



## North Iowa Area Community College Course Outline

Please follow the included instructions when completing this form. Direct questions to Division Chair. After Course Outline is completed, please submit to Division Chair for review, who then submits to Administrative Assistant to the Vice President for Academic Affairs for review by the Curriculum and Academic Affairs Council (CAAC).

<b>Prepared by:</b>	Helen Karamitros
<b>Date Approved by CAAC:</b>	October 21, 2019
<b>Course Title:</b>	Marriage and Family
<b>Course Number:</b>	SOC-120
<b>Equivalent Prior Course Numbers:</b>	80-112, SOCS-112
<b>Academic Division/Department:</b>	Social Science

**Credits – Semester Hours (s.h.):**

**Contact Hours** As defined by the Iowa Department of Education in consultation with Division Chair/Registrar (see attached instructions).

Lecture:	<input type="text" value="45"/>	1 s.h. = 15 contact hours
Lab:	<input type="text" value="0"/>	1 s.h. = 30 contact hours
Clinical Practice:	<input type="text" value="0"/>	1 s.h. = 45 contact hours
Work Experience:	<input type="text" value="0"/>	1 s.h. = 60, 75, 90, or 105 contact hours
<b>Total:</b>	<input type="text" value="45"/>	

**Prerequisite(s):**

None

**Corequisite(s):**

None

**Course Description:**

This is a survey course that investigates the family as a social unit in the modern American culture. A study is made regarding the creation of the American family from various cultures as well as the problems the family is subjected to such as sex relations, social roles, communication, finance, and divorce. Introduction to Sociology is strongly recommended prior to this course, but not required.

**Required Textbook(s) and Other Required Materials:**

Knox, D. (2018). *M&F Marriage and Family* (4th ed.). Boston, MA: Cengage Learning. (Karamitros)  
Cohn, P. (2018). *The Family: Diversity, Inequality & Social Change* (2<sup>nd</sup> ed.). New York, NY: W.W. Norton & Co. (Perez)

**Purpose of Course** Check one [X] in consultation with Division Chair.

<input checked="" type="checkbox"/>	Arts and Sciences (General Education)
<input type="checkbox"/>	Arts and Sciences
<input type="checkbox"/>	Career and Technical (General Education)
<input type="checkbox"/>	Career and Technical
<input type="checkbox"/>	Developmental

If course is offered only in specific semesters, please explain below:

[Include what semester(s) and why]

Maximum number of weeks for which the course is offered:

16

[Do not edit the following section. Managed by Academic Affairs]

Is this a Core Competency Anchor Course? YES ☐ NO ☐

If "Yes," list Core Competency Student Learning Outcome Numbers being taught and assessed in this course (2.2, 3.1, etc.)

(Example) 2.2 [Press Tab to create new rows for each SLO]

**Student Learning Outcomes (SLOs):**

The student who successfully completes this course will be able to:

1. Recognize variations in family forms and the nature of intimate relationships.
2. Apply major theoretical perspectives and sociological concepts to various marriage systems and family structures.
3. Examine sociological research and analyze social trends about marriage and family as a social institution.
4. Identify opportunities and restrictions that have life-changing consequences for families across a diversity of demographic populations.

## Course Outline Instructions

The following materials provide guidance on how to properly complete the Course Outline Form. It addresses each field in the same order as found on the actual form. ***Complete Course Outline Form in consultation with all faculty who teach the course.***

**Note:** On the Course Outline Form, you should not edit the shaded fields, as these will be completed by others after submission. Only complete the fields that are unshaded.

Questions on how to complete the form should be directed to your Division Chair. For assistance writing student learning outcomes (SLOs), you may also contact the NIACC Center for Excellence in Teaching and Learning (CETL) [CETL@niacc.edu](mailto:CETL@niacc.edu)

**Prepared by:** Enter the first and last name of faculty member completing and submitting the Course Outline Form.

**Date Approved by CAAC:** Do not enter anything into this section. This will be added by the Academic Affairs Office upon approval by the Curriculum and Academic Affairs Council (CAAC).

**Course Title:** If this is a preexisting course, please enter the title as found in the current NIACC Catalog. If it is a new course, enter the title here.

**Course Number:** If this is a preexisting course, please enter the course number as found in the current NIACC Catalog. If it is a new course, enter the number here. For new courses, please consult with the Administrative Assistant to the Vice President for Academic Affairs prior to selecting a new course number, as these must follow standards set by both the Iowa Department of Education and NIACC.

