

13-31

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LSC Action-Date: AP-5/2/13	UWUCC Action-Date: App-10/15/13 Senate Action Date: App-11/5/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit HDES	Phone 7-4412

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: FCSE 101 Personal and Family Management

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

Received
MAY 10 2013

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

Liberal Studies

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sally M. McCombie</i>	2/26/13
Department Chairperson(s)	<i>Fredalene B. Brown</i>	2/26/13
College Curriculum Committee Chair	<i>Janet Wachter</i>	2/26/2013
College Dean	<i>Mary E. Seude</i>	2/26/13
Director of Liberal Studies (as needed)	<i>Don H. Probst</i>	10/10/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly DECC Chair</i> <i>E. Nardi COE Dean</i>	4/16/13
UWUCC Co-Chairs	<i>Gail Schust</i>	10/15/13

APR 19 2013

Part II.**1. New Syllabus of Record****I. Catalog Description**

FCSE 101 Personal and Family Management

(3c-01-3cr)

Personal and family management as a system and its relationship to the global environment, individuals and families. Formulation of goals, values and standards; use of decision-making process; sustainability and utilization of resources.

II. Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs) Course Objectives**Objective 1:**

Apply the conceptual framework of management to their personal lives.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Students will trace the history of individual and family management and examine management theories. Assignments will require students to apply this knowledge to their personal lives keeping in mind the historical and cultural influences that currently impact them (Decision-making paper, Stress management paper, Work and family paper and Exams).

Objective 2:

Compare and contrast individual values, goals and standards to differing cultures and/or countries.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to compare their own values, goals, standards and attitudes to differing cultures and/or countries. Students will also be required to examine cultural and societal values and the influences they have on their everyday decisions (Decision-making paper, Time management paper, Money management paper and Exams).

Objective 3:

Apply decision-making and problems solving skills using available resources.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Assignments will require students to apply the decision-making process and reflect on the results. Students will need to transform information into knowledge and knowledge into judgment and action. Assignments will also encourage students to think about the ethical and behavioral consequences of their decisions and actions. For example, in the decision-making paper, students are required to consider all alternatives and possible consequences of a decision they made. In the final step of that paper, students must evaluate their decision and how it impacted their lives. (Decision-making paper, Book report and Exams).

Objective 4:

Analyze the use of technology and how it affects global change, the quality of life, and family dynamics.

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Assignments will require students to be aware of the impact that technology has on the family resources and decisions on both the global and personal levels (Work and family paper, Money management paper, Time management paper and Exams).

Objective 5:

Assess consumption choices in relation to sustainability.

Expected Student Learning Outcome 3:

Responsible Learners

Rationale:

Assignments/evaluations will require students to examine consumption choices on the global and personal levels (Work and family paper, Money management paper, Time management paper and Exams).

III. Course Outline

- | | | |
|------|--|------------|
| I. | Introduction | (2 hours) |
| | a. What is management? | |
| | b. Why manage? | |
| | c. Who manages? | |
| | d. Influences on management styles | |
| | e. Interdisciplinary foundation | |
| II. | Interdisciplinary, historical and theoretical foundations of the field | (4 hours) |
| | a. History of the home | |
| | b. Four eras of management | |
| | c. Theory overview | |
| | i. Functions of theory | |
| | ii. Systems theory | |
| | 1. Open and closed families | |
| | 2. Subsystems and system elements | |
| | 3. The personal system | |
| | 4. Family systems theory and management | |
| | 5. Application of systems theory to households | |
| | 6. Human ecology and ecosystems | |
| | iii. Economic theory | |
| III. | Values, Goals, Standards, Priorities, Motivation | (3 hours) |
| | a. Types of values | |
| | b. Values, lifestyles and consumption | |
| | c. Societal and cultural values | |
| | d. Attitudes | |
| IV. | Resources | (3 hours) |
| | a. Types of resources | |
| | b. Decision making and resources | |
| | c. Knowledge, education and health: Vital resources | |

