



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Stephens College

Program Title: Human Development

Degree/Certificate: Bachelor of Science

Options: Psychology track and Child Study track

Delivery Site(s): on campus

CIP Classification: 19.0701

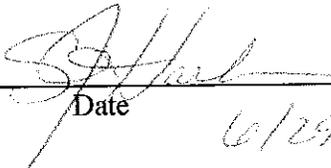
*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2010

Cooperative Partners:

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Suzan Harkness, Ph.D. Vice President for Academic Affairs		
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date
Linda S. Sharp, Registrar	(573) 876-7277	6/29/15
_____ Person to Contact for More Information	_____ Telephone	



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	13	10	6	3	13
Part Time					
Total	13	10	6	3	13

Please provide a rationale regarding how student enrollment projections were calculated:

The numbers above represent actual enrollments for this major over the past 5 years.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

Result in students who are better prepared to work with children. Will allow for more courses to be taken in the major. Allow for a deeper exploration and understanding of child development with a stronger connection to the goals and outcomes of the degree. Allow for a better connection for an eventual Master's program for MEd in school counseling.



PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: 7 semesters

C. General education: Total credits: 31

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
ENG 107	3	COMPOSITION I
ENG 109	1	RESEARCH
ARTS	3	ARTS ARRAY
HIS	3	HISTORY ARRAY
INT	3	INTERCULTURAL ARRAY
LIT	3	LITERATURE ARRAY
MAT	3	QUANTITATIVE ANALYSIS
NSC	3	NATURAL SCIENCE
SOPH	3	SOPHOMORE SEMINAR
WST	3	WOMENS STUDIES
GLS	3	GLOBAL ETHICS

D. Major requirements: Total credits: 41

Course Number	Credits	Course Title
PSY 111	3	Introduction to Psychology
EDU 114	3	Lifespan Development
EDU 214	3	Advanced Child Development: Cross-Cultural Perspective
PSY 211	3	Educational Psychology
EDU 276	3	Foundations of the Teaching-Learning Process
HDE 340	3	Practicum
EDU 363	3	Education and Psychology of the Exceptional Child
EDU 413	3	Family and Community
HDE 493	3	Senior Project
EDU 225	2	Integrating the Arts into the Classroom
EDU 375	3	Parameters of Early Learning I
EDU 376	3	Parameters of Early Learning II
EDU 355	3	Literature for Children: Person, Place, Time
EDU 382	3	Classroom Management

E. Free elective credits:

48

(Sum of C, D, and E should equal A.)

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

Yes

G. Any unique features such as interdepartmental cooperation:

Yes



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NSC	3	NATURAL SCIENCE
SOPH	3	SOPHOMORE SEMINAR
WST	3	WOMENS STUDIES
GLS	3	GLOBAL ETHICS

D. Major requirements: Total credits: 45

Course Number	Credits	Course Title
PSY 111	3	Introduction to Psychology
EDU 114	3	Lifespan Development
EDU 214	3	Advanced Child Development: Cross-Cultural Perspective
PSY 211	3	Educational Psychology
EDU 276	3	Foundations of the Teaching-Learning Process
HDE 340	3	Practicum
EDU 363	3	Education and Psychology of the Exceptional Child
EDU 413	3	Family and Community
HDE 493	3	Senior Project
PSY 225	3	Social Psychology
PSY 271	3	Human Sexuality or Psychology of Gender
PSY 310	3	Developmental Psychology
PSY 320	3	Abnormal Psychology
PSY 331	3	Learning and Cognition
PSY 359	3	Counseling I

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Form PS – Program Structure

E. Free elective credits:

44

(Sum of C, D, and E should equal A.)

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

Yes

G. Any unique features such as interdepartmental cooperation:

Yes



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Stephens College
Program Name Human Development – Child Study Track and Human Development –
Psychology Track
Date 6/24/2015

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
None
- Characteristics of a specific population to be served, if applicable.
None.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Terminal degree in a relevant discipline
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
12 credit hours
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty are expected to balance innovative pedagogy, high contact, experiential learning and advising.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
10 FTE with each student counting as 1 FTE
- Percent of full time and part time enrollment by the end of five years.

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100% full time Residency program.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
6, 4
- Special skills specific to the program.
No data available
- Proportion of students who will achieve licensing, certification, or registration.
9.4 % of programs require licensing, certification or registration
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
No data available
- Placement rates in related fields, in other fields, unemployed.
No data available
- Transfer rates, continuous study.
The Residential programs average transfer rate is 45.73%.

5. Program Accreditation

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

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
No data available
- Expected satisfaction rates for employers, including timing and method of surveys.
No data available

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and
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professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the Ten Ideals as core values that enrich women's lives.

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Form PG – Program Characteristics and Performance Goals