CAPSA (Women's Shelter in Logan), YWCA in Ogden, home-based and center-based child care facilities, and residential youth programs throughout the state. It is anticipated that graduates of the FLS degree program will find similar opportunities and that market demand for professionals in the human services fields will remain relatively stable.

Student Demand

Utah State's Regional Campus and Distance Education (RCDE) sites receive many requests for degree programs that are not currently available, or that are not available at the times or locations that meet students' needs. Students are increasingly seeking educational opportunities through alternative means to traditional campus-based education. National demand for online degrees has grown dramatically over the past few years.

Interest in this proposed degree program has been strong, with over 100 inquiries from students in Utah and the Intermountain West. The Department currently has a list of over 40 students who plan to enroll if the FLS degree is approved. Brigham Young University (BYU) has a similar program, but requires students to complete 30 credits in residence at BYU. The Department has been told that BYU plans to refer those students who do not meet their requirement for 30 credits in residency to Utah State's program, once it is in place. The FCHD Department anticipates a steady flow of referred students from the BYU Family Life program.

To date, inquiries about the program have come from chance encounters and from the USU Distance Education website which lists the proposed FLS degree as one that may be available in the future. If the degree is approved, the Department and RCDE will implement a marketing program in Utah and on the Internet.

Similar Programs

Other universities and colleges in the USHE offer courses and degrees in human development, family relations, and consumer sciences. Some courses are available online. However, no other state institution offers an entirely online degree in Family Life Studies or a related area.

Collaboration with and Impact on Other USHE Institutions

Although the FCHD Department articulates courses with other institutions in the USHE, no collaboration is planned in offering this proposed FLS degree. No impact on other institutions is expected inasmuch as the audience for this degree consists of students who are not able to pursue a degree in the traditional way. It is important to note that the target audience is students who are not now being served by the USHE.

Benefits

There will be several benefits to USU from this program. It will attract new students and enrollments. It will further enhance the stature and the land-grant mission of the University and the Emma Eccles Jones College of Education and Human Services. It will generate revenue for the University, for RCDE, and for the FCHD Department, which will be invested in the further enhancement of educational services. The state will benefit by having more well-educated bachelor's level graduates to fill positions in the family and human services fields statewide. Such infrastructure development is important for Utah's social and economic viability, especially in remote and rural areas of the state.

Consistency with Institutional Mission

The study of child development, family relations, and the economic well-being of families has been part of USU's core mission since its founding, when the Department of Domestic Arts provided instruction. The FCHD Department has been part of the USU mission for 77 years under different names and organizational structures. The proposed Family Life Studies online degree will provide a vehicle to help accomplish that role, consistent with USU's land-grant mission, by expanding access to higher education for individuals throughout the state, and by providing well-educated individuals to work in Utah's public and private human service agencies.

Section IV: Program and Student Assessment

Program Assessment

Goals

1. Assist students to become fluent in marriage, family, human development, and consumer science content and strategies that support family life studies.
2. Assist students to prepare as professionals in the field through developing empirically-informed and methodologically sound research, teaching, and intervention plans and strategies.
3. Assist students to use these plans and strategies in their own relationships and/or as professionals to improve well-being in individuals, families, and communities.

Program Assessment

To assess the extent to which the Department meets its goals for the Family Life Studies online degree, the FCHD Department will collect data on student satisfaction, student competencies, and job placement (see Formative and Summative Assessments below). Additionally, each online course will be evaluated by independent instructional designers, by each instructor, and by the FLS Program Coordinator. This assessment work will be accomplished through USU's FACT Center, utilizing eight national rubric standards (see Appendix D: Measures and Assessments) for effective online courses. The coordinator, designers, and instructors will work closely together to ensure that all courses meet and consistently maintain these standards.

Expected Standards of Performance

The same academic standards that presently exist for the Logan campus FCHD courses will be maintained in the online courses. Faculty will be expected to maintain the same high levels of personal engagement with students as is now achieved with face-to-face and broadcast instruction. The Department's pioneering work with online delivery suggests that traditional faculty/student may even be enhanced through new technology. Because online courses will have equivalent assignments, readings, assessments, and levels of rigor to other methods of delivery, students will be expected to perform at the same academic level as they would in Logan campus courses. Simply put, there will be one curriculum taught by one faculty to one student body – regardless of location or delivery method.

Student competencies parallel those for courses in the Logan campus program. These outcomes are based on standard core subject matter topics in the fields of family relations, human development, and consumer sciences. These competencies are shown below.

LEARNING OBJECTIVES AND COMPETENCIES

Students will demonstrate through individual and group processes:

- Disciplinary knowledge of the following content:
 - individuals, families, and their relationships to larger social institutions
 - the decisions individuals and families make about developing and allocating resources
 - social, economic, and governmental policies and their implications for individuals and families
 - the internal dynamics of the family, including family strengths and weaknesses

- how to promote development and learning across the lifespan within the family context based on individual characteristics and needs and the multiple influences on development and learning
 - the development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts
 - how the interaction between parenting behaviors and child characteristics influence child outcomes
 - demographic changes and poverty issues in America
 - consumer issues and consumer interaction with business and government in the marketplace
 - the economics of the family, including debt and household wealth
 - consumer policy processes and the consumer policy relating to consumer credit issues and investment issues
 - how the life cycle affects household decisions, and the influence of individual and family needs on household decisions and options
 - the importance of financial values and goals and providing financial security through life including common consumer credit problems and planning for retirement
- Professional Practice
 - Demonstration of ethical and professional practice within the family setting
 - Application of how to support and empower individuals and families and communities through respectful, reciprocal relationships
 - An understanding of the needs of individuals and families of various ethnic and socioeconomic backgrounds as demonstrated by plans for providing professional services that account for these factors
 - Demonstrated ability to use interpersonal skills, conflict resolution skills, and ethical decision-making skills for personal and professional relationships
 - Application of knowledge to the policy making process as it relates to individuals and families in order to engage in professional advocacy for individuals and families
 - Students will develop and implement, a family life education programs in a community setting
 - Demonstrate critical thinking in papers and assignments
 - Demonstrate effective written communication and correct use of APA style
 - Develop a career plan, a resume, and a network of career contacts
 - Research Methods and Inquiry
 - Ability to critique a research report demonstrating an understanding of basic research principles and methods needed in order to be an informed consumer of research
 - Application of empirically-informed teaching methods and delivery in designing and delivering a community-based family life education program

Formative and Summative Assessments

Student Satisfaction. Student satisfaction will be assessed with a student survey administered to students at the completion of the pre-major courses (FCHD 1010, 1500, 2400, and 2450) and again to majors as students near graduation in their senior capstone course (FCHD 4830). Additionally, satisfaction questions

will be part of a placement survey sent to students two years after graduation. The student satisfaction inventory will include items about advising, program delivery, coursework, and faculty (see Appendix D).