**Equivalent Prior Course Numbers:** Do not edit this section. This will be managed by the Academic Affairs Office, upon submission, prior to review by CAAC.

**Academic Division:** Enter your division. See form for examples and note unusual examples, below:  
“Humanities” instead of “Fine Arts”  
“Social Sciences” instead of “Education” or “Early Childhood” or “Criminal Justice”

**Credits – Semester Hours (s.h.):** Simply enter the number of semester hours. If you have questions, please contact your Division Chair.

**Contact Hours:** Enter the number of contact hours (actual scheduled number of hours) into each of the category fields (Lecture, Lab, Clinical Practice, and/or Work Experience), and then enter the total in the “Total” field. For details on each category, please see “Lecture, Lab, Clinical Practice, and Work Experience” page, later in this document. Note: These are defined by the Iowa Department of Education. Division Chair and Registrar are your points of contact if you have any questions.

**Prerequisite(s):** These are courses that must be successfully completed prior to taking this course. Enter any prerequisite courses in the format shown on the form. If no changes are being made, please use the prerequisites as found in the current NIACC Catalog. If there are no prerequisites, enter “None” or “N/a.”

**Corequisite(s):** These are courses that must be taken while taking this course. Enter any corequisite courses in the format shown on the form. If no changes are being made, please use the corequisites as found in the current NIACC Catalog. If there are no corequisites, enter “None” or “N/a.”

<b>Course Description:</b>	<p>If this is a preexisting course, please enter the Course Description as found in the current NIACC Catalog. If this is a new course or new description, enter the description here. If there are <i>recommended</i> courses or skills (these should not be prerequisites or corequisites), they should be included in this section. This must be in standard paragraph format with complete sentences, no bullet points, etc.</p>
<b>Required Textbook(s) and Other Required Materials:</b>	<p>List the bibliographic information for each required book/resource, as shown on the Course Outline Form. Enter each item on a new row, as described. If no textbooks or other materials are required, enter “None” or “N/a.”</p> <p><b>Note:</b> This list should be completed in consultation with the other faculty members who teach this course. This is the list of textbook/resource combinations from which faculty may select when teaching the course. Faculty should work together to reach consensus on what these are without providing an excessive number of options.</p>
<b>Purpose of Course:</b>	For details on each option, please see “Course Purpose Definitions,” later in this document.
<b>Offered Only in Specific Semesters:</b>	Complete this field <i>only</i> if the course is consistently only offered in specific semesters (example: only in the fall or only in the fall and spring).
<b>Maximum number of weeks for which the course is offered:</b>	This is the maximum number of weeks. For example, if the course is offered in both 8-week and 16-week formats, you would only enter “16” in this field.
<b>Core Competency Anchor Course:</b>	<p>Do not edit this section. This will be managed by Division Chairs. However, it is still important to understand the relevance of this section, especially as you work on Student Learning Outcomes (SLOs) in the next section.</p> <p>See the “NIACC Core Competencies with Student Learning Outcomes” later in this document. Each degree program at NIACC must teach and assess each of the 12 Student Learning Outcomes of which the Core Competencies are composed. To ensure this, courses throughout the curriculum, including general education courses, program-specific courses, and other required courses (example: College Essentials) are identified as “Core Competency <i>Anchor Courses</i>,” which means they are the courses which perform this function. At least one Core Competency Student Learning Outcome is built into each of these courses, as part of its own course-level Student Learning Outcomes. Therefore, when any changes are proposed to a Student Learning Outcomes of an “anchor course,” they must go through another layer of review to ensure that this aspect of the anchor course remains intact.</p>
<b>Student Learning Outcomes:</b>	<p>This is a list of measurable competencies that begin with a verb and complete the sentence “The student who successfully completes this course will be able to...”</p> <p>Please see “Student Learning Outcomes” section of this document for helpful resources to use when constructing and updating your course’s student learning outcomes.</p> <p><b>Tips and Guidelines:</b></p> <ul style="list-style-type: none"> <li>• This is what your students will be able to do by the end of the course.</li> <li>• Use a numbered list format to enter your Student Learning Outcomes.</li> </ul>

