

CEHD 761

# 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 #: FCS 4190 Proposed course prefix and #:

Credit hours: 3

Existing course title: Teaching Family Life Education

Proposed course title:

Existing course prerequisite & co-requisite(s): FCS 1010 Introduction to Family Life Education and FCS 2090 Consumer Education and FCS 2100 Human Sexuality and FCS 2140 Child Development or equivalent FCS 3150 Global Ecology of the Family and FCS 3180 Intimate Relationships: Friends, Families & Marriage and 100+ hours

Proposed course prerequisite(s) FCS 1010 Introduction to Family Science and FCS 1030 Lifespan Development and FCS 2100 Human Sexuality and FCS 2170 Diverse Children, Families & Communities and FCS 2190 Principles of Research in Family Science and FCS 3170 Crisis and Resiliency in Families and FCS 3180 Intimate Relationships: Friends, Families & Marriage and 100+ hours and FCS 2020 Field Experience or FCS 4290 Internship

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? C

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):

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

3. ☐ Lecture/lab/discussion

5. ☐ Independent study

2. ☐ Lab or discussion

4. ☐ Seminar or ☐ studio

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 *M. K. Roberts*

Date: 10/25/16

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.

**Add the following prerequisites to FCS 4190 Teaching Family Life Education: FCS 2170 Diverse Families in Societal Contexts and FCS 2190 Principles of Research in Family Science and FCS 3170 Crisis and Resiliency in Families and FCS 2020 Field Experience or FCS 4290 Internship**

**Remove the following prerequisites: FCS 2090, FCS 2140 or equivalent, FCS 3150**

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

**FCS 4190 is the capstone, Senior Standing course for the Family Studies, Child & Family Development and Youth and Community Development (proposed) majors. In order to fully process, and demonstrate the ability to apply content in the FCS 4190 Teaching Family Life Education course, it is important that students have acquired the foundational family science background from lower level courses, and that they have taken FCS 2190 to prepare students for the research understanding and application requirements of FCS 4190.**

**Because students create and implement family life education (FLE) curriculum in the capstone FCS 4190 course to prepare them for FLE in various human service settings, it is necessary that students have completed at least one of the required professional experience courses (either FCS 2020 or FCS 4290). This requirement will ensure that students have experienced community work needed to process and apply content from the capstone course.**

**Remove the following prerequisites: FCS 2090 (not one of the Core Family Science courses), FCS 2140 or equivalent (replaced with FCS 1030), FCS 3150 (not one of the Core Family Science courses)**

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.

**No effect**

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.

**By adding the proposed prerequisites, students will be better prepared to successfully meet the requirements of FCS 4190. By adding on a professional experience requirement, students will gain an understanding of community needs and better prepare applicable materials and workshop curriculum. The proposed prerequisite course additions are all offered every semester so this proposed change will not delay time to graduation.**

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?

**FCS 4190 is a required course for all family science majors (Family Studies, Child and Family Development, Youth and Community Development [proposed]).**

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.)

**No effect**

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.

**There are six core student outcome competencies assessed in the family science degree programs:**

- 1. Content Knowledge (Required for program approval from the National Council on Family Relations (NCFR) to maintain Certified Family Life Educator status)**
  - 1. Families and Individuals in Societal Contexts**
  - 2. Internal Dynamics of Families**
  - 3. Human Growth & Development Across the Lifespan**
  - 4. Human Sexuality**
  - 5. Interpersonal Relationships**
  - 6. Family Resource Management**
  - 7. Parenting Education and Guidance**
  - 8. Family Law & Public Policy**
  - 9. Professional Ethics and Practice**
  - 10. Family Life Education Methodology**
- 2. Communication Skills**
  - 1. Written**
  - 2. Verbal**
- 3. Critical Thinking Skills**
- 4. Caring/Compassionate Beliefs and Behaviors**
- 5. Cultural Awareness and Emerging Competence**
- 6. Competent/Professional Attitudes and Skills.**

**The FCS 4190 course includes assessment activities in 1. Content Knowledge area 10 (Family Life Education Methodology), 3. Critical Thinking Skills, and 6. Competent/Professional Attitudes and Skills.**

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.

**Assessment regarding content knowledge and critical thinking skills have indicated that students are not fully prepared for the expectations in the capstone FCS 4190 course because they do not have the family science content foundation.**

**Informal faculty reports have indicated that students who have not completed at least one professional experience are not able to adequately process requirements for creation and implementation of family life education community programming.**

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 effect**

**See below for catalog copy**

Current Catalog Copy	Proposed Catalog Copy
<p data-bbox="102 222 719 258">FCS 4190 - Teaching Family Life Education</p> <p data-bbox="102 296 797 552">This course reinforces family life education (FLE) principles and concepts in conjunction with planning, implementing, and evaluating FLE curriculum and programs. Emphasis is placed on developing a sensitivity to diverse personal and community values and a pluralistic understanding of families.</p> <p data-bbox="102 590 792 772">Prerequisites &amp; Corequisites: Prerequisites: FCS 1010, FCS 2090, FCS 2100, FCS 2140 or equivalent, FCS 3150 and FCS 3180, (a minimum grade of "C" is required), and 100+ hours.</p> <p data-bbox="102 810 331 846">Credits: 3 hours</p>	<p data-bbox="824 222 1446 258">FCS 4190 - Teaching Family Life Education</p> <p data-bbox="824 296 1524 552">This course reinforces family life education (FLE) principles and concepts in conjunction with planning, implementing, and evaluating FLE curriculum and programs. Emphasis is placed on developing a sensitivity to diverse personal and community values and a pluralistic understanding of families.</p> <p data-bbox="824 590 1520 735">Prerequisites &amp; Corequisites: Prerequisites: FCS 1010, FCS 1030, FCS 2100, FCS 2170, FCS 2190, FCS 3170, FCS 3180, and 100+ hours, and FCS 2020 or FCS 4290</p> <p data-bbox="824 772 1057 808">Credits: 3 hours</p>