In each class, when students complete the standard student evaluations, instructors will include an additional assessment about how well the course has met the stated objectives in the course syllabus and how well the course has contributed to the student's preparation for future studies and their eventual career. These formative assessment surveys will be tabulated by the Department and given to the instructor. The instructor will submit an annual statement summarizing any changes that have been made in the course to better meet departmental and course objectives.

Student Competencies. As the capstone experience in the FLS degree, each student will complete a senior project. The senior project will serve as a way for students to integrate what they have learned in the classroom through research, teaching, and outreach. The quality and depth of understanding shown across the senior projects will provide another assessment of how well the program is preparing students.

At the completion of program requirements, students will take a national exam sponsored by the National Council on Family Relations. The pass rate for students in the FLS degree program will provide an indication of the learning outcomes achieved by students in the program.

Learning outcomes will be assessed by comparing these outcomes in selected sections of courses being taught both on-campus and online. Data will be used to inform best practices in both online and face-to-face instruction.

Job Placement and Career Preparation. Career preparation will be assessed two years after graduation through a questionnaire. The post graduation survey will assess career advising, quality of course delivery, and related questions of satisfaction. It will also include job placement data, how well graduates feel their degree in FCHD prepared them for their work, and any suggestions for strengthening the program from their post graduation perspective (see Appendix D).

Section V: Finance

Budget

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Students						
Projected FTE Enrollment	173	233	267	300	333	
Cost Per FTE (FTE = SCH's/15)	\$1,215	\$1,136	\$1,121	\$1,085	\$1,058	
Student/Faculty Ratio	8.7	11.7	13.4	15	16.7	
Projected Headcount (majors)	50	75	125	200	300	
Projected SCH's	2,600	3,500	4,000	4,500	5,000	
Projected Tuition						
Gross Tuition	\$533,000	\$717,500	\$820,000	\$922,500	\$1,025,000	
Tuition to Program	\$247,000	\$332,000	\$380,000	\$427,500	\$475,000	

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	\$149,950	\$190,052	\$216,225	\$234,341	\$252,471
Benefits	\$57,572	\$71,189	\$79,037	\$86,905	\$94,791
Total Personnel	\$207,522	\$261,241	\$295,293	\$321,246	\$347,262
Current Expense					
Travel					
Capital					
Library Expense	\$2,600	\$3,500	\$4,000	\$4,500	\$5,000
Total Expense	\$210,122	\$264,741	\$299,293	\$325,476	\$352,262
Revenue					
Legislative Appropriation					
Grants					
Reallocation					
Tuition to Program	\$247,000	\$332,000	\$380,000	\$427,500	\$475,000
Fees					
Total Revenue	\$247,000	\$332,000	\$380,000	\$427,500	\$475,000
Difference					
Revenue-Expense	\$36,878	\$67,759	\$80,707	\$101,754	\$122,738
Comments					
<ol style="list-style-type: none"> 1. Projected FTE enrollment is based on SCH's / 15 = FTE and is projected based on enrollments in the courses currently offered. With marketing of a degree and all the courses available, it is projected that enrollments would increase. These are conservative projections. 2. Student Faculty Ratio is based on student FTE / 20 Faculty teaching online courses. 3. Projected SCH's include majors and all other students taking online courses. Calculations for expenses and revenue are based on SCH's. 4. Gross tuition is based on \$205 per SCH for online courses per 08-09 school year. 5. Tuition to program is based on \$95 per SCH that comes to FCHD from RCDE. 6. Cost per FTE is based on all SCH's, not just those student FTE's majoring in the FLS degree. SCH's /15 = FTE. 					

Funding Sources

The program will be self-supporting through the tuition. Tuition will be \$200 per credit hour, and will be divided between the Department and the Regional Campus and Distance Education program. Out of the Department's share, faculty pay and benefits will be funded, as well as the graduate teaching assistants and the position of the program coordinator and advisor. Out of RCDE's share will be funded the costs of recruitment, registration, online course instructional design, software and hardware maintenance, and all other support services.

Office space and computers for faculty located on the USU Logan campus and USU Regional Campuses are already provided. Funds generated by the program will provide needed operating dollars to maintain and replace equipment as needed. An MOU outlining the responsibilities of RCDE and the FCHD Department has been signed and will be reviewed and updated annually.

Reallocation

There will be no internal budget reallocations.

Impact on Existing Budgets

No program costs will be absorbed within existing budgets. To the contrary, the program will generate new operating budget dollars for the FCHD Department after the program costs are taken from the tuition dollars generated.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Credit Hours
General Education	30-33
ENGL 1010 (CL 1) Intro to Writing: Academic Prose	3
ENGL 2010 (CL 2) Intermediate Writing: Research Writing in a Persuasive Mode	3
STAT 1040 (QL) Intro to Statistics	3
*Computers & Information Literacy (CIL)	0-3
**Breadth Requirements (2 of six Breadth courses must have USU prefix)	18
***Exploration Requirement (QL, BAI, BCA, BHU, BLS, BPS, or BSS)	3
Depth Education	
****Communication Intensive (CI) (2 courses)	6
*****Quantitative Intensive (QI) (1 course)	3
Depth Course Requirements:	
Depth Humanities and Creative Arts (DHA)	2-3
Depth Life and Physical Sciences (DSC)	3
Core Courses	63
Pre-Major	12
FCHD 1010 (BSS) Balancing Work and Family	3
FCHD 1500 (BSS) Human Development Across the Lifespan	3
FCHD 2400 (BSS) Marriage and Family Relationships	3
FCHD 2450 (BSS) The Consumer and the Market	3
Core	24
FCHD 3100 Abuse and Neglect in Family Context	3
FCHD 3130 (QI) Research Methods	3
FCHD 3210 (CI) Families and Cultural Diversity	3
FCHD 3350 Family Finance	3
FCHD 4220 Family Crises & Interventions	3
FCHD 4820 Current Issues in Family Life Studies	3
FCHD 4830 Senior Project	3
PSY 2800 (QI) Psychological Statistics	3
Composite Courses	27
Consumer Sciences (Choose 3 Courses)	9
FCHD 2100 Family Resource Management	3
FCHD 3280 Economic Issues for Individuals & Families	3
FCHD 3340 Housing: Societal & Environmental Issues	3
FCHD 3450 Consumer Credit Problems	3
Family Relations (Choose 3 Courses)	9
FCHD 2610 Child Guidance	3
FCHD 3110 Human Sexuality	3
FCHD 4230 Families & Social Policy	3

