

To Kolb 2/1/06

UWOC Appr 1/24/06

05-34 Senate Info
2/28/06

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

JAN 17 2006

Course: CNSV 101 Personal and Family Management

Instructor(s) of Record: Dr. Sally M. McCombie

Phone: 7-4412

Email: smccomb@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Mary E. Seiler
Signature of Department Designee

1/17/06
Date

Endorsed:

Charles C. Zoni
Signature of College Dean

1-17-06
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail S. Schmitt 1-27-06
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

M. [Signature] 1/27/06
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Sally M. McCombie has been teaching this course for several years. She completed WebCT training during the summer of 2005. She incorporated WebCT into this course during the Fall 2005 semester. Students took exams and submitted two papers on-line. Students could access the syllabus on-line as well.

2. How will each objective in the course be met using distance education technologies?

The on-line course will consist of course material, quizzes and assignments presented on-line through WebCT. Chat Room participation through the use of WebCT will be one of the course requirements.

1. Apply the conceptual framework of management.

Students will apply management theories to their own lives through required papers and projects.

2. Develop expertise in development of values, goals and standards.

Students will evaluate their personal values, goals and standards through the assignments and discussions. The culminating project requires students to create personal mission statements and project their lives five years into the future.

3. Develop expertise in decision-making, problems solving, resources, and understanding of self.

Students will be required to complete several group activities that call upon both decision-making and problem solving skills. The group discussions will take place in the Chat Room. Individual papers and projects will require students to use both tangible and intangible resources to plan, implement and evaluate personal activities.

3. How will instructor-student and student-student, if applicable, interaction take place?

Students will be required to actively participate in on-line discussions. There will be questions embedded in the notes as well as weekly postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via telephone, email or chat room.

6. How will student achievement be evaluated?

Multiple assessment techniques will be implemented to evaluate student achievement including:

- **Timed exams using WebCT with password protection**
- **Weekly assignments posted on WebCT**
- **Group projects**
- **Individual papers and projects**
- **Discussion contributions**

7. How will academic honesty for tests and assignments be addressed?

The on-line quizzes will be designed in a manner such that items are randomly numbered so that no two exams are exactly identical. The exams will not be printable. This method was implemented by the Instructor of Record for this course during the Fall 2005 semester.

CNSV101 (001) PERSONAL AND FAMILY MANAGEMENT
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Catalog Description

CNSV 101 Personal and Family Management

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: RESOURCE MANAGEMENT FOR INDIVIDUALS AND FAMILIES, 3rd Edition
 GOLDSMITH, ELIZABETH (2004) WADSWORTH PUBLISHING

SELECT ONE SELF-HELP BOOK TO READ

Course Objectives:

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

Student Outcomes Matrix for FCSE (NCATE Requirement)

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
	Principles 7,8,9,10	I,B,C	1	Exam1,2,3 papers
	Principles 3,7,9,10	I,C,F	2	Exam1, 2,3 papers
	Principles 3,7,8,9,10	I,B,C,.F	3	Exam1, 2,3, Book Report papers

*Assignments/products chose for aggregation are bolded

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:

Consumer Credit Counseling Services. (1999). *Budgeting basics: Taking control of your finances*. Pittsburgh: Consumer Credit Counseling Services of Western Pennsylvania.

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

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

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

Home Economics Education Association. (1993). *Balancing work and family*. Gainesville, VA: HEEA.

Madura, J. (2004). *Personal Finance*. Boston: Pearson Addison Wesley.

PAPERS:

Points will be taken off if papers are not submitted on the day they are due. Five points will be deducted for every day past the due date. All papers may be submitted before the due dates.

All worksheets are posted on WebCT.

COURSE REQUIREMENTS:

Exams: 3 @ 100 points each	300
Exercises:	
Decision Making paper	50
Money Management paper	50
Time Management paper	50
Family and Work paper	50
Stress paper	50
Book Report:	50
Discussion Contributions	100

GRADING:

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

TOTAL 700

COURSE SCHEDULE

I hope to maintain the following schedule, however, circumstances may require changes. Any changes will be posted on WebCT.

Week of July 10	Module 1 Introduction to course Management Today Management History & Theories
Week of July 17	Module 2 Values, Attitudes, & Goals Resources Decision Making
July 24	First Exam—Chapters 1,2,3,4
July 25	Decision Making Paper Due
Week of July 24	Module 3 Planning, Implementing & Evaluating Communication Managing Time
Week of July 31	Module 4 Managing Work & Family Managing Stress & Fatigue
July 31	Second Exam—Chapters 5,6,7,9
Aug. 1	Report on Self-Help Book Due
Aug. 3	Stress Paper Due
Aug. 4	Managing Work & Family Paper Due
Week of Aug. 7	Module 5 Managing Finances Managing Human Resources Managing Environmental Resources
Aug. 9	Financial Paper Due
Aug. 10	Time Management Paper Due
Final Exam—Chapters 8,10,11,12 Aug. 10	

INSTRUCTIONS FOR THE PAPERS.

DECISION MAKING PAPER

Paper is due **July 25**.

Paper is worth 50 points.

This paper will include the five-step decision-making process as described in class and on page 102 in the text (DECIDE).

The Process of Decision Making

Identify a decision that you have ALREADY MADE. The decision should be a simple one. The decision could be selecting a gift for someone, figuring out what to have for dinner, selecting a video to watch.

Define the situation - who is involved, what things are involved, what happened, when did it happen, where did it happen, and why did it happen.

Step 1 – Define the decision.

Step 2 – Estimate resources.

Step 3 – Consider alternatives.

Step 4 – Imagine the consequences of alternative courses of action.

Step 5- Develop an action plan and implement it.

