

FACS 150: FAMILY STRESS AND COPING: MULTICULTURAL FOCUS

In Workflow

1. FACS Committee Chair (shiltsm@csus.edu)
2. FACS Chair (lhanna@csus.edu)
3. SSIS College Committee Chair (shiltsm@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (parshb@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 18 Apr 2019 16:53:57 GMT
Mical Shilts (shiltsm): Rollback to Initiator
2. Sat, 27 Apr 2019 02:49:43 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
3. Mon, 29 Apr 2019 22:20:44 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
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Mical Shilts (shiltsm): Rollback to Initiator
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Mical Shilts (shiltsm): Approved for FACS Committee Chair
6. Fri, 07 Feb 2020 19:27:28 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
7. Thu, 20 Feb 2020 17:01:42 GMT
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
8. Fri, 21 Feb 2020 00:57:34 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Wed, 05 Feb 2020 20:45:05 GMT

Viewing: FACS 150 : Family Stress and Coping: Multicultural Focus

Last edit: Thu, 20 Feb 2020 17:00:17 GMT

Changes proposed by: Jerry Cook (102010283)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Lynn Hanna	lhanna@csus.edu	916-278-6420

Catalog Title:

Family Stress and Coping: Multicultural Focus

Class Schedule Title:

Family Stress+Coping

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Family and Consumer Sciences; Family Life Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2019 (2019/2020 Catalog)

Subject Area: (prefix)

FACS - Family and Consumer Sciences

Catalog Number: (course number)

150

Course ID: (For administrative use only.)

133201

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Please note: Removing the pre-rec is the only change we are seeking in this proposal. No other changes have been proposed.

Justification: Historically, we have required FACS 50 (or equivalent, with instructor approval) to serve as the pre-rec for FACS 150. More recently, we have removed this pre-rec for Gerontology majors, who (by their junior year) have completed several human developmental courses.

This year we have examined the pre-rec language even further. Although it made theoretical sense to require FACS 50, a human development course, or a family studies course as a pre-rec for FACS 150, we have found that all students, regardless of their background or major, are sufficiently prepared and are able to succeed in FACS 150 (so long as they have completed their WPJ or equivalent). This conclusion was drawn and agreed to by all full-time and part-time instructors teaching FACS 150. For this reason, we propose that the WPJ (or equivalent) serve as the only pre-rec for FACS 150. (We have consulted with the GERO department and they are supportive of this change or removal of FACS 50 as the pre-rec).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Study of multicultural families and diverse family forms, with a focus on how families function under stress. Family theory and research are applied to the interpretation and analysis of selected literary work, both in print and film formats.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#03 - Lecture Composition/Counseling/Case Study (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**Part 2: Course Objectives**

Through active participation in this course the student will:

1. Demonstrate the ability to explain and critically examine social dynamics and issues in their historical and cultural contexts. (GE)
2. Apply theories and research in human development, family behavior, race, class, and gender to interpret the behavior of individuals and families, including ethnic minority families, who are experiencing stress.
3. Describe and evaluate ethical and social values in their historical and cultural context. (GE)
4. Explain how immigration, migration, and socialization can cause stress for individuals and families.
5. Explain and apply the principles and methods of Family and Consumer Sciences to the study of social and individual behavior. (GE)
6. Demonstrate an understanding of the role of human diversity in human society. Diversity may include race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression. (GE)
7. Evaluate how family life is shaped by social class, religion, race/ethnicity, gender and/or sexual orientation.
8. Identify how stress responses are influenced by cultural background and how physical, psychological and social stressors differ within and between cultures.
9. Interpret the complex life experiences (physical, psychological, social) of others by identifying possible motivations/explanations for individual and family behavior.

Attach a list of the required/recommended course readings and activities:

facs 150 Area D Master updated Feb 20 2020.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Quizzes: ELO 1-9.

Analytical Paper, Research Paper and Response Papers: The Analytical paper covers ELO 1 and 8-9. The Research Paper covers ELO 2-4 and 6-7. The Response Papers cover ELO 2, 5, and 7.

Student-led discussions with handout. ELO 1-2 and 7-9.

Presentations: ELO 1, 3, and 6-8.