Course Prefix & Number	Credit Hours
FCHD 4240 Social & Family Gerontology	3
Human Development (Choose 3 Courses)	9
FCHD 3510 Infancy and Early Childhood	3
FCHD 3520 Children in the Middle Years	3
FCHD 3530 Adolescence	3
FCHD 3540 Adult Development & Aging	3
Elective Courses	18
Total Credits	120

*CIL requirement can be met with OSS 1400 Microcomputer Applications or USU 1000 Intro to CIL or passing grade on six computer and information literacy related examinations.

** BSS requirement met with major course

*** Exploration Requirement met with major course

**** 3 credits (CI) met with major course

***** QI requirement met with major course

New Courses to be Added in the Next Five Years

Two new courses will be added in the next five years. Two, FCHD 1010 and FCHD 2100, were added during this past year. The other two courses, FCHD 4820 and FCHD 4830, will be added by Spring 2009.

FCHD 4820 – Current Issues in Family Life Studies (new course) 3 Credit Hours

Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course) 3 Credit Hours

Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Course Descriptions

Course titles and descriptions for the FLS degree as listed in the USU catalog.

FCHD 1010 – Introduction to Family Life Studies

Students will become acquainted with the various disciplines within Family Life Studies and how they are integrated. They will also acquire an overview of the knowledge base of professionals who are in marriage, family, child development, and consumer studies careers. Practical skills and leadership development are also emphasized.

FCHD 1500 -- Human Development Across the Lifespan

Overview of human development across the lifespan, from conception to death.

FCHD 2100 – Family Resource Management

Understanding the significance of values, goals, planning, and decision making strategies in the development, management, and allocation of human, economic, and environmental resources.

FCHD 2400 – Marriage and Family Relationships

Overview of couple and family relationships, including marriage, child bearing and rearing, intergenerational relationships, and alternative family forms.

FCHD 2450 – The Consumer and the Market

Explores how the marketplace operates, including factors influencing consumer purchases, current consumer problems, and assistance provided to consumers by federal and state agencies, businesses, and other organizations.

FCHD 2610 – Child Guidance

Review of parenting styles and child guidance philosophies with emphasis on principles and techniques.

FCHD 3100 – Abuse and Neglect in Family Context

Causes, treatment, and laws regarding family violence, including child abuse and neglect, partner abuse, and elder abuse.

FCHD 3110 – Human Sexuality

Development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts.

FCHD 3130 – Research Methods

Common methodologies used in current family and human development research. Emphasis on becoming a knowledgeable and informed consumer of research.

FCHD 3210 – Families and Cultural Diversity

Similarities and differences in family patterns and functions in terms of race and ethnicity, gender, social class, and international development.

FCHD 3280 – Economic Issues for Individuals and Families

Focuses on issues related to economic well-being of individuals and families, with special emphasis on income and wealth, poverty, consumption and saving, work and leisure, human capital investment, and aging.

FCHD 3340 – Housing: Societal and Environmental Issues

Studies housing in the contemporary U.S., including affordability, access, expectations, aesthetic considerations, and effects of public and private policies on housing choices.

FCHD 3350 – Family Finance

Achieving personal and family financial goals, including financial planning and record keeping, different types of insurance, taxes, use of credit, investments, retirement, and estate planning.

FCHD 3450 – Consumer Credit Problems

Consumer credit problems, debt reduction strategies, credit collection policies and practices, bankruptcy, and government assistance programs.

FCHD 3510 – Infancy and Early Childhood

Development and growth of the child from conception to five years. Physical, social, and emotional growth; and parenting skills.

FCHD 3520 – Children in the Middle Years

Growth and development of normal children. Guidance principles related to behavior of children at these age levels.

FCHD 3530 – Adolescence

Social, psychological, and physical aspects of adolescence in modern societies. Social and cultural expectations and influences on adolescents stemming from the family, peers, school, and the community.

FCHD 3540 – Adult Development and Aging

Interdisciplinary perspective on developmental issues in adulthood and old age. Biosocial, cognitive, and psychosocial changes in older adults in family, community, cultural, and socio-political contexts.

FCHD 4220 – Family Crises and Interventions

Normative and non-normative stressors provoking individual and family crises. Principles and techniques for family interventions.

FCHD 4230 – Families and Social Policy

Local, state, and federal policies with implications for individuals and families across the lifespan.

FCHD 4240 – Social and Family Gerontology

Social, cultural, and family contexts of aging. Intergenerational family relations in later life. Social policies and services affecting older adults and their families.

FCHD 4820– Current Issues in Family Life Studies (new course)

Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course)

Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Appendix B: Program Schedule

Family Life Studies

4-Year Plan* (120 Credits)

Fall Semester Year 1			Spring Semester Year 1		
Department	Course No.	Credits	Department	Course No.	Credits
FCHD	1010	3	FCHD	2400	3
**FCHD	1500 (BSS)	3	FCHD	2450	3
ENGL	1010 (CL)	3	FCHD	CS, FR, or HD	3
***MATH	1010	4	STAT	1040 (QL)	3
OSS 1400 or USU 1000 or Pass 6 CIL exams			**Breadth Requirement		3
**Breadth Requirement		3			
TOTAL		16	TOTAL		15
Fall Semester Year 2			Spring Semester Year 2		
Department	Course No.	Credits	Department	Course No.	Credits
FCHD	CS, FR, or HD	3	FCHD	CS, FR, or HD	3
FCHD	3350	3	FCHD	3100	3
PSY	2800 (QI)	3	ENGL	2010 (CL)	3
**Breadth Requirement		3	**Breadth Requirement		3
Electives		3	**Breadth Requirement		3
TOTAL		15	TOTAL		15
Fall Semester Year 3			Spring Semester Year 3		
Department	Course No.	Credits	Department	Course No.	Credits
FCHD	4220	3	FCHD	CS, FR, or HD	3
FCHD	3130 (QI)	3	FCHD	CS, FR, or HD	3
FCHD	3210 (CI)	3	Communicative Intensive (CI)		3
FCHD	CS, FR, or HD	3	Depth Science (DSC)		3
Electives		3	Electives		3
TOTAL		15	TOTAL		15
Fall Semester Year 4			Spring Semester Year 4		
Department	Course No.	Credits	Department	Course No.	Credits
FCHD	4820	3	FCHD	4830	3
FCHD	CS, FR, or HD	3	FCHD	CS, FR, or HD	3
FCHD	CS, FR, or HD	3	Electives		9
Depth Humanities & Arts (DHA)		3			
Electives		2			
TOTAL		14	TOTAL		15

