

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 13-58
 LSC Action-Date: AP-1/30/14 UWUCC Action-Date: AP-3/4/14 Senate Action Date: APP-4/29/14
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Fredalene B. Bowers, Ph.D.	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 724 357-2336

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: _____ **CDFR 224 Marriage & Family Relations**

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)

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: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Fredalene B. Bowers</i>	7/18/13
Department Chairperson(s)	<i>Fredalene B. Bowers</i>	7/18/13
College Curriculum Committee Chair	<i>Jan Wachter</i>	9/24/13
College Dean	<i>Jan Wachter</i>	7.24.13
Director of Liberal Studies (as needed)	<i>John H. ...</i>	2/6/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly (TECC), ...</i>	3/24/14
UWUCC Co-Chairs	<i>Gail Sedrist</i>	4/1/14

Received APR 15 2014 Received FEB 6 2014 Received NOV 12 2013 Received JUL 29 2013
 Liberal Studies Liberal Studies Liberal Studies Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

CDFR 224 Marriage and Family Relations

3 class hours

0 lab hours

Prerequisite: PSYC 101

3 credits

(3c-01-3cr)

Provides a developmental and interactional approach to understanding family studies and aids in understanding family life, with a primary emphasis on contemporary families. Relevant theoretical perspectives of how families operate are discussed. Areas covered include trends in family structures and functions globally; conducting research in family studies from a global perspective; diversity among families; gender roles in dating and marital relationships from a global perspective; communication and conflict resolution; human sexuality in contextual relationships; dating and singlehood; combining work and family roles; trends from a global perspective on parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

II. Course Outcomes:

Liberal Studies Elective Expected Undergraduate Student Learning Outcomes (EUSLO's)

Students will be able to

1. Examine research on emerging trends in marriage and family life in American society and globally.

Expected Student Learning Outcome 1

Informed Learners

Rationale:

Student will review current research on marriage and family life with a diverse, global perspective.

Assessment will include class discussions, written quizzes/exams and short reflective papers based on current research of both national and global trends.

2. Assess how social trends in society affect individuals as members of families from both national and global perspective.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Rationale:

Through class discussion and buzz groups, students will analyze social trends both in the United States and globally in relation to the family unit and in relation to individuals within the family.

Assessment will include discussion and quizzes/exams.

3. Examine familial structures and interactions of various cultures and sub-cultural groups throughout the world.

Expected Student Learning Outcome 1

Informed Learners

Rationale:

Through readings and class discussions, students will examine variations in family structures in relationship to sub-culture and ethnic groups.

Assessment will include discussion groups and quizzes/exams.

4. Examine influences that affect attitudes, values and needs as related to choices and decisions in regard to lifestyle.

Expected Student Learning Outcome 2

Empowered Learners

Rationale:

Class discussions and short scenarios will require students to identify and compare their own values, attitudes and needs in relation to lifestyle choices.

Assessment will include quizzes/exams.

5. Analyze the concepts and processes basic to meaningful marriage relationships and family life throughout the life cycle (e.g., gender equity; education; religion; ethnicity).

Expected Student Learning Outcomes 2 & 3

Empowered & Responsible Learners

Rationale:

Through course assignments and discussion groups, students will analyze and evaluate the marriage relationship and its impact on the family unit.

Assessment will include quizzes/exams.

6. Summarize and describe concepts and dynamics of communication and apply these concepts in relationships with others.

Expected Student Learning Outcomes 2 & 3

Empowered & Responsible Learners

Rationale:

Class discussions, buzz groups, short scenarios and quizzes/exams will be utilized to evaluate students understanding and comprehension of the role of communication in individual and familial situations.

Assessment will include quizzes and exams.

7. Summarize and describe concepts and issues in the field of family studies and begin to view families from current theoretical approaches as well as from global and diverse perspectives.

Expected Student Learning Outcomes 2 & 3

Empowered & Responsible Learners

Rationale:

Course assignments and readings will be the basis for student comprehension of diverse and global family issues and theories.

Assessment will include quizzes, exams and written assignments.