- d. Cultural perceptions of resources
 - e. Global consumption
 - f. Conservation of resources theory
- Exam 1 (1 hour)
- V. Decision Making and Problem Solving (4 hours)
- a. Decision making models
 - b. Decision rules
 - c. Reference groups
 - d. Family decision making
 - e. Division of household work
 - f. Hatching “the third space”
 - g. Relationships of values, environment, family characteristics
 - h. Cognitive dissonance
 - i. Definition of problem solving- analysis/timing, and plan of action
 - j. Uncertainty, risk, and success
 - k. The Go Model (Goal-Oriented Pedagogical Model)
- VI. Planning, Implementing and Evaluating (2 hours)
- a. Planning process
 - b. Need fulfillment
 - c. Types of plans
 - d. Definition of implementing
 - e. Checking and controlling
 - f. Relationship of evaluating to planning
- VII. Communication (3 hours)
- a. Communication as part of the management process
 - b. Sending and receiving
 - c. Communication tools
 - d. Communication conflicts in families, cultures and subcultures
 - e. Social networks
 - f. The Internet and human capacity to process information
- VIII. Managing Human Needs (2 hours)
- a. Population trends
 - b. The nature of change- managing change
 - c. Meeting individual, family and societal needs
- Exam 2 (1 hour)
- IX. Managing Time (3 hours)
- a. Discretionary versus nondiscretionary time
 - b. The ABC Method of Time Control and Goals
 - c. Perceptions of time across cultures
 - d. Biological time patterns
- X. Managing Work and Family (3 hours)
- a. Work and family conflicts
 - b. Social support and work and family
 - c. The Three Ps: Procrastination, Parkinson’s Law and the Pareto’s Principle
 - d. Volunteer work in the global community

- e. Leisure

- XI. Managing Stress and Fatigue (3 hours)
 - a. Stress research
 - b. Crisis and adaptation to stress
 - c. Techniques for reducing stress
 - d. Job stress
 - e. Burnout
 - f. College students and stress
 - g. Fatigue

- XII. Managing Environmental Resources (3 hours)
 - a. The ecosystem and environmentalism
 - b. Sustainability
 - c. Environmental problems and solutions

- XIII. Managing Finances (2 hours)
 - a. Family economics
 - b. Income, taxes, net worth, budgeting and saving
 - c. Banking, investments and insurance
 - d. The gender gap, glass ceiling and social justice

- XIV. Managing Tomorrow (3 hours)
 - a. Household innovations
 - b. Applying technology
 - c. Applying the 5S Principles to individual and family life
 - d. Global, family, and home change
 - e. A global look at the quality of life and well-being

- Final Exam (2 hours)

INTASC Standard	Danielson's Conceptual Framework	PDE Program Standards for Family and Consumer Sciences Teachers	Course Objective	Course Assessment Measuring Objective*
Principles 7,8,9,10	1a,1b,1d,4e,4f	I,B,C	1	Exams 1,2,3 Work and family, Stress and Decision-making papers
Principles 3,7,9,10	2a,3e,1a,4e,4f	I,C,F	2	Exams 1,2,3 Decision-making, Time management, & Money management papers
Principles 3,7,8,9,10	1d, 3e,4d,4e,4f	I,B,C,F	3	Exams 1,2,3 Decision-making paper & Book report
Principles 6,7,9,10	1d,2b,4c,4e	I,A,C,F	4	Exams 1,2,3 Work and family, Money management & Time management papers
Principles 9,10	1d,4a,4d,4e,4f	I,C	5	Exams 1,2,3 Work and family, Money management & Time management papers
				*Key Assessment ratings: Book Report and Exam 1

IV. Evaluation Methods

*Exam 1	100
Exam 2	100
Exam 3	100
Exercises outside class time:	
Decision Making paper	50
Money Management paper	50
Time Management paper	50
Family and Work paper	50
Stress paper	50
*Book report	50

TOTAL 600

*Key Assessment ratings (Exam 1 and Book report total 25% of grade)

V. Example Grading Scale

540-600	= A
480-539	= B
420-479	= C
360-419	= D
Below 360	= F

VI. Attendance Policy

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbook(s), Supplemental Books and Readings

Goldsmith, E. B. (2012). *Resource Management for Individuals and Families, 5TH Edition*. Upper Saddle River, NJ: Prentice Hall.

Supplemental Reading: A student selected self-help book approved by the instructor. (Examples will be discussed in class)

VIII. Special Resource Requirements

None

IX. Bibliography

Almedia, D. M., McDonald, D.A., & Grzywacz, J.G. (2001). Work-family spillover and daily reports of work and family stress in the adult labor force. *Family Relations, 51*, 28-37.

Andrews, M. P. (2003). Globalization: The role of FCS in shaping the new world community. *Journal of Family and Consumer Sciences, 95*, 4-8.

Bureau of Labor Statistics. (2011, July). *Highlights of women's earnings in 2010* (Report 1031). Washington, D.C.: U.S. Department of labor. Retrieved November 6, 2012 from <http://www.bls.gov/cps/cpswom2010.pdf>

Consumer Credit Counseling - Educational Resources <http://www.advantageccs.org/education.html>

Covey, S. R. (1989). *7 Habits of highly effective people*. New York: Simon & Schuster.

