

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 2090 Proposed course prefix and #: Credit hours:

Existing course title: Consumer Education

Proposed course title: Family Resource Management

Existing course prerequisite & co-requisite(s):**Proposed course prerequisite(s)**

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):** Family Resource Management**b. Multi-topic course:** ☐ ☐ Yes**c. Repeatable for credit:** ☐ ☐ Yes**d. Mandatory credit/no credit:** ☐ ☐ Yes**e. Type of class and contact hours per week (check type and indicate hours as appropriate)**

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Lecture | 3. <input type="checkbox"/> Lecture/lab/discussion | 5. <input type="checkbox"/> Independent study |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> Supervision or practicum |

CIP Code (Registrar's use only):

Chair/Director

Date 10/27/16

Chair, College Curriculum Committee

Date 10/27/16

Dean

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.

1. **Change the FCS 2090 course title to: Family Resource Management.**
2. **Change the description to: A study of the decisions individuals and families make about developing and allocating resources, with emphasis on money, time and energy management. Includes an overview of decision-making, goal setting, and planning to achieve goals.**

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

The suggested changes will more closely align the course with the requirements of the National Council on Family Relations (NCFR). The Family Studies and Child & Family Development majors have approval from NCFR based on 10 content areas. Content area # 6 Family Resource Management (an understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals) is satisfied by the FCS 2090 course.

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.

NA

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.

No effect

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?

No change

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.

NA

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.

The suggested changes are not the result of assessment.

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.

Current catalog copy	Proposed catalog copy
<p>FCS 2090 - Consumer Education</p> <p>A study of the information available to consumers with emphasis on personal decision making in money management and product and services choices. Includes overview of consumer protection and public policy as it affects the family.</p>	<p>FCS 2090 - Family Resource Management</p> <p>A study of the decisions individuals and families make about developing and allocating resources, with emphasis on money, time and energy management. Includes an overview of decision-making, goal setting, and planning to achieve goals.</p>