Step 6- Evaluate the decision.

INSTRUCTIONS FOR BOOK REPORTS (Remember, it is to be a self help book, not a fiction novel!)

Report due Aug. 1

Requirement: Read 1 self-help book. The book report must be typed and is worth 50 points. Following are the other requirements for the report. **The report should be a minimum of 600 words:**

1. What to write about? Since the book you read will appeal to you for different reasons state why you selected it. Did it have an interesting cover; an author you had seen on TV; was it recommended by a friend or relative; or had been sitting around the house? Talk about your reason for selecting this book.
2. Now that you have finished reading the book, what caught your attention, was it the thought provoking sayings, the examples, the ideas presented, or the reflecting it made you do? Explain by using one of the items that caught your attention and why it did so. What did it make you think about, a way to change your life for the better, your understanding of yourself and your actions, your understanding of why someone else reacted to you the way they did? Explain, in your own words, the emotions or feelings that you had.
3. Find another special passage or saying that made an impact on you and do the same as in the above paragraph. Continue using examples from the book you read and relate that to a situation in your own life and why it is important to you.

4. Now that you have read the book what is the one most important concept or thought that would encourage others to also read this book.

INSTRUCTION FOR MANAGING FINANCES PAPER

Paper is due **Aug. 9**

Paper is worth 50 points

Attach the following completed work sheets to the paper (All worksheets are posted on WebCT.).

1. Net Worth Statement
2. Income and expense Statement for the past year
3. Budget for the coming year
4. The paper must also include responses to the following questions:
 - (1) Overall how good am I at planning how I spend my money?
 - (2) Specifically, what areas need to be seriously examined?
 - (3) What are my plans to change my behavior?

INSTRUCTIONS FOR FAMILY & WORK PAPER

Paper is due **Aug. 4.**

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 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 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?

This paper requires you to do some thinking about your past, present, and future. 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!

INSTRUCTIONS FOR STRESS PAPER

Paper is due Aug. 3.

Paper is worth 50 points.

1. You will find the Double ABC-X Stress Model in the text. For this paper tell a story about an event/incident in your life that, at the time, was stressful or created a crisis.
2. Then complete the model and illustrate each of the areas on the model with the part of your story that goes with that part.
3. The third part of this paper refers to another handout that identifies causes of stress for college students. Discuss each of the six major areas and how each has affected your life as a college student. Some of you have had a much shorter career as a college student and perhaps haven't had the opportunity to experience in depth each of the six areas. Some of you have had a long history of being a college student and have experienced a lot of the causes of stress listed. **This part of the paper should be a minimum of 400 words.**

INSTRUCTIONS FOR TIME MANAGEMENT PAPER

Paper is due Aug. 10

Paper is worth 50 points.

There are three parts to this paper. The first is the mission statement, the second is the time management worksheet, and third, how your time fits with your mission statement.

1. Write your mission statement. What do you want to be, do, have, and plan on in the next 5 years? This does not have to be a long statement. It needs to have some feeling, what's important to you, who's important to you, what kind of person do you want to be, where do you want to be...?
2. On the time management worksheet, identify the roles you are playing **this week**: what are the things you want to achieve in those roles, **this week**? When are you going to do those activities, **this week**? Don't forget to do the 4 in the first box (when you will exercise, etc.).
3. Now look at your mission statement and see, if, how you are spending your time fits with your mission statement. Are you doing things, now, that will help you five years from now? How? Show the relationship with 2 ROLES and your mission statement. What should you add to your time management list of things to do that will help you in the future?

SYLLABUS OF RECORD

Catalog Description

CNSV 101 Personal and Family Management

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: Management of the Modern Home, Oppenheim, Irene, 1979.

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

- VI. History of Management in Families
- VII. 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
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 - iii. Relationships- to one another and to the management process
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 - i. Dimensions
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 - ii. Checking
 - iii. Factors and aspects
 - c. Evaluating
 - i. Relationship to planning
 - ii. Function of feedback
- IX. 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

- X. Specific Areas of Study
 - a. Resources
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 - 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 Lesson
From
Module 2**

Values- principles that guide behavior

A person's judgments are based on how he/she thinks (cognitive domain) and how he/she feels (affective domain).

Attitudes- concepts that may express values, serve as a means of evaluation, or demonstrate feeling in regard to some idea, person, object, event, situation or relationship.

Discussion question: Which are more subject to change, values or attitudes?

Types of values

1. Absolute and Relative
2. Intrinsic and Extrinsic
3. Traditional, Personal, and Professional
4. Instrumental and Terminal

Discussion: Can you give real-life examples of each?

Complete worksheet entitled "Here I Stand". **This worksheet will be used as a major discussion.** You will be required to give your input.

In Chapter 3 of your text, you will see a research study called "VALS". **Be prepared to discuss the results of that study.**

HERE I STAND

Following are two lists of 11 values each. There “terminal” ones have to do with ultimate goals and meaning in life; the “instrumental” values are equalities that enhance a person’s character. The values are presented alphabetical order. Your task is to number them in their order of importance to you. After ranking them, tell why you gave a certain value top priority. Is there a rationale for the order of your choices?

Terminal

_____ Equality

_____ Freedom

_____ Happiness

_____ Maturity

_____ Respect for Others

_____ Salvation

_____ Security

_____ Self-respect

_____ Sense of accomplishment

_____ True friendship

_____ World Peace

Instrumental

_____ Capable

_____ Courageous

_____ Forgiving

_____ Helpful

_____ Imaginative

_____ Independent

_____ Loving

_____ Open

_____ Reflective

_____ Responsible

_____ Self-controlled

(Explain why you chose your first value in each column.)