III. Course Outline

- A. Family Commitments & Exploring the Family (4 hours)
 - 1. What is a family?
 - a. Variations in couple and family relationships globally
 - 2. Personal attitudes & values about relationships and family (5 hours)
 - a. Current theoretical approaches
 - b. Family Systems
 - c. Exchange
 - d. Family Development
 - e. Symbolic Interaction
 - f. Conflict & Feminist
 - g. Structure –Functional

- EXAM I (1 hour)

- B. Families in Social Context (2 hours)
 - 1. Trends in Changing Families
 - 2. A Global Perspective on Change

- C. Family Stress, Crises, & Resilience (3 hours)
 - 1. Effects of Race and Ethnicity
 - 2. Balancing Family Life and Work Life
 - a. Economic Changes
 - b. Women in the Workforce
 - c. Families and Work Policies

- D. Communication in Marriage & Family (2 hours)
 - 1. Types of Marriage
 - a. In the United States
 - b. Global Variations on Marriage
 - 2. Marital Success and Happiness
 - 3. Marital Effects on Health

- E. Gender (2 hours)
 - 1. Traditional Views and Gender Roles
 - 2. A Global View
 - a. Top Ten Countries
 - b. Bottom Ten Countries

- F. Our Sexual Selves (1 hour)
 - 1. Sexuality and Sexual Expression

- EXAM II (1 hour)

G. Loving Ourselves and Others	(3 hours)
1. Theories of Love and Loving	
2. Romantic and Long-Term Love	
3. Global View of Love	
a. "Arranged Love"	
H. Partnering	(3 hours)
1. Same-Sex and Opposite-Sex Partnering	
2. Marriage	
3. Nonmarital Living Arrangements	
a. Cohabitation, Civil Unions and Other Options	
4. Choosing a Marriage Partner	
I. Parenting	(3 hours)
1. To Parent or Not to Parent	
a. Adoption, Infertility and Abortion	
2. Raising Children in a Global Society	
a. Variations by Ethnicity and Social Class	
b. Parenting in Lesbian and Gay Families	
3. Parent-Child Relationships Across the Lifespan	
EXAM III	(1 hour)
J. Work & Family	(3 hours)
1. Families and Work Policies	
K. Power & Violence	(2 hours)
1. Marital and Intimate Partner Violence	
2. Hidden Victims	
L. Un-partnering	(3 hours)
1. Divorce & After	
a. Global Variations	
2. Remarriage & Stepfamilies	
M. Aging Families	(3 hours)
1. Health, Social Status and Ageism	
2. Work, Retirement and Family Life	
3. Grandparenting	
a. Global Variations	
4. Family Caregiving in Later Life	
a. Global Variations	
FINAL EXAM – During Final Exam Week	(2 hours)

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

85% Four exams (three during the semester and one during exam week). The examinations could include multiple choice, true/false, matching, short answer/essay with materials coming from lecture notes, the text(s), videos, and class handouts. The key assessment is Exam II which is 21% of the final grade.

15% Written assignments based on the text selected for the Liberal Studies requirements for this course.

V. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions. The instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

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

Required Texts/Readings:

Secombe, Karen (2012). *Exploring Marriages and Families*. New York, New York: Allyn & Bacon, Inc.

Lareau, A. (2003). *Unequal childhoods: class, race and family life*. Berkley, CA: University of California Press.

Suggested:

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None.

IX. Bibliography

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D.M. (Eds.) (2005). *Sourcebook of family theory and research*. Thousand Oakes, CA: Sage.

Benokraitis, N. (2008). *Marriages & families: changes, choices, and constraints (5th ed.)*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Cancian, F. M., & Oliker, S. J. (2000). *Caring and gender*. Thousand Oaks, CA: Pine Forge Press.

Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.

Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York: Basic Books.

Elkind, D. (1994). *Ties that stress: The new family imbalance*. Cambridge, MA: Harvard University Press.

Kustof, N.D, & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Knopf.

McKenry, P.C., & Price, S.J (Eds.). (2000). *Families and change: Coping with stressful events and transitions (2nd ed.)*. Thousand Oaks, CA: Sage.

Parke, R. D. (1996) *Fatherhood*. Cambridge, MA: Harvard University Press.

Price, S. J., McKenry, P. C., & Murphy, M. J. (2000). *Families across time: A life course perspective (readings)*. Los Angeles, CA: Roxbury.

Schwartz, P. (1994). *Love between equals: How peer marriage really works*. New York: The Free Press.

White, J. M., & Klein, D. M. (2008). *Family theories*. Thousand Oaks, CA: Sage.

Student Outcomes Matrix

INTASC Standard	Danielson's Conceptual Framework	PDE Program Standards for Family and Consumer Sciences Teachers	NCFR – CFLE Standards	PDE Competencies	Course Objectives	Assessment
Principles 6,9,10	2a,2b,4c,4f	I.B,C,F	1 5	IC12 IVD1	1	Class discussions Quizzes/exams Short assignments
6	4c	I.F	1 5	IC12 IVD1	2	Quizzes/exams
6	4c	I.F	1 5	IC12 IVD1	3	Quizzes/exams
9	4d	I.C.	1 5	IC12 IVD1	4	Quizzes/exams
9,10	4c,4d	I.C,F	1 5	IC12 IVD1	5	Quizzes/exams
6	4c	I.F	1 5	IC12 IVD1	6	Quizzes/exams
6	4c	I.F	1 5	IC12 IVD1	7	Quizzes/exams Written Assignments

SAMPLE ASSIGNMENT

Parenting and the Family Environment Assignment

The purpose of this assignment is to help you understand how race and social class impact family life through their effects on parenting and on the family environment from a global perspective.