Covey, S. R. (1997). *7 Habits of highly effective families*. New York: Golden Books Publishing Co.

Goldsmith, E. B. (2005). *Consumer economics*. Upper Saddle River, NJ: Prentice Hall.

Hochschild, A. R. & Machung, A. (Revised 2012). *The Second Shift*. New York: Penguin.

Leonini, L. & Rebughini, P. (2012). The consumption styles of immigrant families in Italy: Identification, Status, and practices. *Family and Consumer Sciences Research Journal, 41*, 161-171.

Madura, J. (2010). *Personal Finance*. Boston: Pearson Addison Wesley.

Moore, T. J. & Asay, S. M. (2013). *Family Resource Management*. Thousand Oaks, California: Sage.

Nichols, S. Y., Turkki, K., Pichler, G., Kirjavainen, L., Atilas, J. H., & Firebaugh, F.M. (2012). A global perspective for FCS: Sustaining families, communities, and natural environments by building social capital. *Journal of Family and Consumer Sciences, 102*, 10-15.

Sohoni, A., Viramontez, R. P., & Wooldridge, D. (2010). Think outside the box: Preparing family and consumer sciences majors for a multicultural and global society. *The Kappa Delta Gamma Bulletin, 77*, 17-21.

Trask, B. S., & Anguiano, R. V. (2012). The critical importance of understanding cultural diversity from a global perspective for family and consumer sciences research and practice. *Family and Consumer Sciences Research Journal, 41*, 115-117.

Part II.

2. Summary of proposed revisions

1. Objectives- Original objectives were maintained because they align with the Liberal Studies Electives EUSLOs. Two new objectives were added to clearly align the course with the Global Citizenship competency.
2. Course Outline was revised to make it more current and to better address the Liberal Studies Electives EUSLOs and the Global Citizenship competency. Significant topics added:
 - Societal and cultural values
 - Global consumption
 - The Internet and human capacity to process information
 - A global look at the quality of life and well-being
3. Assignments (required papers) have been revised to address the new course objectives.
4. The new edition of the textbook (available Spring 2012) includes information that will speak to course revisions.
5. Bibliography has been updated.
6. Updated catalog description.

The design of this course makes it an excellent vehicle for fulfilling the Liberal Studies Elective requirement. Students are required to link core concepts and theory to their own lives. They must reflect on their pasts, assess their current situations, and project how they will meet future goals. One cannot study personal and home management without focusing on the contributions of women historically and in the present. Revisions to the course will strengthen the study of diversity issues. Making informed choices is a universal concern. Stress, financial and time management have no national boundaries. The revised course will also enlighten students as to the roles that global issues and technology use play in their lives. World population statistics are covered along with the newest technologies impacting households. Scholarly discussion in FCSE 101 has typically been an integral part of learning. It is not difficult to facilitate class discussion when all students can relate on some level with the topics.

Part II.

3. Justification/Rationale for the revision.

The course is a currently approved Liberal Studies Elective and is being revised to meet the new curriculum for this category.

PART II.**4. Old Syllabus of Record****SYLLABUS OF RECORD****Catalog Description**

CNSV 101 Personal and Family Management

(3c-01-3cr)

Management as a system and its relationship to individuals and families. Formulation of goals, values and standards; use of decision-making process; utilization of resources.

Text:**Course Objectives**

Students will:

- Apply the conceptual framework of management.
- Develop expertise in development of values, goals and standards.
- Develop expertise in decision-making, problems solving, resources, and understanding of self.

Areas of Study

- I. History of Management in Families
- II. Management in Family Life- the family, other social systems, the environment
 - a. Family roles
 - i. Life styles- concepts
 - ii. Stages of family life cycle
 - iii. Conceptual framework of management process
 - iv. Functions of home management
 - b. Values, Goals, Standards, Priorities
 - i. Classification of human needs
 - ii. Characteristics
 - iii. Relationships- to one another and to the management process
- III. The Management Process
 - a. Planning
 - i. Dimensions
 - ii. Factors and aspects
 - b. Controlling and Implementing
 - i. Information exchange
 - ii. Checking
 - iii. Factors and aspects
 - c. Evaluating
 - i. Relationship to planning
 - ii. Function of feedback
- IV. Decision-making