Final Reflection Paper: ELO 1-3 and 6-8.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Family and Consumer Sciences (Family Studies)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Gerontology

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)
Writing Intensive

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Learning objectives will be common to all sections. Writing requirements will be common to all sections. Content meeting the learning objectives for GE area D and race and ethnicity will be common to all sections. The textbook, examinations, and assignment instructions may differ.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The department will keep a master syllabus for this course that meets all requirements for GE, writing intensive, and race and ethnicity content. Instructors will be informed of this and asked that any changes be approved by the department before instruction begins. All syllabi for each section/instructor are collected at the beginning of each semester. Faculty are updated on these practices at the beginning of each semester and assigned to a faculty mentor. Periodically, this course is used to collect data for program assessment and student work is evaluated for the content related to GE, RE and WI.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The department will keep a master syllabus for this course that meets all requirements for GE, writing intensive, and race and ethnicity content. Instructors will be informed of this and asked that any changes be approved by the department before instruction begins. All syllabi for each section/instructor are collected at the beginning of each semester. Faculty are updated on these practices at the beginning of each semester and assigned to a faculty mentor.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The department will keep a master syllabus for this course that meets all requirements for GE, writing intensive, and race and ethnicity content. Instructors will be informed of this and asked that any changes be approved by the department before instruction begins. All syllabi for each section/instructor are collected at the beginning of each semester. Faculty are updated on these practices at the beginning of each semester and assigned to a faculty mentor. Periodically, this course is used to collect data for program assessment and student work is evaluated for the content related to GE, RE and WI.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department will keep a master syllabus for this course that meets all requirements for GE, writing intensive, and race and ethnicity content. Instructors will be informed of this and asked that any changes be approved by the department before instruction begins. All syllabi for each section/instructor are collected at the beginning of each semester. Faculty are updated on these practices at the beginning of each semester and assigned to a faculty mentor. Periodically, this course is used to collect data for program assessment and student work is evaluated for the content related to GE, RE and WI.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course uses multiple case studies and textbooks to consider these concepts. We also examine changes in cultural attitudes impact family stress management. The textbooks also do a very good job of addressing how the theories of family stress management are changing over time to keep pace with changes in families today.

Ethical and social values are evaluated throughout the course, beginning with the Contextual Model in WEEK TWO, Multicultural Perspectives in WEEK THREE and continuing through the student presentations on family stress and coping in the context of culture in WEEKS THIRTEEN AND FOURTEEN. This criterion is assessed in the Response Papers.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Explanation and application of the principles and methods of family science are introduced in WEEK ONE and continue through WEEK FOURTEEN with student presentations. PRINCIPLES include being asset based and culturally sensitive; METHODS include reading research articles and synthesizing findings in a research report. This criterion is assessed in the Research Paper.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

Human diversity is the core of this course. The context of culture and human society is emphasized throughout the course. The relation between gender and stress is covered in the first chapter of the Boss text. Students apply course concepts (principles, theories, and models) to the family case studies in the Bronson book – WEEKS THREE through TEN. The Bronson cases involve families of different races, ethnicities, classes,

genders, ages, and abilities/disabilities. This criterion is assessed in the Analytical Paper.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Social dynamics such as social stratification, intersectionality, and inequality are examined as they apply to family stress and coping. Students are guided to critically examine the historical and cultural contexts in which these stressors occur. The ABC-X Model introduced in WEEK TWO explores the following external contexts: history, economy, culture, heredity, and development, as well as three internal contexts: structural, psychological, and philosophical. This criterion is assessed in the Analytical Paper.

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course is a Writing Intensive course. A total of twenty graded pages per student is required. Writing assignments are briefly described on page four of the course syllabus, with more specific instructions on each assignment also provided to students. The writing assignments are REQUIRED of all sections. Instructors may vary the points assigned to the writing assignments, but the assignments themselves are a required aspect of the course.

The ABC-X Analysis Paper requires students to apply the ABC-X Model of family stress management to a case. The ABC-X model includes consideration of the role of the internal context (structural, psychological, and philosophical components) on family stress and coping and the role of the external context (history, economy, culture, heredity, and development) on family stress and coping.

