

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

CS 101: Personal and Family Management

TEXT: FAMILY LIFE MANAGEMENT, Rice, Ann Smith & Suzanne M. Tucker
6th edition, Macmillan Publishing Co. 1986

REQUIREMENTS: In addition to the basic text, students will complete written mini-projects pertaining to money management and time management. Each student is also required to participate in a small group presentation dealing with some facet of the managerial process. Attendance at university-wide lectures which relate to the topic is required. Topics selected vary from semester to semester and reflect changing economic, political and social issues as they affect individuals/families.

OBJECTIVES: The student should--

1. Examine the history and philosophy of Personal and Family Management.
2. Become acquainted with and apply the Conceptual Framework of Management.
3. Develop expertise in the various phases of management, decision-making and problem solving.

AREAS OF STUDY:

- I. History of Management for Families (1 week)
- II. Management in Family Life - the family, other social systems, the environment (1 1/2 weeks)
 - A. Family roles
 1. Life styles-concepts
 2. Stages of family life cycle
 3. Changing roles and one-parent families
 4. Systems approach
 5. Conceptual framework of management process
 6. Functions of home management
 - B. Values, goals, standards, priorities
 1. Classification of human needs
 2. Characteristics
 3. Relationships to one another and to the management process
 4. Applications
- III. The Management Process (1 1/2 weeks)
 - A. Planning
 1. Dimensions-scope, repetitiveness, time span, generality
 2. Factors and aspects
 3. Types of plans
 4. Facilitators/restraints
 - B. Controlling and implementing
 1. Information exchange
 2. Checking/adjusting
 3. Factors and aspects
 4. Information exchange
 - C. Evaluating
 1. Relationship to planning, implementing
 2. Function of feedback
 3. Growth/failure of systems

- IV. Decision-making (1 week)
 - A. Components
 - B. Type of rules
 - 1. Economy
 - 2. Optimizing
 - C. Examples of types of decisions
 - 1. Technical
 - 2. Social
 - 3. Legal
 - 4. Programmed
 - 5. Central/satellite
 - D. Relationships of values, environment, family characteristics
 - E. Cognitive dissonance
 - F. Problem solving
 - G. Decision tree/flow chart

- V. Specific Areas of Study (9 weeks)
 - A. Resources
 - 1. Characteristics and factors
 - 2. Human
 - 3. Non-human
 - B. Work simplification
 - 1. History
 - 2. Body mechanics
 - 3. Work and the workplace
 - 4. Application-limitations
 - 5. Classes of change
 - 6. Planning the workspace
 - C. Communication
 - 1. The process-components
 - 2. Barriers
 - 3. Family patterns - strengthening communication network
 - 4. Active listening/attending skills
 - 5. Assertive, non-assertive, aggressive behavior
 - D. Budgeting
 - 1. Definition
 - 2. Balance sheet/income expense statement
 - 3. Factors which affect
 - 4. Planning, implementing, controlling
 - 5. Establishing, using credit; particularly as relates to women
 - E. Low income families and young families
 - 1. Characteristics
 - 2. Roles of women, minorities, educational level
 - 3. Resources
 - 4. Application of managerial process
 - F. Elderly homemakers and handicapped homemakers
 - 1. Specific problems
 - 2. Attitudes and relationships
 - 3. Simplifying work and rehabilitation
 - 4. Applying the managerial process
 - G. Stress
 - 1. Definition
 - 2. Laws of human behavior
 - 3. Concepts of stress management
 - 4. Relationship of stress & stages of management process

- H. Societal behavior
1. Introductions
 2. Hospitality
 3. Interviews
 - a. Presenting yourself
 - b. Preparedness
 - c. Post interview
 4. Cultural differences

METHODS OF PRESENTATION: Various means of presenting the material including lecture, group discussions, appropriate films and speakers. Students will participate in a limited number of laboratory sessions and utilize role play.

EVALUATION METHODS: Grades are based on scores from three exams and written mini-projects. The objective is to score as many points as possible as all points weighed equally. The following scale is used:

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

REQUIRED TEXT: Rice, Ann Smith & Suzanne M. Tucker; Family Life Management, 6th edition, Macmillan Publishing Co. 1986

REQUIRED READING--one of the following:

1. Blank, Joseph P., 19 Steps Up the Mountain-
The Story of the DeBolt Family, Jove Publication,
Inc.
2. Gilbreth, Frank B., Jr. and Ernestine Gilbreth Carey,
Cheaper by the Dozen, Bantam Books.