After completing the assigned readings in the Lareau book, *Unequal childhoods: class, race and family life* answer the following questions.

1. What is the book based upon? Describe the study including definition of classes. (In addition to chapters 1 & 2, read Appendix A to help answer this question.)
2. How does parenting differ among social classes? Globally?
3. How does the author talk about race in the above chapters?
4. After reading the text and referring to Appendix C, which child's experience most closely matches your childhood experience? Be specific as to how your race, class and circumstances affected the parenting/family environment and how your opportunities were affected as a result. (For example, how did social class, race or cultural differences affect your mother's/parents' interaction with educational and medical institutions compared to the experience of the children in the book?)
5. What are the long term implications for **EACH** child? Compare them to your experience and how you see your life course.

TOTAL POINTS - Maximum of 15 points

Grading will be based on the following:

- **comprehensiveness of your answers**
- **organization of the paper (transitions, etc.)**
- **grammar**
- **sentence structure**
- **typed and double spaced (required)**

Evaluation Rubric for Parenting and Family Environment Assignment

	Very Good 3	Average 2	Below Average 1-0	Comments
1. Description of study				
2. Different parenting styles by class				
3. Author's description of race				
4. Comparing personal experiences with those in text				
5. Long term implications for each boy				
TOTAL POINTS				

Part II 2. Summary of the Proposed Revisions

1. Catalog Description Change

The formatting of the catalog description changed slightly to meet liberal studies requirements. Some minor changes were made to the catalog description.

2. Objectives

The seven original objectives were retained because they align with the Liberal Studies Electives EUSLOs. However, they were slightly modified to more clearly align the course with the Global Citizenship competency.

3. Course Outline

Although the course traditionally addressed and discussed global differences in relation to marriage and family practices, the outline was revised to make it more current and to better address the global emphasis in this course. Significant topics added include:

- Global perspectives
- Values, beliefs and practices of cultures and sub-cultures throughout the world
- Cross-cultural variations in partnering, parenting, gender and aging families.

4. Assignments

Assignments have been revised to address a broader global perspective.

5. Textbook

The latest edition of the textbook is being used.

6. Bibliography

The bibliography was revised and updated.

7. Course Design

Changes to this course reflect changes in the field of marriage and family relations and reflect the most current theories and research findings. The revised course aids students in understanding how global differences in values, beliefs and practices impact relationships, partners, marriage, family life and parenting.

Part II. 3. Justification/Rationale for the Revision

1. The course is currently an approved Liberal Studies Elective and is being revised to meet the new curriculum for this category - Liberal Studies, Global Citizenship.
2. The course meets requirements by the National Council on Family Relations' (NCFR) requirements for our program's Certified Family Life Educator (CFLE) current program certification and PDE Pre-K requirements as indicated on the previous matrix.
3. The course outline was expanded to incorporate all that is covered in this course.
4. The evaluation methods were modified to include an assignment for the text selected for the Liberal Studies component of the course.
5. The bibliography was slightly updated to reflect new research in the field.

Part II. 4. Old Syllabus of Record

The Old Syllabus of Record is attached.

OLD SYLLABUS OF RECORD

I. Catalog Description

CDFR 224: Marriage & Family Relations

3 class hours

0 lab hours

Prerequisite: PSYC 101

3 credits

(3c-01-3cr)

To provide a developmental and interactional approach to understanding family studies and to aid in understanding family life, with a primary emphasis on contemporary American families. Relevant theoretical perspectives of how families operate will be discussed. The following areas will be covered in this course: trends in family structures and functions in the U.S.; impact of media on marriage and family relationships; conducting research in family studies; diversity among U.S. families; gender roles in dating and marital relationships; communication and conflict resolution; human sexuality; dating and singlehood; combining work and family roles; parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

II. Course Outcomes:

Students will be able to

2. Examine research on emerging trends in marriage and family life in American society.
3. Assess how social trends in society affect individuals as members of families.
4. Examine familial structures and interactions of various cultures.
5. Examine influences that affect attitudes, values, and needs as related to choices and decisions in regard to lifestyle.
6. Analyze the concepts and processes basic to meaningful marriage relationships and family life throughout the life cycle.
7. Understand concepts and dynamics of communication and apply these concepts in relationships with others.
8. Understand concepts and issues in the field of family studies and begin to view families from current theoretical approaches as well as from global perspectives.