CS = Consumer Sciences FR = Family Relations HD = Human
Development

**Courses can be taken in any order as long as prerequisites have been met.*

***At least 2 of the six Breadth Requirements must have a USU prefix.*

FCHD 2400 or 2450 may also be counted toward the Breadth Exploration requirement.

***Math 1010 is not taught online, it is taught via correspondence using a CD Rom.

Appendix C: Faculty

Scot M. Allgood, Ph.D., Associate Professor, MFT Program Director

EDUCATION:

Brigham Young University	1985-1988	Ph.D. Marriage and Family Therapy
Montana State University	1983-1985	M.S. Marriage and Family Therapy
Weber State College	1980-1983	B.S. Family Relations

PROFESSIONAL EXPERIENCE:

2005-present	Director, MFT Program, Department of Family and Human Development, Utah State University, Logan, Utah.
1992-present	Associate Professor, Department of Family and Human Development, Utah State University, Logan, Utah.
2002-present	Bear River Mental Health, Supervisor, Logan, Utah.
1993-1999	Partner and Therapist, Evergreen Family Therapy, Logan, Utah.
1988-1992	Assistant Professor, Department of Family and Child Development, Auburn University, Auburn, Alabama.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist – Utah
AAMFT Clinical Member
AAMFT Approved Supervisor

PROFESSIONAL AFFILIATIONS:

American Association for Marital and Family Therapy Clinical Member 1988-present
Approved Supervisor 1989-present
Alabama Association for Marital and Family Therapy Member 1988-1992
Utah Association for Marital and Family Therapy Member 1985-1988, 1992-present
National Council on Family Relations Professional Member 1986- present; Student Member 1982-1986
Alabama Council on Family Relations Member 1988- 1992
Utah Council on Family Relations Member 1982-1988, 1992-present

Troy E. Beckert, Ph.D., Assistant Professor

EDUCATION:

Ph.D. Educational Psychology	May 1998 Arizona State University
Area of concentration: Life Span Development	
Dissertation Title: Fathers and Early Adolescents: The Parent Success Indicator	
M.A. Educational Psychology	May 1995 Arizona State University
Area of Concentration: Life Span Development	

Thesis Title: Determining the Success of Grandparent Education.
B.A. Psychology May 1989 Arizona State University
Minor in Italian

PROFESSIONAL EXPERIENCE:

2003 - present Assistant Professor, Utah State University
1998 - 2003 Adjunct Professor, Northern Arizona University

Lisa Boyce, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D. Family and Human Development, Utah State University, May 1999
M.Ed. Psychological Services, Idaho State University, August 1992
B.S. Psychology, Idaho State University, May 1991
A.A.S. Pre-Technical Biology, Ricks College, April 1989

PROFESSIONAL EXPERIENCE:

9/07 to present Research Assistant Professor, Family, Consumer, and Human Development
9/05 to present Research Scientist Emma Eccles Jones Early Childhood Center, Utah State
University
5/04 to present Research Scientist, Early Intervention Research Institute, Utah State University
5/99 to 5/04 Senior Research Associate, Early Intervention Research Institute, Utah State
University
1/04 to present Research Assistant Professor, Family, Consumer, and Human Development
Department, Utah State University
9/99 to present Rural Parent Support Consultant, State of Idaho, Developmental Disabilities
Program, Child Development Center
10/00 to present Head Start Outcomes Specialist for Utah.
5/99 to 1/04 Instructor, Department of Family and Human Development, Utah State University
1/97 to 5/99 Research Assistant, Early Intervention Research Institute, Utah State University
7/96 to 5/99 Coding Supervisor, Dept. of Family and Human Development, Utah State
University
3/96 to 12/96 Research Assistant, Planning for Care Project, Utah State University
9/95 to 3/96 Teaching Assistant for Human Development, Utah State University
1/92 to 7/95 Clinician/Psychologist, State of Idaho, Developmental Disabilities Program, Child
Development Center.

PROFESSIONAL AFFILIATIONS:

Society for Research in Child Development
International Society of Infant Studies

Carrie Dabb, M.S., Distance Education Specialist

EDUCATION:

B.S. 1992 Family and Human Development, Utah State University
M.S. 1997 Family and Human Development, Utah State University

PROFESSIONAL EXPERIENCE:

1997 to present – Online course instructor and Instructional Designer, USU FACT Center
Certified Blackboard Vista Administrator

Lucy Delgadillo, Ph.D., Associate Professor

EDUCATION:

2000 Ph.D. Family Life: Human Environments. Utah State University, Dissertation: *A model of factors correlated to homeownership: The case of Utah.*
1996 M.S. Political Sciences. Utah State University, Thesis: *The 1994 presidential campaign in Costa Rica: An emotional approach.*
1994 B.S. Communications: Journalism. University of Costa Rica
1991 B.A. General Broadcasting and Sociology. Murray State University, Kentucky

PROFESSIONAL EXPERIENCE:

July 2008 to present Associate Professor, Family, Consumer and Human Development, Utah State University
January 2000-present Assistant Professor, Family, Consumer and Human Development, Utah State University
July 97-Dec 99 Research/Teaching Assistant- Human Environments Department, Utah State University
Summer 1997 Statistics and Analysis Consultant for Dr. Doris William, University of Moscow, Idaho.
Winter 1996 Research Associate, Competitive Enterprise Institute, Washington, D.C.
Sept 1993- June 1995 Research./Teaching Assistant- Political Science Department, Utah State University
Jan 1992- Aug 1993 Journalist -Newspaper - La Nación, San José, Costa Rica

