

10-15C.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66c.	AP 8-31-10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4422

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change		
CDFR 224: Marriage & Family Relations		
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input checked="" type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Judalene Bowen</i>	<i>1/22/10</i>
Department Chair(s)	<i>Mary E. Swinker</i>	<i>1/22/10</i>
College Curriculum Committee Chair	<i>Robert Kostelink</i>	<i>2/22/10</i>
College Dean	<i>Barbara P. Zoni</i>	<i>2/24/10</i>
Director of Liberal Studies *	<i>Dwight R. Harts</i>	<i>1/11/10</i>
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Demarade - TEEL MAR</i>	<i>10-26-10</i>
UWUCC Co-Chairs	<i>Gail Sedrist</i>	<i>11-1-10</i>

* where applicable

Received

FEB 25 2010

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 224 Marriage & Family Relations

3 class hours

0 lab hours

Prerequisite: PSYC 101

3 credits

(3c-01-3cr)

Provides a developmental and interactional approach to understanding family studies and to aid in understanding family life, with a primary emphasis on contemporary American families. Relevant theoretical perspectives of how families operate will be discussed. The following areas will be covered in this course: trends in family structures and functions in the U.S.; impact of media on marriage and family relationships; conducting research in family studies; diversity among U.S. families; gender roles in dating and marital relationships; communication and conflict resolution; human sexuality; dating and singlehood; combining work and family roles; parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

II. Course Outcomes:

Students will be able to

1. Examine research on emerging trends in marriage and family life in American society.
2. Assess how social trends in society affect individuals as members of families.
3. Examine familial structures and interactions of various cultures.
4. Examine influences that affect attitudes, values, and needs as related to choices and decisions in regard to lifestyle.
5. Analyze the concepts and processes basic to meaningful marriage relationships and family life throughout the life cycle.
6. Understand concepts and dynamics of communication and apply these concepts in relationships with others.
7. Understand concepts and issues in the field of family studies and begin to view families from current theoretical approaches as well as from global perspectives.

Student Outcomes Matrix for FCSE

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
		I.B, C,D	1	Exam 1,2,3
		I.F.	2	Exam 1,2,3
		I.F.	3	Exam 1,2,3
		I.C.,I.F.	4	Exam 1,2,3
		I.B., I.F.	5	Exam 1,2,3
		I.F.	6	Exam 1,2,3
		I.F.	7	Exam 1,2,3

*Assignments/products chose for aggregation are bolded

III. Course Outline

- A. Family Commitments & Exploring the Family (7 hours)
 - 1. What is a family?
 - a. Variations in couple and family relationships
 - 2. Personal attitudes & values about relationships and family
 - 3. Current theoretical approaches
 - a. Family Systems
 - b. Exchange
 - c. Family Development
 - d. Symbolic Interaction
 - e. Conflict & Feminist
 - f. Structure-Functional

EXAM I (1 hour)

B. American Families in Social Context (2 hours)

C. Family Stress, Crises, & Resilience (4 hours)

D. Communication in Marriage & Family (3 hours)

E. Gender (2 hours)

F. Our Sexual Selves (2 hours)

EXAM II (1 hour)

G. Loving Ourselves and Others (3 hours)

H. Partnering	(4 hours)
1. Same-sex and opposite-sex partnering	
2. Marriage	
3. Nonmarital Living Arrangements	
4. Choosing a Marriage Partner	
I. Parenting	(3 hours)
1. To parent or not to parent	
2. Raising Children in a Multicultural Society	
3. Parent-child relationships across the lifespan	
EXAM III	(1 hour)
J. Work & Family	(2 hours)
K. Power & Violence	(2 hours)
L. Un-partnering	(3 hours)
1. Divorce & After	
2. Remarriage & Stepfamilies	
M. Aging Families	(2 hours)
FINAL EXAM – During Final Exam Week	

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

89% - Four exams (three during the semester and one during exam week). The examinations could include multiple choice, true/false, matching, short answer/essay with materials coming from lecture notes, the text(s), videos, and class handouts.

11% - Written assignment based on the text selected for the Liberal Studies requirements for this course.

V. Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

Lamanna, M. A., & Reidmann, A. (2009). *Marriages and families: Making choices in a diverse society* (10th ed.). Belmont, CA: Thomson Wadsworth.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

Aldous, J. (1996). *Family careers: Rethinking the developmental perspective*. Thousand Oaks, CA: Sage.

