

**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: Family Life Education **minor (FLDN)**

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite &amp; 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: FSDJ

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

For 5000 level prerequisites &amp; 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 ☐ Yesc. Repeatable for credit: ☐ No ☐ Yesd. 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 Mark Feltz

Date: 10/26/16

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.

**Change the to Family Science minor (currently Family Life Education minor)**

**Reflect course name changes**

**FCS 1010 Introduction to Family Science**

**Require three new courses**

**FCS 1030 Lifespan Development**

**FCS 2170 Diverse Children, Families & Communities**

**FCS 2190 Principles of Research in Family Science**

**Remove five courses**

FCS 2090 - Consumer Education Credits: 3 hours

FCS 2100 - Human Sexuality Credits: 3 hours

FCS 4190 - Teaching Family Life Education Credits: 3 hours

**Select one:**

ED 2500 - Human Development: Applications in Education Credits: 3 hours

FCS 2140 - Child Development Credits: 3 hours

PSY 1600 - Child Psychology Credits: 3 hours

**Select one:**

FCS 2150 - Adolescent Development Credits: 3 hours

FCS 3140 - Infant and Toddler Development Credits: 3 hours

FCS 4130 - Later Life Family Relationships Credits: 3 hours

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

**The Family Life Education minor has had classes that are focused on becoming a certified family life educator (CFLE), and yet the minor students were not eligible for certification because they did not have all the required coursework. Changing the name and requiring the general core family science classes will provide the minor students with needed family knowledge**

**FCS 1030 – Lifespan Development will replace two required courses.**

**FCS 2170 – Diverse Children, Families and Communities will provide an appropriate course for understanding diverse families.**

**FCS 2190 - Principles of Research in Family Science will prepare students for the critical thinking and writing requirements of FCS 4150 in which students are expected to be critical consumers of research with an ability to synthesize and critique empirical journal articles in upper level classes.**

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 change to other program areas**

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.

**The proposed changes will make it easier for students to complete the minor. The number of required credits will drop from 30 to 24 hours. Changing the name and requiring the general core family science classes will provide the minor students with needed family knowledge, without leading to the expectation they are eligible for Family Life Education Certification.**

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?

**The change will not impact the demand for the family minor**

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.)

**There will be no impact on resources; courses will continue to be staffed by a combination of full- and part-time faculty with an appropriate knowledge base and/or experience.**

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 content knowledge student outcomes assessed in the Family Science minor:**

1. Families and Individuals in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth & Development Across the Lifespan
4. Interpersonal Relationships
5. Parenting Education and Guidance
6. Professional Ethics and Practice

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 change is not a result of assessment outcomes. Informal faculty reports of frustration from the minor students regarding the family life education certification led to discussions regarding an appropriate "family" minor.**

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.

<p>Cognate Requirement</p> <p>Select One:</p> <ul style="list-style-type: none"> <li>• <u>ED 2500 - Human Development: Applications in Education</u> Credits: 3 hours</li> <li>• <u>FCS 2140 - Child Development</u> Credits: 3 hours</li> <li>• <u>PSY 1600 - Child Psychology</u> Credits: 3 hours</li> </ul> <p>Required Minor Courses (27 hours)</p> <ul style="list-style-type: none"> <li>• <u>FCS 1010 - Introduction to Family Life Education</u> Credits: 3 hours</li> <li>• <u>FCS 2090 - Consumer Education</u> Credits: 3 hours</li> <li>• <u>FCS 2100 - Human Sexuality</u> Credits: 3 hours</li> <li>• <u>FCS 3150 - Global Ecology of the Family</u> Credits: 3 hours</li> <li>• <u>FCS 3170 - Crisis and Resiliency in Families</u> Credits: 3 hours</li> <li>• <u>FCS 3180 - Intimate Relationships: Friends, Family, and Marriage</u> Credits: 3 hours</li> </ul>	<p>Required Minor Courses (24 hours)</p> <ul style="list-style-type: none"> <li>• <u>FCS 1010 - Introduction to Family Science</u> Credits: 3 hours</li> <li>• <u>FCS 1030 - Lifespan Development</u> Credits: 3 hours</li> <li>• <u>FCS 2170 - Diverse Children, Families &amp; Communities</u> Credits: 3 hours</li> <li>• <u>FCS 2190 - Principles of Research in Family Science</u> Credits: 3 hours</li> <li>• <u>FCS 3150 - Global Ecology of the Family</u> Credits: 3 hours</li> <li>• <u>FCS 3170 - Crisis and Resiliency in Families</u> Credits: 3 hours</li> <li>• <u>FCS 3180 - Intimate Relationships: Friends, Family, and Marriage</u> Credits: 3 hours</li> <li>• <u>FCS 4150 - Effective Parenting</u> Credits: 3 hours (Baccalaureate writing requirement)</li> </ul>
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- FCS 4150 - Effective Parenting Credits: 3 hours
- (Baccalaureate writing requirement)
- FCS 4190 - Teaching Family Life Education Credits: 3 hours

Select One:

- FCS 2150 - Adolescent Development Credits: 3 hours
- FCS 3140 - Infant and Toddler Development Credits: 3 hours

FCS 4130 - Later Life Family Relationships Credits: 3 hours