



REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: ABE 036
INTRODUCTION TO MARRIAGE
AND FAMILY RELATIONS@
PROGRAM: ADULT BASIC EDUCATION
SUBMITTED BY: BOB HEEDER
DATE: MAY 10, 2001
X New Course Revised Updated
DATE APPROVED: MAY 17, 2001

TO BE COMPLETED BY DEAN OF THE COLLEGE:
Static Identifier C03601
TOP Code # 490100
SAM Code: E
NEED: YES NO
Meets a Unique Need X
Course Duplicated X
Demand/Enrollment Potential X
TRANSFER STATUS: A B C X
COURSE CLASSIFICATION: (Select A-I) C
APPROVED CREDIT CLASSIFICATION:
Degree Applicable X Noncredit
Non-Degree Applicable Not Approved

CATALOG DESCRIPTION:

This course looks at "Marriage" as a contract that goes through stages of negotiation and renewal during its lifetime. The four stages to be discussed are the life stages of the partners, child rearing, aging parents, mid-life crisis, and life threatening illnesses. This course is repeatable.

UNITS: 0 HOURS: Lecture: 18 Laboratory: Lecture/Lab: Clinic/Field:

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

None

Requested Credits Classification: (Applicant)

Degree Applicable X Noncredit
Non-Degree Applicable Revised

COURSE OUTLINE

This outline should contain sufficient information to:

- (a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.
- (b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planning their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of "critical thinking" by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

1. At the completion of this course of study, students will be able to understand and practice continued renewal of marriage commitment.
2. Students will be able to exercise tolerance of the various stages each partner experiences.
3. Participants will be able to discuss the problems and successes in child rearing, dealing with aging parents, and preparing and surviving life-threatening illnesses.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

Teacher prepared, therapist materials, and state prepared materials of counselors and psychologist.

Determining whether or not materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

___	Primarily College Level	___	Material Compared to/Offered at other Colleges
___		___	Written for Higher Level Education
<u>X</u>	Primarily not College Level	<u>X</u>	Other: <u>Adult Basic Education</u>

(How Determined)

ASSIGNMENTS:

List Types: N/A Hours Per Week (or equivalent)

Class participation and assignments require and develop critical thinking (see Objectives).
Describe how:

Primarily College Level 2 hours of independent work done out of class per each hour of lecture or class work, or hours lab, practicum, or the equivalent, per unit.

Not Primarily College Level Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

ASSESSMENT: N/A

Grades will be based on:

ESSAY
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)

COMPUTATION

NON-COMPUTATIONAL PROBLEM SOLVING
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER: (Describe)

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

COURSE CONTENT

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

1. The Four Stages of Marriage
 - a. Life Stages of partners
 - b. Child Rearing
 - c. Aging Parents
 - d. Life-threatening Illnesses

2. Marriage, a Period of Negotiation and Renewal

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Better understand their relationship with each other.
2. Display tolerance and compassion toward partner entering and experiencing various life stages.
3. Better advise and deal with children in their adolescent years.
4. Show tolerance and understanding toward aging parents.
5. Discuss with others the seriousness and effects on family of life-threatening illnesses.

COMPLIANCE:

YES NO N/A

Prerequisites:	Are appropriately established.	___	___	<u>X</u>
Apprenticeship:	Provides sufficient number of hours approved by Dept. Of Apprenticeship Standards. Covers safety and hazardous material as required.	___	___	<u>X</u> <u>X</u>
Guidance:	Instructional content and requirements are clear.	<u>X</u>		
ESL:	Clear to other ESL or equivalent English courses. Clear level of 1st language literacy prerequisite.	___	___	<u>X</u> <u>X</u>
Special Class:	Progress is measured. Non-duplicative; need for class is clear. Appropriate intervention for specified disability.	___	___	<u>X</u> <u>X</u> <u>X</u>
Special Topics:	Scope and requirements are clear.	___	___	<u>X</u>

SIGNATURES

COURSE INITIATOR: _____

DATE:

LIBRARY: _____

DATE:

CHAIR OF CURRICULUM COMMITTEE: _____

DATE:

SUPERINTENDENT/PRESIDENT: _____

DATE:

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.