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.). (2005). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage.

Cancian, F. M., & Olicker, S. J. (2000). *Caring and gender*. Thousand Oaks, CA: Pine Forge Press.

Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.

Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York: Basic Books.

Elkind, D. (1994). *Ties that stress: The new family imbalance*. Cambridge, MA: Harvard University Press.

Garbarino, J. (1982). *Children and families in the social environment*. New York: Aldine Publishing.

Kustof, N.D., & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women world wide*. New York: Knopf.

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.

McKenry, P. C., & Price, S. J. (Eds.). (2000). *Families and change: Coping with stressful events and transitions* (2nd ed.). Thousand Oaks, CA: Sage.

Mintz, S., & Kellogg, S. (1988). *Domestic Revolutions: A social history of American family life*. New York: The Free Press.

Parke, R. D. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

Price, S. J., McKenry, P. C., & Murphy, M. J. (2000). *Families across time: A life course perspective (Readings)*. Los Angeles, CA: Roxbury.

Schwartz, P. (1994). *Love between equals: How peer marriage really works*. New York: The Free Press.

White, J. M., & Klein, D. M. (2008). *Family theories*. Thousand Oaks, CA: Sage.

Student Outcomes Matrix

Course Objectives	NCFR- CFLE Standards	PDE Competencies
1	2a	IC12 IVD1
2	2a	IC12 IVD1
3	2a	IC12 IVD1
4	2a	IC12 IVD1
5	2a	IC12 IVD1
6	2a	IC12 IVD1
7	2a	IC12 IVD1

Course Analysis Questionnaire

Section A: Details of the Course

- A1. How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is taken during freshman or sophomore year. It is the introductory course for the family studies portion of our major. The course is designed as a liberal studies course and is required of majors and minors. This content can't be incorporated into another class because it is a survey of the field of family studies and has been approved as a liberal studies elective. In addition, a separate class is necessary to cover the depth of information required to meet the PDE and NCFR standards (see A7) in a satisfactory manner.

- A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other course in the department.

- A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

- A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not intended to be dual level.

- A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not to be taken for variable credit.

- A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

*U of Utah, FCS 2400: Family Relationships Across the Life Course
Messiah College, HDFS 101: Foundations of Marriage & Family
U of Indiana, HPER F258: Marriage & Family Interaction*

- A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Both the CFLE (Certified Family Life Educator) certification of our program from NCFR (National Council on Family Relations) and the PDE (Pennsylvania Department of Education) Pre-K Guidelines require the content of this course. Documentation is provided in the Student Outcome Matrix at the end of the Course Analysis Questionnaire.

Section B: Interdisciplinary Implications

- B1. Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.
This course will be taught by one instructor.
- B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).
The content of this course does not overlap with any other at the University.
- B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.
This course is not cross-listed.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.
No new faculty member is required to teach this course.
- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy.
No other resources will be needed to teach this course.
- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)
There are no grant-funded resources involved in the teaching of this course.
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
Five sections of this course are offered during the fall and spring semesters.
- C5 How many sections of this course do you anticipate offering in any single semester?
Usually three sections are offered in the fall and two sections are offered in the spring.
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?
Approximately 50 students can be accommodated per section, based on available classroom space and class activities.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
No professional society recommends enrollment limits.
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.
Yes. This course was approved for distance education on April 5, 2005 by the University-Wide Undergraduate Curriculum Committee and on April 6, 2005 by the Provost of IUP; the signed Undergraduate Distance Education Review Form is attached at the end of this document.

Part II. 2. SUMMARY OF PROPOSED REVISIONS

A. CDFR 224 was revised in the following ways:

1. The course description was expanded.
2. A seventh course outcome was added.
3. The course outline was expanded.
4. The evaluation methods were modified.
5. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course description was expanded to incorporate the specific issues and topics taught in the course.
2. A seventh course outcome was added to reflect an emphasis on current theoretical approaches, as required by the National Council on Family Relations' (NCFR) requirements for our program's Certified Family Life Educator (CFLE) current program certification.
3. The course outline was expanded to incorporate all that is covered in this course.
4. The evaluation methods were modified to include an assignment for the text selected for the Liberal Studies component of the course.
5. The bibliography was updated to reflect new research and publications in the field.

Part II. 4. THE OLD SYLLABUS OF RECORD

The Old Syllabus of Record is attached.

Part III. LETTERS OF SUPPORT

None needed.