III. Course Outline

N. Family Commitments & Exploring the Family

3. What is a family?
 - a. Variations in couple and family relationships
4. Personal attitudes & values about relationships and family
5. Current theoretical approaches
 - a. Family Systems
 - b. Exchange
 - c. Family Development
 - d. Symbolic Interaction
 - e. Conflict & Feminist
 - f. Structure –Functional

EXAM I (1 hour)

O. American Families in Social Context (2 hours)

P. Family Stress, Crises, & Resilience (4 hours)

Q. Communication in Marriage & Family (3 hours)

R. Gender (2 hours)

S. Our Sexual Selves (2 hours)

EXAM 11 (1 hour)

T. Loving Ourselves and Others (3 hours)

U. Partnering (4 hours)

5. Same-sex and opposite-sex partnering
6. Marriage
7. Nonmarital Living Arrangements
8. Choosing a Marriage Partner

V. Parenting (3 hours)

4. To parent or not to parent
5. Raising Children in a Multicultural Society
6. Parent-child relationships across the lifespan

EXAM III	(1 hour)
W. Work & Family	(2 hours)
X. Power & Violence	(2 hours)
Y. Un-partnering	(3 hours)
6. Divorce & After	
7. Remarriage & Stepfamilies	
Z. Aging Families	(2 hours)
FINAL EXAM – During Final Exam Week	

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

89%- Four exams (three during the semester and one during exam week). The examinations could include multiple choice, true/false, matching, short answer/essay with materials coming from lecture notes, the text(s), videos, and class handouts.

11% Written assignments based on the text selected for the Liberal Studies requirements for this course.

V. Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalogue. The total number of absences should not exceed one week of classes.

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

Required Texts/Readings:

Lamanna, M. A., & Reidmann, A. (2009). *Marriages and families: Making choices in a diverse society* (10th ed.). Belmont, CA: Thomson Wadsworth.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

Aldous, J. (1996). *Family careers: Rethinking the developmental perspective*. Thousand Oaks, CA: Sage.

Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D.M. (Eds.) (2005). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage.

Cancian, F. M., & Oliner, S. J. (2000). *Caring and gender*. Thousand Oaks, CA: Pine Forge Press.

Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.

Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York: Basic Books.

Elkind, D. (1994). *Ties that stress: The new family imbalance*. Cambridge, MA: Harvard University Press.

Garbarino, J. (1982). *Children and families in the social environment*. New York: Aldine Publishing.

Kustof, N.D., & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Knopf.

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.

McKenry, P.C., & Price, S.J. (Eds.). (2000). *Families and change: Coping with stressful events and transitions* (2nd ed.). Thousand Oaks, CA: Sage.

Mintz, S., & Kellogg, S. (1988). *Domestic Revolutions: A social history of American family life*. New York: The Free Press.

Parke, R. D. (1996) *Fatherhood*. Cambridge, MA: Harvard University Press.

Price, S. J., McKenry, P. C., & Murphy, M. J. (2000). *Families across time: A life course perspective (readings)*. Los Angeles, CA: Roxbury.

Schwartz, P. (1994). *Love between equals: How peer marriage really works*. New York: The Free Press.

White, J. M., & Klein, D. M. (2008). *Family theories*. Thousand Oaks, CA: Sage.

Student Outcomes Matrix

Course Objectives	NCFR – CFLE Standards	PDE Competencies
1	1 5	IC12 IVD1
2	1 5	IC12 IVD1
3	1 5	IC12 IVD1
4	1 5	IC12 IVD1
5	1 5	IC12 IVD1
6	1 5	IC12 IVD1
7	1 5	IC12 IVD1

Part II. 2. SUMMARY OF PROPOSED REVISIONS

- A. CDFR 224 was revised in the following ways:
1. The course description was expanded.
 2. A seventh course outcome was added
 3. The course outline was expanded.
 4. The evaluation methods were modified.
 5. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course description was expanded to incorporate the specific issues and topics taught in the course.
2. A seventh course outcome was added to reflect an emphasis on current theoretical approaches, as required by the National Council on Family Relations’ (NCFR) requirements for our program’s Certified Family Life Educator (CFLE) current program certification.
3. The course outline was expanded to incorporate all that is covered in this course.
4. The evaluation methods were modified to include an assignment for the text selected for the Liberal Studies component of the course.
5. The bibliography was updated to reflect new research and publications in the field.