- Each Student Learning Outcome (SLO) must begin with a verb.
- Each SLO must be measurable. Ask yourself, “How will I measure this?”
- Avoid vague unmeasurable verbs, such as “understand” and “know.” “The student who successfully completes this course will be able to understand...” How will you know that they understand? Because they can explain...? Then use that verb. “...will be able to explain...”
- Don’t be so vague that your outcome is unmeasurable, but don’t be so specific that you’re talking about a specific assignment rather than an outcome. For example: “write a 10-page paper on causes of the Civil War” is an assignment. It’s how you’re going to measure an outcome. It’s not an outcome itself. The real outcome might be something like this: “explain and analyze factors that contributed to the Civil War.”
- For assistance constructing measurable and clear SLOs for your subject, please contact the Center for Excellence in Teaching and Learning (CETL) at [CETL@niacc.edu](mailto:CETL@niacc.edu).
- Different disciplines have different standards for the number and complexity of SLOs, often determined by program-specific accrediting bodies. For example, most courses in the Arts and Sciences will have fewer SLOs than those in Nursing. While SLOs in Humanities may be broader and fewer, those in Nursing are often extremely detailed and many in number. These variances are fine. However, in general, the Council will be looking for SLOs that are fewer and broader, unless your discipline requires more. Consult with your Division Chair if you have questions.
- Student Learning Outcomes drive your course. All teaching and learning activities, all textbook readings, all assessments must align with your SLOs. Notice that the textbook serves the SLOs, not the other way around. Under no circumstances should your textbook determine your SLOs. Construct the SLOs first, then find suitable resources to help you accomplish teaching and assessing those outcomes. You should not have to change your SLOs just because your textbook changes.

## Lecture/Lab/Clinical Practice/Work Experience

### Classroom Work

*Definition:* Lecture and formalized classroom instruction under the supervision of an instructor. The **minimal** requirements for one semester hour of credit shall be 800 minutes. **NIACC uses 15 hours for one lecture credit.** **NIACC uses 900 minutes for one semester hour of lecture credit.**

### Laboratory Work

*Definition:* Experimentation and practice by students under the supervision of an instructor. The **minimal** requirement for one semester hour of credit shall be 1,600 minutes of scheduled laboratory work. **NIACC uses 30 hours for one laboratory credit.** **NIACC uses 1,800 minutes for one semester hour of laboratory credit.**

Credits	Ratio	
1	2:1	30
2	2:1	60
3	2:1	90
4	2:1	120

### Clinical Practice

*Definition:* Applied learning experience in a health agency or office under the supervision of an instructor. The **minimal** requirement for one semester hour of credit shall be 2,400 minutes of scheduled clinical practice. **NIACC uses 45 hours for one clinical credit.** **NIACC uses 2,700 minutes for one semester hour of clinical credit.**

Credits	Ratio	Contact Hours
1	3:1	45
2	3:1	90
3	3:1	135
4	3:1	180

### Work Experience

*Definition:* Work experience planned and coordinated by an institutional representative and the employer, with control and supervision of the student on the job being the responsibility of the employer. The **minimal** requirement for one semester hour of credit shall be 3,200 minutes of scheduled work experience. **Each program at NIACC maintains its own ratio with a minimum of 60 hours for one work experience credit.** (See table below.) **NIACC uses a minimum of 3,600 minutes for one semester hour of work experience credit.**

Credits	Ratio	Contact Hours	Ratio	Contact Hours	Ratio	Contact Hours	Ratio	Contact Hours
1	4:1	60	5:1	75	6:1	90	7:1	105
2	4:1	120	5:1	150	6:1	180	7:1	210
3	4:1	180	5:1	225	6:1	270	7:1	315
4	4:1	240	5:1	300	6:1	360	7:1	420

# Course Purpose Definitions

## Arts and Sciences <sup>1</sup>

Definition: Course curriculum that is general or theoretical in scope, which is intended to develop understanding of cultural, social, and innate aspects of an individual's environment.

Points to consider - Outcomes:

- Curriculum scope is general in application.
- Primarily theory-based learning as opposed to skill-based learning
- Broad foundation of study in preparation for transfer to baccalaureate institution

## Career and Technical <sup>2</sup>

Definition: A skills-based course curriculum, which is intended to attain, develop, and refine skill-sets specific to occupations and career specialties.

