

Eastern Illinois University
Revised Course Proposal
FCS 4845, The Family in Crisis

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** FCS 4845
2. **Title (may not exceed 30 characters, including spaces):** Family in Crisis
3. **Long title, if any (may not exceed 100 characters, including spaces):** The Family in Crisis
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
7. **Course description (not to exceed four lines):** This course will define what is meant by family crisis, identify some of the major theoretical frameworks for studying families in crisis, consider major life-style transitions, and explore the major catastrophic crises families face. It will also examine resources and strengths that enable families to deal with crises more adequately.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
none
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
FCS 1800 or FCS 2800 or equivalents.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): none
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted:
Online section restricted to those enrolled in the Bachelor of Arts in General Studies, Option in Child Care Education (ABC) program.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Freshman, Sophomores
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] none
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course students will be able to:

1. Define what is meant by family crisis.
2. Identify and explain the major theoretical frameworks for studying families in crisis and be able to integrate theory and practice.
3. Identify the major life-cycle transitions of families and be able to explain their potential for crisis.
4. Explain the meaning of situational stressors, the potential crises involved in this area, and the issues to be addressed at the personal and social levels for more effective functioning.
5. Develop an understanding of the major catastrophic crises families face and examine current research that addresses these crises.
6. Identify effective methods employed by professional and clinicians to help families cope with crises.
7. Examine resources and strengths that enable some families to weather crises better than other families.
8. Develop an understanding of the issues and implications of family crises in own and other's lives.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

N/A

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge.** Objectives 2, 3, 4, 5, 8 will address content knowledge
- **Effective critical thinking and problem solving.** Objectives 3, 4, 5, 6, 8 will address critical thinking and problem solving.
- **Effective oral and written communication.** Objectives 2, 3, 4 will address oral and written communication
- **Advanced scholarship through research or creative activity.** Objectives 2-8 will address advanced scholarship through research or creative activity.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Weekly discussions/reflections (includes short-term assignments) Students will engage in weekly discussions/reflections on topics of study (Objectives 1-8)

Film Review Students will review a film from an approved list on a topic related to families in crisis.

Students will critique content and describe the resources and strengths of the characters (Objectives 3, 7)

Presentation Students will choose a topic relevant to Families in Crisis, research and post presentation on WebCT course website. Presentations will be evaluated on relevance of topic, professionalism, and content (Objectives 2-8)

Autobiographical Sketch Students will examine their own family (or a familiar family) and describe the personalities involved, roles, crises, resources, strengths, weaknesses, and coping techniques. Application of the ABC-X model will be required (Objectives 1, 2, 6, 7, 8)

3. Explain how the instructor will determine students' grades for the course:

Discussions and reflections	20%
Film Review	05%
Presentation	60%
Autobiographical Sketch	15%

Grading Scale

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or less

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion. The course will be divided into 15 modules. Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and complete brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.
- b. Describe how the integrity of student work will be assured:** The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCt will allow for a structured open-book testing format.
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;** In addition to the course objectives listed above graduate students will research and disseminate information specific to individual interest in relation to course content. While the overall objectives will remain the same, graduate students will be required to use the theory to practice model when developing their individual "presentation" project.

b. projects that require application and analysis of the course content; and

The presentation assignment (worth 60% of final grade) is substantially different for graduate students. It is tailored to meet the specific interests of the individual student. The nature of this assignment will vary and will be determined after consultation between the individual student and the instructor. Past examples include a special class presentation, a resource file, a literature review paper, and a teaching module.

c. separate methods of evaluation for undergraduate and graduate students. The grading scale remains the same for graduate and undergraduate students. However, the presentation assignment is different for graduate students and has a different assessment rubric.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will be divided into weekly modules with a specific topic of focus for each module.

Module/Week 1: Introductions, course objectives, discussion, intro to families, definition of a crisis

Module/Week 2: ABC-X model

Module/Week 3: Family stress theory

Module/Week 4: Death of a family member, divorce

Module/Week 5: Single-parenting, remarriage

Module/Week 6: Alcoholism, drug addiction

Module/Week 7: Imprisonment

Module/Week 8: Financial crisis

Module/Week 9: Aging, family and stress

Module/Week 10: Removal of children

Module/Week 11: Everyday hassles

Module/Week 12: Unemployment

Module/Week 13: Frequent moves, military, employment, financial problems

Module/Week 14: Families, stress, intervention

Module/Week 15: Other, wrap-up

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

- If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A**

- 1. Faculty member(s) to whom the course may be assigned:** Mikki Meadows, Ph.D. has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration

2. Additional costs to students: none

3. Text and supplementary materials to be used (Include publication dates): McKenry, P.C., & Price, S. J. (Ed) (2006). *Families & change: Coping with stressful events and transitions* (3rd ed.). London: Sage.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/2010

Date approved by the college curriculum committee: 2/15/2011

Date approved by the Honors Council (*if this is an honors course*): N/A

Date approved by CAA: 3/24/2011 CGS: The online section of this 4800-level course will only be open to undergraduate students enrolled in the ABC program – graduate students will not be enrolled.

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583