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interest, 2001-present
American Association of Housing Educators 1996- present
Phi Kappa Phi (National Honor Society), 1995-present
Member of Kappa Tau Alpha (National Journalism Honor Society), 1991-present

Susan L. Ericksen, M.S., Lecturer, Practicum Coordinator

EDUCATION:

M.S. Family & Human Development, Utah State University, 1995
B.S. Family & Human Development, Utah State University, 1991
A.D. Nursing, Weber State College, 1983

PROFESSIONAL EXPERIENCE:

July, 1995-present Lecturer/Practicum Coordinator, Department of Family, Consumer, & Human Development, Utah State University,
July 1995-June, 2003 Undergraduate Advisor, Department of Family, Consumer, and Human Development, Utah State University
January, 1994-July, 1995 Practicum Coordinator, Department of Family, Consumer, and Human Development, Utah State University
July, 1998-January, 2000 Marriage & Family Therapist, LDS Family Services
October, 1997-July, 1998 Marriage & Family Therapist, Associated Psychotherapists, Brigham City, UT, Licensed Marriage & Family Therapist,
Nov, 1983-July, 1993 Registered Nurse, Labor & Delivery, Logan Regional Hospital, Logan, UT

PROFESSIONAL LICENSE:

Marriage & Family Therapy Licensure, #97-212052-3902, State of Utah
Registered Nurse Licensure, #83-212052-3102, State of Utah

PROFESSIONAL AFFILIATIONS:

2003-present Teaching Family Science Association
1991-present National Council on Family Relations,
1991-present Utah Council on Family Relations
1996-present Association of Mormon Counselors & Psychotherapists (AMCAP)
1993-2001 American Association of Marriage & Family Therapy
1996-2001 National Association of Academic Advisors (NACADA)

Elizabeth Fauth, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D. 2005 Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
M.S. 2002 Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
B.S. 2000 Psychology, Syracuse University

PROFESSIONAL EXPERIENCE:

2007- Present Research Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University
2006-2007 Adjunct Instructor, Department of Family, Consumer, and Human Development, Utah State University.
2006 Consultant and Co-PI for the District of Columbia Caregiver Institute, DCCI
2006 Consultant Researcher for Montgomery County Caregiver Program
2005-2006 Research Associate, Department of Human Development and Family Studies, Penn State University.

PROFESSIONAL AFFILIATIONS:

Gerontological Society of America Member (2000-Present)
American Psychological Association Member (2002-Present)
Member of APA Division 20: Adult Development and Aging

V. William Harris, Ph.D., Lecturer/Coordinator

EDUCATION:

Ph.D. 2006 College of Education and Human Services – Family, Consumer, and Human Development: Utah State University.
M.S. 1999 Family and Human Development: Utah State University.
Graduate Coursework 1992-1993 Education and Counseling: University of Phoenix.
Graduate Coursework 1991-1992 Middle East Studies: University of Utah.
B.S. Magna Cum Laude 1988 Psychology: Brigham Young University

PROFESSIONAL EXPERIENCE:

2006-Present Program Advisor/Recruitment Coordinator/Lecturer at USU: Online *Family Life Studies* Bachelor's Program.
2005-Present Research, Marketing, and Survey Development: ThinkTroop; Consultant: Alpine Testing Solutions.
1986-2005 Instructor: Public Education

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations
Utah Council on Family Relations
Family Science Association

Melanie D. Jewkes, M.S., Extension Assistant Professor

EDUCATION:

M.S. 2006 – 2008 Utah State University. Major: Family, Consumer, Human Development, emphasis in Consumer Sciences

Thesis Title: *An Assessment of Housing Affordability in Cache County, Utah*
B.S., Magna Cum Laude 2003 – 2006 Utah State University. Major: Family, Consumer, Human
Development, emphasis in Family Finance

PROFESSIONAL EXPERIENCE:

2008 – present	Assistant Professor, Family and Consumer Sciences and 4-H, Utah State University Extension Duchesne County, Duchesne, Utah
2006 – 2007	Housing and Financial Counselor & Clients on Hold Coordinator, Family Life Center, Utah State University, Logan, Utah.
2006 – 2007	Graduate Teaching Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2006	Bankruptcy Research Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2005 – 2007	Family Finance Graduate Student & Food Preservation Intern, Utah State University Extension Cache County, Logan, Utah

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education
Epsilon Sigma Phi
Illinois Consumer Education Association
National Association of Extension 4-H Agents
National Extension Association of Family and Consumer Sciences

Alena Johnson, M.S., Lecturer

EDUCATION:

MS	Utah State University, Consumer Science	August 2001
BS	Utah State University, Family Finance	May 1999
AA	Brigham Young University, General Education	August 1989

PROFESSIONAL EXPERIENCE:

Fall 1999 to Present	Utah State University, Instructor
June 1998 - May 2000	Family Life Center, Assistant Director
June 1998- September 1998	Neighborhood Nonprofit Housing Corporation

PROFESSIONAL LICENSE:

Accredited Financial Counselor, Association of Financial Counseling and Planning Education, August 1999
Certified Solution Focused Financial Coaching trainer.

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education

David Law, Ph.D., Extension Associate Professor, Uintah Basin Campus

EDUCATION:

Ph.D. Brigham Young University

PROFESSIONAL EXPERIENCE:

July 2007 to present – Associate Professor, Family, Consumer, and Human Development, Uintah Basin Campus

2001 to 2007 - Assistant Professor, Family, Consumer, and Human Development, Uintah Basin Campus
Five years as Visiting Professor and Adjunct Professor – Brigham Young University
15 years practicing Marriage and Family Therapist in a variety of settings.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist

PROFESSIONAL AFFILIATIONS:

Clinical Member – The American Association For Marriage And Family Therapy.
Member – National Council on Family Relations

Thomas R. Lee, Ph.D., Professor, Department Head

EDUCATION:

Ph.D. 1982 Family & Child Development, Virginia Polytechnic Institute & State University, Blacksburg, VA. Dissertation: *Sibling Relationships in Adulthood*.
M.S. 1979 Family & Human Development, Utah State University, Logan, UT.
B.A. 1977 Sociology, University of Utah, Salt Lake City, UT.