Points to consider – Outcomes:

- Curriculum scope is directed toward a specific career or professional objective
- Primarily skill-based learning as opposed to theory-based learning
- Focused study in a specific field in preparation for career-readiness

## Arts and Sciences (General Education)

Definition: An Arts and Sciences course that must explain in the course outline how the course will address general education skills appropriate to the division; address at least three general education skills (two for math and science), as documented in course student learning outcomes; be accepted by two out of three Regent institutions into a department that NIACC considers to be a general education area.

## Career and Technical (General Education)

Definition: A Career and Technical (General Education) course must explain in the course outline how the course will address general education skills appropriate to the division; and address the core competencies as documented in course student learning outcomes.

## Developmental

Definition: A course offered by Student Services (course code: SDV) or a course offered by the Learning Support Division (course number starting with "0", e.g., MAT-044) that is a skill-building course designed to develop a student's skills sufficiently to enable them to successfully complete related General Education courses (e.g., Math and English) or to address other specific areas related to student academic success (e.g., ESL, academic support). Course numbers that begin with a "0" do not provide credit towards completing program or degree requirements.

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<sup>1</sup> Adopted from the Office of Higher Education/State Education Department – State of New York.  
Retrieved from <http://www.monroec.edu/depts/currprog/resources/Liberal%20Arts%20Defined.pdf>

<sup>2</sup> Adopted from the Association for Career and Technical Education.  
Retrieved from [www.acteonline.org/uploadedFiles/About\\_CTE/.../CTUFactSheet2.0-3.doc](http://www.acteonline.org/uploadedFiles/About_CTE/.../CTUFactSheet2.0-3.doc)

# NIACC Core Competencies with Student Learning Outcomes

## (1) Communication

Learners will effectively express information and ideas in written, oral, and visual forms of communication.

### Student Learning Outcomes

- 1.1 Learners will compose a well-developed, clearly-organized, grammatically-correct, and effectively-written work that follows specific guidelines.
- 1.2 Learners will demonstrate effective verbal communication skills through the delivery of a well-structured oral presentation.
- 1.3 Learners will use visual media to effectively communicate ideas and information.

## (2) Critical Thinking and Problem Solving

Learners will demonstrate proficiency in conducting research, evaluating information, analyzing problems, and applying the results to construct appropriate responses to questions and/or problems.

### Student Learning Outcomes

- 2.1 Learners will use social, behavioral, philosophical, mathematical, and/or scientific methods to analyze questions and/or problems.
- 2.2 Learners will conduct research, using quantitative and qualitative methods, to analyze and evaluate information, phenomena, and/or problems.
- 2.3 Learners will formulate creative, well-informed, and useful responses to questions and/or problems.

## (3) Life Skills and Professionalism

Learners will recognize the nature and importance of the interpersonal, intrapersonal, and professional behaviors necessary to be successful in ever-changing life and work environments, developing appropriate improvement strategies as needed.

### Student Learning Outcomes

- 3.1 Learners will develop strategies for continuing to enhance their personal wellness, emotional intelligence, and fiscal responsibility.
- 3.2 Learners will explain the importance of strong interpersonal skills, adaptability, grit, and ethical and legal behaviors to achieving their personal and career goals.
- 3.3 Learners will describe the professional behaviors that are essential to their success in the workplace.

## (4) Global Awareness

Learners will demonstrate an informed awareness of the interconnected world in which they live, how various factors in one area can affect other areas, the existence and value of diverse perspectives, and the importance of respecting all human life in a global society.

### Student Learning Outcomes

- 4.1 Learners will explain how diverse social, historical, artistic, cultural, environmental, and/or economic factors influence individuals, nations, and global society.
- 4.2 Learners will describe the reasoning supporting differing perspectives, as well as the significance of diverse viewpoints to local, national, and global contexts.
- 4.3 Learners will identify the importance of valuing all human life in a global society.



## Student Learning Outcomes

As explained in the “Tips and Guidelines” section, in the Instructions area, Student Learning Outcomes (SLOs) must be measurable (able to be assessed) and begin with verbs. The table on the next page (Bloom’s Taxonomy Action Verbs) provides you with a wide variety of suggested verbs to accurately and clearly describe what your students should be able to accomplish upon completion of your course.

Notice that these verbs are organized into categories, which correspond to the “Levels” of Bloom’s Taxonomy. A taxonomy is simply a system for classifying or categorizing something. In this case, it is a system for categorizing levels of learning.

