



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 240
College: Allied Health and Nursing	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: Family Consumer Science	<input type="checkbox"/> Graduate	Academic Year 05-06
Program: Family Life and Child Development	CIP # _____	(For Office Use Only)
Type of Change: COURSE PROPOSALS		Course Designator and Number
Proposed: New Course		
Title Current:		Number of Credits
Title Proposed: Ethical Principles for Family-Life Professionals		FCS 476 1
24-Char. Abbrev:		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
An examination, analysis and application of ethical principles for family-life professionals.

Rationale or Justification for change:
New course needed to meet National Council on Family Relations guidelines.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes associated with each GE competency or CD designation.		
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		



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*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

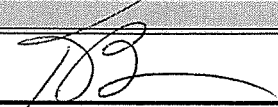


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Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)


Department Chair

4-4-06

Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)


Committee Chair

4-6-06

Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)


Dean

4/12/06

Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

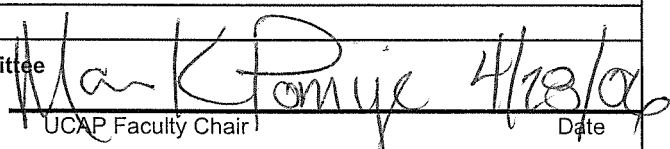
General Education Subcommittee Chair

Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)


UCAP Faculty Chair

4/18/06

Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair

Date

Comments:

Graduate Dean

Recommended
 Not Recommended

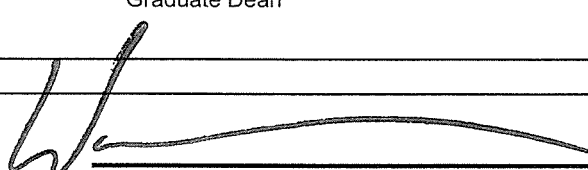
Graduate Dean

Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)


Assistant Vice President

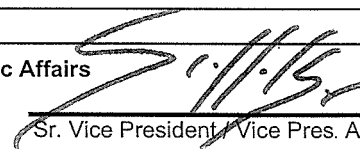
5/4/06

Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)


Sr. Vice President / Vice Pres. Academic Affairs

5/4/06

Date

Comments:

How FCS 476 Will Affect Department Staffing

This is only a one-semester-hour course. It is my preference to have an adjunct teach it. Specifically, we currently have Kay Wallerich, JD, a local attorney, teaching family policy and I would like to have her or another attorney teach the ethics course. The department regularly utilized about 24 to 30 hours of adjunct teaching each year. The other alternative is it will be added to my own teaching load.

FCS 476, Ethical Principles for Family Life Professionals (1 semester hour)
Minnesota State University, Mankato
Department of Family Consumer Science
Kelley Brigman
Wiecking B-102
507-389-2421

Course Description

An examination, analysis and application of ethical principles for family life professionals.

Learning Objectives

Students who complete this course successfully will

- Understand the importance of ethical practice for family life professionals.
- Understand the basic ethical principles for family life professionals.
- Understand the process of applying ethical principles
- Be able to analyze various family-life practice situations and apply ethical principles to solving problems.

COURSE REQUIREMENTS

Attendance

Students are expected to attend classes and to participate in discussion and other class activities. Absences are not excused or nor unexcused. Excessive absences, however, may result in lowering of final grade.

Required Reading

National Council on Family Relations
1999 Tools for Ethical Thinking and Practice in Family Life Education.
National Council on Family Relations

Selections from the Code of Ethics for Marriage and Family Therapists in Minnesota.

Other readings as assigned.

Student Requirements

Ethics Report

Each student will write a report analyzing an ethical issue in family life practice and use ethical principles to solve it. Counts 100 points.

Ethics Summary Paper

Each student will do a brief paper summarizing the ethical principles for family life professionals and discussing how these apply in the setting in which he or she is planning to work. Counts 100 points.

Exams

A 100-point final exam will be given.

Weekly Assignments

Weekly assignments will be given and assigned a point value.

GRADING

Final grades will be based on the following percentages: 94-100=A, 84-93=B, 70-83=C, 60-69=D, 59 and below = F.

Please note: Students will not be allowed to do special projects to raise their grades. All students will have the same points available.

ASSISTANCE AVAILABLE

If you are a student with disabilities and will need academic accommodations, please meet with the course instructor as early in the term as possible to discuss your needs. Every attempt will be made to accommodate students who have a documented disability.