PROFESSIONAL EXPERIENCE:

2004- Present Department Head, Department of Family, Consumer, and Human Development, Utah State University.
2002 - 2004 Interim Department Head, Department of Family, Consumer, and Human Development, Utah State University.
1998-1999 Interim Associate Dean for Extension, College of Family Life, Utah State University.
1995-present Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1989-1995 Associate Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1982-88 Assistant Professor and Extension Specialist, Department of Family and Human

Development, Utah State University.

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations, 1978-present
Utah Council on Family Relations, 1978-79, 1982-present
North American Society for Adlerian Psychology, 1991-1994
National Association of Extension 4-H Workers, 1988-1990
Western Gerontological Society, 1984-85

Yoon Lee, Ph.D., Associate Professor

EDUCATION:

Ph.D. Consumer and Family Economics, University of Missouri-Columbia, 1995.
M.S. Family Ecology, University of Utah, 1990.
B.S. Household Management, Kookmin University, Seoul, Korea, 1983.

PROFESSIONAL EXPERIENCE:

Associate Professor, Department of Family, Consumer, and Human Development, Utah State University, April 2006 – current.
Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University, August 2000 – April 2006.
Research Fellow, Korean Family Life Improvement Center, July 1997 – December 1999.
Instructor, Kookmin University, Department of Home Economics Education, August 1996 –December 1999.

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interests, 1993 – present
Asian Consumer and Family Economics Association, 1997 - present
Western Family Economics Association, 2000 - present
Association for Financial Counseling and Planning Education, 2000, 2005
Gerontological Society of America, 2005

Shana Rene Morris, M.S., Part-Time Instructor

EDUCATION:

Bachelor of Science	1987	University of North Carolina at Greensboro Major: Home Economics Education (Cum Laude)
Master of Science	1990	Utah State University. Major: Home Economics and Consumer Education

PROFESSIONAL EXPERIENCE:

1992-1996 Utah State University – Adjunct Faculty
1991-1992 Utah State University – Research Associate Center for Persons with Disabilities

PROFESSIONAL AFFILIATIONS:

Member, Phi Upsilon Omicron National Home Economics Honor Society, 1998-89 Member, Golden Chain Honor Society, 1986-87

Kaelin M. Olsen, M.S., Lecturer

EDUCATION:

B.S. 1996 Family and Human Development Utah State University
M.S. 2004 Family, Consumer, and Human Development Utah State University

PROFESSIONAL EXPERIENCE:

2004-present Lecturer, Department of Family, Consumer, and Human Development, Utah State University
2002-2003 Coordinator, Bridgerland Child Care Resource and Referral
1997-2001 Interviewer/Assessor, Bear River Early Head Start Local Research Partnership, Utah State University
2000 Research Assistant, Pedres Como Maestros, Paraguay

PROFESSIONAL AFFILIATIONS:

National Association of the Education for Young Children

D. Kim Openshaw, Ph.D., Associate Professor

EDUCATION:

Ph.D. Brigham Young University, Provo, Utah, August 1978. Fields: Family Studies, Human Development and Sociology. Dissertation: The Development of Self-Esteem in the Child: Model Theory versus Parent-Child Interaction
MSW University of Utah, Salt Lake City, Utah, June 1976. Graduate Course Work: Clinical Social Work–Mental Health, and Marriage and Family Therapy.
BA Psychology, University of Utah, Salt Lake City, Utah, June 1973. Major: Psychology; Minor: German

PROFESSIONAL EXPERIENCE:

1990 - present Associate Professor of Family, Consumer, and Human Development, and Marriage and Family Therapy: Department of Family, Consumer, and Human

1990 - present Development, Utah State University
Adjunct Associate Professor of Clinical Psychology: Department of Psychology, Utah State University

1990 - present Adjunct Associate Professor of Women's Studies: Department of Women's Studies, Utah State University

1986-1990 Associate Professor of Family and Human Development and Associate Director of the Laboratory for Research on Adolescence: Department of Family and Human Development, Utah State University

1986-1990 Associate Professor: Developmental Psychology, Utah State University

1985-1986 Associate Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University

1985-1986 Marriage and Family Therapist: Utah State University Counseling Center

1985-1986 Associate Professor: Developmental Psychology Program, Utah State University

1982-1985 Assistant Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University

1982-1985 Marriage and Family Therapist: Utah State University Counseling Center

1982-1985 Assistant Professor: Developmental Psychology Program, Utah State University

1981-1982 Assistant Professor of Family and Human Development: Department of Family and Human Development, Utah State University

1979-1981 Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout

1979-1981 Child Development and Family Life Specialist: University of Wisconsin-Stout

1978-79 Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout

PROFESSIONAL LICENSE:

Licensed Clinical Social Worker and Certified Social Worker
State of Utah; Licensed Marriage and Family Therapist and Approved Supervisor, State of Utah
AAMFT Clinical Member
AAMFT Approved Supervisor
Certified Clinical Hypnotherapist & Consultant in Clinical Hypnotherapy
Full Staff Member, Division of Psychiatry, Logan Regional Hospital
Affiliate Sex Offender Therapist for the State of Utah

PROFESSIONAL AFFILIATIONS:

Chair and creator, Cache Sexual Issues Coalition, Logan, Utah, January, 2000 to present
Phi Kappa Phi, Utah State University, 1995
The American Society of Clinical Hypnosis
American Association for Marriage and Family Therapy, Clinical Member and Approved Supervisor
Utah Association for Marriage and Family Therapy
National Council on Family Relations
Utah Society of Clinical Hypnosis

Kathleen W. Piercy, Ph.D., Associate Professor

EDUCATION:

Ph.D. 1992-1996 Virginia Tech, Major: Family Studies; Graduate Certificate in Gerontology.
Dissertation Title: *Family Ties and Care for Aged Parents at Home*
M.S.W. 1973-1974 Tulane University
A.B., Cum Laude 1969-1972 St. Louis University, Major: Psychology; Minor: Sociology

PROFESSIONAL EXPERIENCE:

2002-present Associate Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1996-2002 Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1993 Teaching Assistant, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1993 Research Assistant, Center for Gerontology, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1992-1993 Field Study Coordinator, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia

PROFESSIONAL AFFILIATIONS:

Association for Gerontology in Higher Education
Gerontological Society of America
Southern Gerontological Society
National Council on Family Relations
Utah Council on Family Relations
Kappa Omicron Nu National Honor Society

Cindy R. Stokes, Part-Time Instructor, Co-Director Housing and Financial Counseling Program

EDUCATION:

M.S. *2009 Utah State University, Major: Consumer Science with an emphasis in Family Finance. Thesis topic: Reverse Mortgages. (* ABT: expected graduation)
B.S. 2003 Utah State University, Major: Family and Consumer Science, Minor: Family Finance. Graduated Summa Cum Laude
A.S. 1979 Weber State College, Major General Studies with an emphasis in Consumer Science. Graduated with High Honors.