Students progress from being able to recall or recognize information (Knowledge) to a deeper understanding of the material (Comprehension), then they move on to using the knowledge in some way to accomplish a task (Application). Next, they build upon their prior levels of learning by examining the subject more deeply, such as comparing and contrasting, classifying, etc. (Analysis). Then, the student creates something new based on their learning (Synthesis). Finally, the student is able to critique or assess aspects of the subject being studied (Evaluation).

In the “Bloom’s Taxonomy Action Verbs” table, the “Level” column provides a description of each of the levels briefly described above. The “Sample Behaviors” column provides an example of how this might look if you were teaching Bloom’s Taxonomy to your students. Please note that when writing your own SLOs, you are not limited to the verbs provided in this table. They are simply provided for your consideration and to demonstrate how they relate the specific levels.

## Bloom's Taxonomy Action Verbs

Level	Sample Verbs					Sample Behaviors
<b>KNOWLEDGE</b>	Arrange	Enumerate	Memorize	Recall	Select	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Choose	Find	Name	Recognize	Show	
	Cite	Identify	Omit	Record	Spell	
	Count	Label	Order	Relate	State	
	Define	List	Outline	Repeat	Tabulate	
	Duplicate	Match	Quote	Reproduce	Tell	
<b>COMPREHENSION</b>	Add	Demonstrate	Generalize	Locate	Rephrase	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
Student translates, comprehends, or interprets information based on prior learning.	Clarify	Describe	Give example(s)	Outline	Review	
	Classify	Discuss	Identify	Paraphrase	Rewrite	
	Compare	Distinguish	Illustrate	Picture graphically	Select	
	Compute	Estimate	Indicate	Predict	Show	
	Contrast	Explain	Infer	Recognize	Summarize	
	Convert	Express	Interpret	Relate	Translate	
	Defend	Extend				
<b>APPLICATION</b>	Adapt	Demonstrate	Identify	Operate	Relate	The student will write an instructional objective for each level of Bloom's taxonomy.
Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Apply	Develop	Illustrate	Organize	Schedule	
	Apply change	Discover	Interpret	Plan	Select	
	Build	Dramatize	Interview	Plot	Show	
	Calculate	Draw	Make use of	Practice	Sketch	
	Choose	Employ	Manipulate	Predict	Solve	
	Complete	Experiment with	Model	Prepare	Use	
	Compute	Express	Modify	Produce	Write	
	Construct	Graph				
<b>ANALYSIS</b>	Analyze	Contrast	Figure out	Motive	Separate	The student will compare and contrast the cognitive and affective domains.
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	Apply	Correlate	Function	Operate	Show	
	Assume	Demonstrate	Group	Order	Simplify	
	Break down	Diagnose	Identify	Practice	Sketch	
	Categorize	Differentiate	Illustrate	Predict	Solve	
	Change	Discover	Inference	Prepare	Survey	
	Characterize	Dissect	Inspect	Prioritize	Tabulate	
	Choose	Distinguish	Interpret	Produce	Take part in	
	Classify	Divide	Lay out	Project	Test for	
	Compare	Dramatize	List	Relate	Use	
	Compute	Employ	Manipulate	Schedule	Write	
	Conclusion	Examine	Modify			
<b>SYNTHESIS</b>	Adapt	Construct	Explain	Organize	Revise	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her	Arrange	Create	Formulate	Originate	Rewrite	
	Assemble	Debug	Generate	Plan	Set up	
	Build	Delete	Hypothesize	Predict	Solve	
	Categorize	Depict	Import	Prepare	Summarize	
	Change	Design	Improve	Proofread	Suppose	
	Choose	Develop	Invent	Propose	Synthesize	
	Collect	Devise	Make up	Rearrange	Tell	
	Combine	Discuss	Maximize	Reconstruct	Test	
	Compile	Elaborate	Minimize	Relate	Theorize	
	Comply	Estimate	Modify	Reorganize	Write	
	Compose					
<b>EVALUATION</b>	Agree	Critique	Evaluate	Perceive	Relate	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.
Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Appraise	Decide	Explain	Predict	Revise	
	Argue	Deduct	Influence	Prioritize	Rule on	
	Assess	Defend	Interpret	Produce	Select	
	Attach	Describe	Judge	Prove	Summarize	
	Award	Determine	Justify	Rank	Support	
	Choose	Discriminate	Mark	Rate	Validate	
	Compare	Disprove	Measure	Recommend	Value	
	Conclude	Estimate	Opinion	Reconstruct	Verify	
	Contrast					