- a. Components
 - b. Types of rules
 - c. Relationships of values, environment, family characteristics
 - d. Mathematical and game theories
 - e. Cognitive dissonance
 - f. Problem solving
- V. Specific Areas of Study
- a. Resources
 - i. Characteristics and factors
 - ii. Human
 - iii. Non-human
 - b. Work Simplification
 - i. History
 - ii. Body mechanics
 - iii. Work and the workplace
 - iv. Application- limitations
 - c. Communication
 - i. The process- components
 - ii. Barriers
 - iii. Family patterns
 - d. Low Income Families and young families
 - i. Characteristics
 - ii. Resources
 - iii. Application of managerial process
 - e. Elderly Homemakers and Handicapped Homemakers
 - i. Specific problems
 - ii. Attitudes and relationships
 - iii. Simplifying work and rehabilitation
 - f. Social Usage
 - i. Introduction
 - ii. Invitations and replies
 - iii. Hospitality

Bibliography:

AHEA Journal

Actualizing Concepts in Home Management- AHEA

Home Management for Low Income Families- Hill, McFarland

Values and Decision-Making- AHEA

Social Usage- Free

Management in Family Living- Nickell, Rice, Tucker

Home Management: Context and Concepts- Deacon, Firebaugh

SAMPLE ASSIGNMENT

INSTRUCTIONS FOR FAMILY & WORK PAPER

Paper is due _____.

Paper is worth 50 points.

This paper will discuss your experiences using the following materials as references and should be incorporated into your paper:

- a. Chapter 10 (Managing Work and Family) and Chapter 12 (Managing Environmental Resources) in text
- b. Worksheet on “How Do you Help in the Family”
- c. Reading from the book “Second Shift”

1. Write a brief paragraph about the family in which you grew up. Who was employed outside the home? How many children and what ages? What jobs you did around the home? Who did some of the other jobs that are discussed in the readings, etc.? Tell me about your family.
2. Do the “How Do You Help in the Family”. Hand this in with your paper.
3. Now discuss the “How Do You...” worksheet in your paper. Summarize the results in relationship to the handout on “Second Shift”. Who did the work? How much help could have been provided by others? Did mother (grandmother) do more? How could you have been a greater help? How will you be different than your same sex parent or do you even intend to be different? How is your family the same or different than the ones discussed in Second Shift”? Provide some examples that illustrate who did what and how. Be honest about the amount of leisure time you had and “leisure” time your parents or guardians had. There is no right or wrong kind of family, just the realization of what kind of family you have. What kind of family do you want, a wife that works; a stay-at-home husband? How does what you want differ from the way you grew up?
4. Sustainability is about the conscious design and the consideration of the impacts consumption choices make on the environment given finite resources. What sustainable measures, if any, did you and your family take? Research one of the following countries and surmise what differences would exist for a family living in that country: Sweden, Australia, Japan or Canada (As noted in Chapter 12, these countries have government sponsored eco-labels).

This paper requires you to do some thinking about your past, present, and future. It also encourages you to think about families globally. Take this seriously because it displays your values, standards, and goals. It is where you are going! So do some planning to get where you want to be!

EVALUATION OF WORK AND FAMILY PAPER

Areas for Evaluation	8-10pts	5-7pts	2-4pts	0-1pts	Comments
1. "How Do You Help in the Family" worksheet was attached and completed.					
2. The reading "Second Shift" was referenced and used when analyzing the worksheet results.					
3. The paragraph about family addresses all required questions.					
4. All questions were addressed when analyzing the worksheet.					
5. Sustainability measures that your family took were addressed. One of the required countries was researched and reported in a paragraph or more.					

Additional Comments:

Answers to Liberal Studies Questions

1. Although this course is typically taught by the contact person on this proposal, the other FCSE faculty member may teach this depending on the number of student teachers each semester. This is a collaborative decision made by the two faculty members and the Department Chair. This process has never caused any problems in the past.
2. As mentioned earlier in this proposal, one cannot study personal and home management without focusing on the contributions of women historically and in the present. The course first looks at the big picture of women's contributions, noting significant individuals. The Work and Family assignment typically triggers students to reflect on the contributions of influential women in their lives growing up. The section of the course on values and attitudes incorporates a look at societal and cultural values. An exercise and class discussion requires students to analyze how those values play a role in their own person values and attitudes.
3. Students are required to read and report on a self-help book. Each student chooses a book that addresses a personal need. The book may be one on finances, religion, motivation, grief, self-esteem, relationships, managing time, managing stress, or interpersonal communication (not limited to these topics). The important thing in book choice is that it truly addresses an area that will benefit the student. All books must be approved by the instructor.
4. This course is required for FCSE majors; however, it is not considered an introductory course nor is it the first course in a major sequence. It may be taken at any time during the student's program of study. Most students report that FCSE 101 is a very enjoyable course. They learn many concepts that can be applied to their daily living. The course is a 100 level course and taught as such; however, it is appropriate for any level, freshman to seniors.