PROFESSIONAL EXPERIENCE:

Fall, 2004 – current Graduate Instructor, Family and Human Development, Utah State University

FCHD 5950-Financial Counseling Practicum Spring/Summer/Fall sections
2006-current

FCHD 2100-Family Resource Management Spring/Fall sections
2008-current

FCHD 2100-Family Resource Management (online) Summer 2008-current

FCHD 3350-Family Finance Summer sections 2005-
current

FCHD 4460-Financial Counseling Fall 2005

FCHD 3340-Housing: Societal and Environmental Issues Fall 2004

Fall, 2007 – current Co-director, Family Life Center – Housing and Financial Counseling Services, Utah State University

Spring, 2003 – current Housing, Financial, and Reverse Mortgage Counselor, Family Life Center – Housing and Financial Counseling Services, Utah State University

PROFESSIONAL AFFILIATIONS:

2003 - current Member, Association for Financial Counseling and Planning Education (AFCPE)

Susan Talley, Ph.D., Associate Professor

EDUCATION:

Ph.D. 2000 The University of Toledo, Major: Educational Psychology, Minor: Social Foundations of Education. Dissertation Title: *Attachment and prosocial behavior in pre-adolescents: Testing a Social Cognitive Learning Model.*

M.S. 1994 Utah State University, Family and Human Development, Thesis Title: *The effects of a CD-ROM storybook on Head Start Children's Emergent Literacy*

B.S. 1984 Brigham Young University, Recreation Administration

PROFESSIONAL EXPERIENCE:

Jan 2008 – Current Associate Professor, Family, Consumer, and Human Development, Utah State University, Snow College Campus

Fall 2007 – 2008 Assistant Professor, Family, Consumer, and Human Development, Utah State University, Snow College Campus

Fall, 2000 - 2006: Assistant Professor, Family and Human Development, Utah State University, Uintah Basin Campus

Spring/Summer, 2000 Adjunct Faculty, Weber State University.

1998-1999 Head Teacher: Taught second and third grade students in the Hilltop Emergent

Spring, 1998 Literacy Program in Toledo, Ohio.
Instructor: Child Development for teacher education students at the University of Toledo.

9/94-99 Hilltop Emergent Literacy Program Coordinator: Toledo, Ohio.

Spring, 1994 Lab Instructor, Utah State University, Logan, Utah.

PROFESSIONAL AFFILIATIONS:

1994-2004 Society for Research in Child Development

1996-2004 National Council on Family Relations

1995-1997; 2001-2004 American Educational Researchers Association

1986-1987 Chair, National Recreation and Parks Association, Religion and Recreation Committee

1985-1986 Vice-Chair, National Recreation and Parks Association, Religion and Recreation Committee

1983-1987 National Recreation and Parks Association

Appendix D: Measures and Assessments

Student Satisfaction

Student Satisfaction Survey Upon Completion of Pre-Major Requirements

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with						

respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent does your course work in your major improve the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in most of my classes						
I actively participate in most class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from most of my instructors when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in most courses						
My education from FCHD is important to me						

1. Please choose one reason why you chose to major in FCHD
 - Personal interest
 - Preparing for a higher degree program
 - Easier major than others
 - Career goals
 - Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
 - Yes (Go to Q.3)
 - No (Go to Q.4)

4. What is your employment plan?
 - To get a full-time job in FCHD major related fields
 - To get a part-time job in FCHD major related fields
 - To get a full-time job regardless of FCHD major
 - To get a part-time job regardless of FCHD major
 - To go to a graduate school with FCHD related major
 - To go to a graduate school with a different major
 - Other
 - Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
 - 2.0-2.4
 - 2.5-2.9
 - 3.0-3.4
 - 3.5-4.0
 - Don't know

6. Where do your parent(s) or your family live?
 - Utah
 - Idaho
 - Another state in the U.S.
 - Outside the U.S.

7. Please indicate your sex
 - Male
 - Female

8. Please indicate your racial/ethnic background
 - African-American
 - Asian
 - Non-Hispanic White
 - Hispanic
 - Native American/Islander
 - Other
 - Don't know
 - Refuse to answer

9. What is your age? _____

**Student Satisfaction Survey
Upon Completion of the FCHD Senior Capstone Project**

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in your major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						

Your preparation for graduate school (if applicable)						
Has your program of study provided you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of						

class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent has your course work in your major improved the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in class						
I actively participate in class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from instructor when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in the course						
My education from FCHD is important to me						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply

Would you recommend FCHD major to other people (e.g., a friend or relative)?						
--	--	--	--	--	--	--

1. Please choose one reason why you chose to major in FCHD
 - Personal interest
 - Preparing for a higher degree program
 - Easier major than others
 - Career goals
 - Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
 - Yes (Go to Q.3)
 - No (Go to Q.4)

4. What is your employment plan?
 - To get a full-time job in FCHD major related fields
 - To get a part-time job in FCHD major related fields
 - To get a full-time job regardless of FCHD major
 - To get a part-time job regardless of FCHD major
 - To go to a graduate school with FCHD related major
 - To go to a graduate school with a different major
 - Other
 - Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
 - 2.0-2.4
 - 2.5-2.9
 - 3.0-3.4
 - 3.5-4.0
 - Don't know
 - Refuse to answer

6. Where do your parent(s) or your family live?
 - Utah
 - Idaho
 - Another state in the U.S.
 - Outside the U.S.

7. Please indicate your sex
 - Male
 - Female

8. Please indicate your racial/ethnic background
 - African-American
 - Asian
 - Non-Hispanic White
 - Hispanic
 - Native American/Islander
 - Other
 - Don't know
 - Refuse to answer

9. What is your age? _____

Job Placement Survey

**Student Satisfaction Survey
FCHD Post-Graduate**

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varied from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Looking back, are you satisfied with the following aspects of your FCHD education in general:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content was in most courses in your major in FCHD						
How interesting the teaching was in most courses in your major in FCHD						
How available courses were in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising was in your major in FCHD						
How easy it was to get in to see an academic advisor						
How helpful and accurate the career counseling was in your major in FCHD						
How challenging the work was intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						
Your preparation for graduate school (if applicable)						
Did your program of study provide you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						
Looking back, to what extent are you satisfied with the teaching and learning environment in the FCHD courses you took:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						

Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						
In general, to what extent do you agree or disagree that your degree in FCHD has prepared you for the job market with the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply
Would you recommend FCHD major to other people (e.g., a friend or relative)?						
	Fully Qualified	Well Qualified	Somewhat Qualified	Poorly Qualified	Don't know	Does not apply
Compared with other employees in your workplace, how well do you feel qualified?						