The Research Paper allows students to select a particular stressor within the context of a particular culture. They research the academic literature on their topic and cover how CULTURE impacts the family's experience of the stressor, the family's perceptions of the stressor, and the family's coping with the stressor.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Please note: We are not proposing any changes to the content. We are only proposing the removal of the pre-rec. However, more information pertaining to these questions is given below:

FACS 150 is approved as a Writing Intensive course and a course that meets the requirement for Race and Ethnicity in American Society. It is a particularly good fit for GE Area D because the content is squarely focused on individuals in society. Family Stress Theory considers the historical and cultural context for understanding a) ethical and social values; b) the behavior of individuals, families and societies; c) the role of human diversity in human society (Multicultural focus); and d) the social dynamics which impact how families experience and cope with stress.

A primary objective for the writing assignments and student presentations is to encourage and enhance students' exploration of the social and cultural contexts for examining family stress and coping.

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

The course examines significant aspects of the culture, contribution, and social experience of underrepresented ethnic/racial minority groups in the US through a variety of means, including:

1. Weekly readings. In particular, case studies serve as the foundation for the learning and discussion in our classes. The Bronson text provides multiple true accounts (or case studies) of Asian American, Black American, and other ethnic/racial minority families, and it focuses on how culture impacts the stress/coping response of families from diverse backgrounds.
2. Written assignments. Instructors use a variety of writing assignments to test students' knowledge, and to have them reflect upon the experience of these groups.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

We have multiple case studies, where each case study typically focuses on one group at a time. By the end of the semester, we have examined many case studies among different ethnic/racial minority groups within an individual and family context. Please see the box above for more information.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

All of these are addressed through the textbooks, lecture, discussion, and written assignments.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

All of these are addressed through the textbooks, lecture, discussion, case studies, and written assignments. The oral presentations also often address these issues or concepts.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

The role of culture in shaping and sustaining ethnic groups is explored through a variety of ways. First, students learn about the Contextual Model and other theories regarding culture's influence on families. Students also read about the role of culture in the Bronson book, which provides multiple case studies of families from diverse backgrounds. Class discussion and paper assignments examine the role of culture among various ethnic groups.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds upon the basic skills and knowledge by:

1. Increasing their awareness of challenges experienced by families from diverse backgrounds
2. Improving their ability to write analytic and research papers
3. Better understanding the real-life experience and difficulties of families in the US
4. Increasing their understanding of APA citation

The course must expand students' knowledge by examining complex issues.

The course examines multiple complex issues, including (but not limited to) the intersectionality of race and gender, the impact of social status as it relates to parenting under difficult circumstances, etc. We also examine the role of coping with the loss of a loved one in multiple case studies.

The course must expand students' abilities to reason logically and to write clearly in prose.

The course expands the students' ability to reason logically through the following:

1. Students are introduced to theoretical concepts, research, and facts/trends regarding family experiences.
2. Instructor-led discussion often challenges commonly held assumptions and stereotypes, based on theoretical concepts, research, and facts/trends

The course increases the students' ability to write clear in propose through the following:

1. Students learn to write largely by reading model books. The Bronson book is an excellent book, modeling how to write clearly in prose.

2. Students write no less than 5,000 words in their papers using multiple perspectives. They conduct research, but they are also required to apply what they have learned from research and theory into a coherent and reflective (i.e. personal) manner.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

This requirement is met through the use of the paper assignments. "Journals" and reflare not considered regarding this word requirement.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Instructors help students sharpen their analytical abilities and writing styles through the following:

1. Spreading out the paper assignments so that students can get feedback multiple times through the semester.
2. The use of rubrics and/or checklists for the papers
3. Smaller writing assignments (such as journals) to prepare them for the larger paper assignments
4. Discussions in class regarding writing expectations

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

As noted in the master syllabus, two of the three paper assignments are due by or before week 10. This allows students to receive feedback and improve their writing skills as the semester progresses.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Instructors are to return the smaller writing assignments (e.g. journals, if used in the course) within one week of submission, whereas larger paper assignments typically require 2-3 weeks. Instructors provide feedback primarily through the use of rubrics, but they also provide additional comments/feedback regarding writing techniques.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Please attach any additional files not requested above:

Consultation_GERO.docx

Reviewer Comments:

Mical Shilts (shiltsm) (Thu, 18 Apr 2019 16:53:57 GMT):Rollback: Add WI and Race/Ethnicity details.

Mical Shilts (shiltsm) (Tue, 07 May 2019 18:01:57 GMT):Rollback: Please see email for details.

Mical Shilts (shiltsm) (Thu, 20 Feb 2020 17:00:17 GMT):Minor change made to LO 7 with faculty permission.

Key: 2195