- BIBLIOGRAPHY:
1. Actualizing Concepts in Home Management-AHEA
 2. Deacon, Ruth & Francille Firebaugh, Home Management: Context and Concepts, Houghton Mifflin Co.
 3. Free, Anne, Social Usage.
 4. Gross, Irma, Elizabeth Crandall, & Marjorie Knoll, Management for Modern Families, Prentice Hall.
 5. Lange, Arthur J. & Patricia Jakubowski, Responsive Assertive Behavior.
 6. Norton, Eleanor Holmes and Susan Deller-Ross, Sex Discrimination and the Causes and Remedies, Case Book, 1975.

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy—writing, reading, speaking, listening	<u> </u>	<u> X </u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u> X </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> X </u>	<u> </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> X </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> X </u>
2. Use of computing technology	<u> </u>	<u> </u>

PART II

Primary Goals

- A.1. This course addresses and analyzes all phases of the management process from the perspective of individuals and families. (See syllabus, III, A,B,C) Practical applications are given as the course progresses. Individuals learn the importance of recognizing and using available resources, conscious decision-making, positive communication, as well as, a regard for the rights of others. (See syllabus, IV, V)
- A.6. Personal and family management studies the changes of families and environments. A major consideration is the role of values, goals, and standards and how these are integrated into the managerial process. (See syllabus, page 1, II, A, B.) Establishing priorities and the importance of orderly change are examined.
- B. This course is designed to encourage students to explore and deepen their understanding of the social institutions of the family and the processes therein. They will learn more about how to manage successfully and effectively and relate to the culture.

Secondary Goals

- A.2. Some written, oral and listening responses are required through the use of short papers concerned with the resources of time and money, through group presentations on related topics of interest and through role play which focuses on the skills of active listening.
- A.4. The course includes a brief segment regarding the overall history of personal and family management along with its role at IUP. Leaders in the field including Frank B. and Lillian M. Gilbreth, Beatrice Paolucci, Irma Gross, Rose Steidl and Ellen H. Richards are discussed. (See syllabus, page 1, I.)
- D. Recent periodicals are the best sources for new developments and theories in the field. Students will be assigned readings from appropriate periodicals which will be placed on reserve at the library.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

PART III

- A. If multiple sections are offered, the Department Curriculum Committee will monitor the sections through meetings with the assigned instructors to ascertain that a basic equivalency exists.

- B. Personal & Family Management is concerned with all aspects of the transitions of each stage of the life process -- i.e., beginning, expanding, contacting -- from a variety of cultural and racial backgrounds. The desirable development of each person in all phases of the managerial process is primary. (See Syllabus.) Comparisons of matriarchal/patriarchal and socio-economic levels are addressed.

- C. This course deals only with non-fiction aspects of personal and family management. Outside readings of books as listed in Syllabus will be assigned. (Required Reading).

- D. This course is not designed for the professional training of majors. The material is appropriate for a general audience and pertinent to quality of life. Students will explore the necessity of adjustments within the family system as compared with other societal systems, major ideas pertaining to managerial processes, as well as, the strengths and limitations of home management methods of collecting and interpreting data as these are related to cultures.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

- E. X 1. Students are encouraged to identify, analyze and evaluate their values and standards as compared with other family members, peers and cultures. They are prompted to formulate individual judgments and to be responsible for their decisions. Resource development and use, interpersonal relationships and the significant role of the manager are addressed.
- X 2. The managerial process involves all facets of this item. (See syllabus.) Besides the information from lectures, student worksheets which require students to apply concepts and to solve problems -- individually and in small group situations -- are utilized.
- X 3. Student dialogue is encouraged. The written assignments and role-play situations (see syllabus) are also designed to foster the exchange of ideas and communication of knowledge.
- _____ 4.
- X 5. Knowledge gained can be applied to daily relationships. With limited resources and unlimited wants the fundamentals of the managerial system provide a foundation for wise decision-making throughout the life process. Emphasis is placed on future application. Essay exams are formulated to ascertain application of principles studied.
- X 6. Homework assignments and class discussions involve an analysis of concepts and philosophies in our changing environment. Overcoming constraints along with maximizing potential within acceptable lifestyles and diverse living patterns are explored.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.