1. Please choose one reason why you chose to major in FCHD
 - Personal interest
 - Preparing for a higher degree program
 - Easier major than others
 - Career goals
 - Other

2. What was your employment plan after finishing your undergraduate program?
 - To get a full-time job in FCHD major related fields
 - To get a part-time job in FCHD major related fields
 - To get a full-time job regardless of FCHD major
 - To get a part-time job regardless of FCHD major
 - To go to a graduate school with FCHD related major
 - To go to a graduate school with a different major
 - Other
 - Don't know

3. Are you working currently?
 - Yes (go to Q. 4)
 - No (go to Q. 6)

4. How long have you been working at the current job?
 - Less than six months
 - Six months to one year
 - One year to second year
 - More than 2 years

5. What is your employment status in your current job?
 - Full-time for 12 months
 - Full-time for 9 months
 - Part-time for 12 months
 - Part-time for 9 months
 - Temporary position
 - Other (e.g., own business)
 - Don't know

6. Is your job in a field related to your major in FCHD?
 - Yes
 - Somewhat
 - No

7. How many jobs have you had including the current job since you have graduated?
 - None
 - 1
 - 2 or 3
 - More than 4
 - Don't know

The following questions are about your personal information for classification

8. What was your overall grade point average?
 - 2.0-2.4
 - 2.5-2.9
 - 3.0-3.4
 - 3.5-4.0
 - Don't know

- Refuse to answer
9. Where did your parent(s) or your family live during your college days?
- Utah
 - Idaho
 - Another state in the U.S.
 - Outside the U.S.
10. Where do you live now?
- Utah
 - Outside Utah in Western U.S
 - Midwestern U.S
 - Northeastern U.S
 - Southeastern U.S
 - Outside the U.S
11. Please indicate your sex
- Male
 - Female
12. Please indicate your racial/ethnic background
- African-American
 - Asian
 - Non-Hispanic White
 - Hispanic
 - Native American/Islander
 - Others
 - Don't know
 - Refuse to answer
13. What is your age? _____

Formative Evaluation Example

Please answer the following questions for UNIT TWO, the finance portion of FCHD 1010.

Did you like the activities in class such as the bean game, the ball game, the group projects, etc. WHY?

How did you feel about the budgeting assignment?

How did you feel about the checkbook register assignment?

How did you feel about the Habitudes assignment?

What would you like to change about this unit of the class?

What would you definitely keep for this unit of the class?

Distance Education Online Course Evaluation

Online Course Evaluation Rubric

Rubric Standards with Assigned Point Values

		Standard	Points
Course Overview & Introduction	I.1	The course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.	3
	I.2	A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	3
	I.3	Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.	2
	I.4	All pages are visually and functionally consistent throughout the course.	2
	I.5	The self-introduction by the instructor is appropriate and available online.	2
	I.6	Students are requested to introduce themselves to the class.	1
	I.7	Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1
Learning Objectives	II.1	The course learning objectives describe outcomes that are measurable.	3
	II.2	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	II.3	The learning objectives are stated clearly and written from the students' perspective.	2
	II.4	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	2
	II.5	The learning objectives address content mastery, critical thinking skills, and core learning skills.	2
Assessment & Measurement	III.1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	III.2	The course grading policy is stated clearly.	3
	III.3	Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3
	III.4	The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2
	III.5	"Self-check" or practice types of assignments are provided for timely student feedback.	1
Resources and Materials	IV.1	The instructional materials support the stated learning objectives.	3
	IV.2	The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	3
	IV.3	The purpose of each course element is explained.	2
	IV.4	The instructional materials are logically sequenced and integrated.	1
	IV.5	All resources and materials used in the course are appropriately cited.	1
Learner Engagement	V.1	The learning activities promote the achievement of stated learning objectives.	3
	V.2	Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3
	V.3	Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.).	3
	V.4	The requirements for course interaction are clearly articulated.	2

3. Organization of course content.
4. Relevance of assignments to course content.
5. Relevance of quizzes and exams to course content.
6. Fairness of grading procedures.
7. Usefulness of online materials (e.g., readings, audio, video, simulations)
8. Usefulness of the textbook/readings.
9. Instructor's responses to my questions.
10. Extent to which the workload for this course was reasonable.

III. Evaluation of Technology Used in the Course

1. Ability to access the online readings required for this course.
2. Ability to access audio, video, and/or graphics required for this course.
3. Usefulness of online discussion groups available for this course.
4. Instructions provided about how to use the technology required for this course.
5. Helpfulness of the Continuing Education Staff in answering questions and solving problems.
6. The method used to submit assignments for this course.
7. The method used to take quizzes and exams for this course.
8. Organization of the course homepage.
9. Overall effectiveness of the use of technology to teach the material -in this-course.

IV. Information. About You and Your Computer

1. My Internet Connection is best described as: C) Cable DSL LAN Dial-Up Modem Don't know
2. How easy was the library database access: Easy Difficult Never Worked NA
3. The number of online courses I have taken before this one is: None One Two 3 - 5 More
4. My age is: 18-20 21 -25 26-35 36-45 46 or older
5. During a typical week I spent _____ hrs. on this course. 1 - 2 hrs 3 - 4 hrs 5 - 9 hrs 10 -15 hrs More.
6. I took this course online because: (Mark all that apply)
 It will allow me to graduate on time.
 I prefer online courses because I have a learning style that works better with online learning than traditional courses
 Online courses fit my schedule.
 This course is only offered in an online format.
 It is inconvenient for me to go to a location where face-to-face courses are taught.

V. Open Ended Questions

1. What aspects of the **teaching and content** of this course do you feel were especially good?

2. What changes could be made to improve the **teaching and content** of this course?

3. What aspects of the **use of technology** in this course did you feel were especially good?

4. What changes could be made to improve the **use of technology** in this course