

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall 2017 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes

- ☒ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ Course #, different level
☐ Credit hours
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
 (attach current & proposed)
☐ General education (select one)
 Not Applicable
☐ Other (explain**)

Misc. Course Changes

- ☐ Title
☐ Description (attach current & proposed)
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: FCS 2190 Credit hours: 3

Existing course title:

Proposed course title: Principles of Research in Family Science

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) FCS 1010 Introduction to Family Science

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Research in Family Science

b. Multi-topic course: ☒ No ☐ Yes

c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☒ Lecture
 2. ☐ Lab or discussion
 3. ☐ Lecture/lab/discussion
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 10/27/16

Chair, College Curriculum Committee

Date 10/27/16

Dean Mark K. Kelly

Date: 10/28/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Create course: FCS 2190 Principles of Research in Family Science

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Currently the Family Studies and Child & Family Development undergraduate students do not have a required research course, yet are expected to be critical consumers of research with an ability to synthesize and critique empirical journal articles in upper level classes. The proposed class will fill this gap in student learning. FCS 1010 Introduction to Family Science is a prerequisite for the proposed class because students need the foundation of understanding the family science field before they learn the principles of research.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No effect.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The proposed course will better prepare students for the critical thinking and writing requirements of FCS 4150 and FCS 4190. Many family science students go on for master degrees; the proposed class will provide a solid research foundation.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Although the proposed course is a new requirement for the undergraduate majors, three courses are being removed from requirements (refer to CEHD proposals 764 and 766) to allow for the addition of the needed research base knowledge. The new course will be offered 2-3 times per year.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

All students in the current Family Studies and Child & Family Development majors, and the proposed Youth and Community Development major, and the Family Science minors will take the course.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Current library holdings are appropriate and adequate for the course requirements. This course will be offered in fall, spring, and summer. It is expected that since it is a required course, it will fill to capacity. Because we are reconfiguring the undergraduate majors, the overall number of required course sections will lessen and current full-time or appropriate part-time family science faculty will teach the course.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Students will:

- **discover and interpret social science research related to student interests.**

- explain the principle methods that scientists use to answer social questions.
- understand how to get a scientifically valid answer to social questions.
- identify and examine ethical considerations and dilemmas of social science research.
- critically review information obtained from scholarly sources.
- write skillfully using APA style.
- discover how understanding research can provide a personal and professional benefit.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course will impact two of the six core competency outcomes in the family science program area (Family Studies and Child & Family Development majors) assessment plan: 1. Content Knowledge – area 10 (Family Life Education Methodology) and 3. Critical Thinking Skills.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

No expected effect on current articulation agreements

Catalog Copy

FCS 2190 – Principles of Research in Family Science

This course introduces principles of scientific inquiry in social science including understanding and evaluating research, methods used in the pursuit of research, ethical considerations and dilemmas, and skill development in reviewing and writing about scholarly material.

Prerequisites & Corequisites: Prerequisite: FCS 1010.

Credits: 3 hour

See attached syllabus

FCS 2190: Principles of Research in Family Science
Fall 2017 3 credit hours CRN XXXXX

Instructor:
Phone:
Email:
Office Hours
Office:

Course Description

This course introduces principles of scientific inquiry in social science including understanding and evaluating research, methods used in the pursuit of research, ethical considerations and dilemmas, and skill development in reviewing and writing about scholarly material.

Learning Objectives

Students will:

- discover and interpret social science research related to student interests.
- explain the principle methods that scientists use to answer social questions.
- understand how to get a scientifically valid answer to social questions.
- identify and examine ethical considerations and dilemmas of social science research.
- critically review information obtained from scholarly sources.
- write skillfully using APA style.
- discover how understanding research can provide a personal and professional benefit.

Required Readings

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author (ISBN: 978-1-4338-0562-2)

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed). Glendale, CA: Pyrczak Publishing (ISBN: 978-1936523375)

Rallis, S. F., & Rossman, G. B. (2012). *The research journey: Introduction to inquiry*. New York: The Guildford Press (ISBN: 978-1462505128)

Course Requirements

- **Participation** (50 pts total). At various times throughout the semester we will participate in a variety of activities such as group work, recall activities, reflective writing, or guest speaker feedback. Most of these activities will not be announced before the module begins because they are designed to award regular participation. The number of points will vary from activity to activity but will be loosely based on the degree of input required. The number of points that will accumulate will remain undetermined until the end of the semester when total points are tallied and the *percentage* that was achieved used to calculate a total score out of the total 50 possible points.

- **Ethics Jigsaw** (50 pts). Students will work together in groups to prepare and present information on a topic related to ethical considerations and dilemmas in social science research. Possible topics are listed below.
 - Tuskegee syphilis experiment
 - Stanford prison experiment
 - Milgram experiment
 - Research involving Henrietta Lacks
 - The Nuremberg Code
 - The Belmont report: three basic ethical principles
 - Research with vulnerable populations
 - Informed consent and assent
 - Privacy and Confidentiality
 - Minimum risk

- **Research Writing Basics** (30 pts each, 300 pts. total). You will complete nine unified assignments that together will culminate in a research proposal
 - Basics 1: Overview of APA Style
 - Basics 2: Finding and Reading Research
 - Basics 3: Paraphrasing, citing, and quoting using APA style
 - Basics 4: Writing Research Questions and Annotating Literature
 - Basics 5: Formatting a paper using APA style
 - Basics 6: Reviewing literature
 - Basics 7: Citations and references using APA style
 - Basics 8: Identifying a Sample and Potential Ethical Concerns
 - Basics 9: Crafting Your Research Proposal

- **Quizzes** (25 pts each, 100 pts total). Quizzes cover content from the text and from lectures. The fourth quiz (not comprehensive) will be given during the university scheduled “final” exam time.

Grading Scale (500 Total Points). The instructor reserves the right to alter the scale to the benefit of the class. Incompletes are granted only in strict accordance with university policy.

POINTS	%	GRADE
470-500	94-100	A
445-469.99	89-93	BA
420-444.99	84-88	B
395-419.99	79-83	CB
370-394.99	74-78	C
345-369.99	69-73	DC
320-344.99	64-68	D
0-319.99	00-63	E

Topic List

- Module 1: Scientific inquiry as learning**
Ways of knowing
Reviewing academic literature: Overview
*Research Writing Basics 1-3
*Quiz 1
- Module 2: Being an ethical inquirer**
History of ethical dilemmas in research
The Belmont Report
Standards for practice
Ethics, trustworthiness, and rigor
Reflexivity
Selecting a topic and identifying literature for review
*Research Writing Basics 4-5
*Ethics Jigsaw
- Module 3: Constructing conceptual frameworks**
Building an argument
Guidelines for analyzing literature
*Research Writing Basics 6-7
*Quiz 2
- Module 4: Designing the inquiry project**
Moving from conceptual framework to design
Research designs
Qualitative research: Observation, interview designs, document analysis, case study, action research
Quantitative research: Correlation designs, comparative designs, randomization, quasi-experimentation, randomized control trials questionnaires
Analyzing quantitative and qualitative research literature
*Research Writing Basics 8
*Quiz 3
- Module 5: Planning for analysis and interpretation**
The research proposal and putting it all together
Synthesizing literature prior to writing
*Research Writing Basics 9
- Module 6: Knowledge Use**
Using what you have learned
Potential audiences: Academia, policymakers, practitioners
*Quiz 4