

FS 510 – Family Diversity and Social Change

Fall 2014: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday - Thursday 11:15am – 1:00pm (Stevens 560)

Required Texts:

Cohen, P. (2013). *The Family: Diversity, Inequality, and Social Change*. W.W. Norton Publishing.

Course Description:

The purpose of this course is to familiarize students with the varying types of families they may encounter in research, policy, and human service careers and to help students become attuned to issues faced by families in a continually changing society.

UNDERGRADUATE STUDENT Course Objectives and Assessment Strategies:

Objectives	Assessment
Identify demographic trends among families by race, ethnicity, and social status.	Exams; DB
Evaluate research approaches for understanding diverse families.	Exams; DB
Demonstrate an understanding of the impact of personal and professional values and ethics in working with diverse populations and awareness of the potential for value conflicts.	Analysis Paper
Examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt that cycle.	Analysis Paper

GRADUATE STUDENT Course Objectives and Assessment Strategies:

Objectives	Assessment
Identify theoretical frameworks/perspectives that facilitate the understanding of oppression in its varied forms.	Program Policy Paper
Assess client systems (individuals, families, groups, organizations and communities) in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors.	Program Policy Paper
Develop a program policy that plans for culturally competent practice that includes a plan for creating an environment that demonstrates respect for human diversity.	Program Policy Paper

Assessment and Measurement:

(1) **Exams** (4 at 100 points each)

(2) **Discussion Board** topics related to family diversity and social change (3 at 60 points each)

(3) **Family Diversity and Social Change Analysis Paper** (1 at 200 points) – Students will analyze the impact of personal and professional values and ethics in working with diverse populations and awareness of the potential for value conflicts. Students will also examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt that cycle.

(4) **Program Policy for Culturally Competent Practice** (1 at 300 points) – Students will develop a program policy that plans for culturally competent practice that includes a plan for creating an environment that demonstrates develops respect for human diversity.

Course Topics:

Demographic trends among families by race, ethnicity, and social status; culture, social class, and social identity development; racism; sexism; homophobia; ethnocentrism; discrimination; religious bigotry; institutional and systematic practices of oppression; impact of personal values and professional values in working with diverse populations

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
| ☒ Proposed New Course(s)
(attach one-page syllabus) | ☒ Cross Listing of Course |
| ☐ Course Number/Title Change | ☐ Inactivation of Course |
| ☐ Change in Course Prerequisites | ☐ Changes in Admission to Major |
| ☐ Changes in Credit Hours | ☐ *New Curriculum |
| ☐ *Revisions in Curriculum of Existing
Major, Minor and Concentrations | ☐ Non-Substantive/Editorial Change
(only complete this page for this category) |
| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)

_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk and Alex Takeuchi

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

We request that SO 543 - Social Psychology of Intimate Relationships be cross-listed with FS 543 - Social Psychology of Intimate Relationships. This course will be a requirement in the proposed Family Studies Master's program.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

J. Bullard
Chair's Signature

V. K. Khan
Academic Dean's Signature

Department Sociology & Family StudiesCourse Prefix FSNumber 543Title of Course Social Psychology of Intimate RelationshipsCredit 3Title of Course for Banner (30 character maximum): Intimate Relationships**1. Course catalog description and objectives.**

CATALOG DESCRIPTION: Social psychological analysis of the development, maintenance, and dissolution of intimate relationships such as friendship, courtship and marriage. Emphasis is placed on the theoretical and empirical basis of understanding intimate relationships.

COURSE OBJECTIVES: Identify the characteristics and traits that constitute a good relationship and how to implement these in different situations throughout life; Understand globally and explore individually the nature and importance of intimacy, the influence of culture, individual differences, experience, and human nature on intimacy and relationship skills; and Explore personality, self-concept, expectations and communication styles and how they will and do impact personal relationships.

2. Justification for course or proposed change(s)

The course will be a requirement in the proposed Family Studies Master's program.

3. Outline of Course Topics

The Building Blocks of Relationships; Attraction; Social Cognition; Communication; Interdependency; Friendship; Love; Sexuality; Stresses and Strains; Conflict; Power and Violence; Dissolution and Loss of Relationships; and Maintaining and Repairing Relationships

4. Activities Required of Students

Student knowledge of important concepts will be assessed through examinations and discussion boards. Students will be required to complete a media content analysis paper and relationship improvement project.

5. Evaluation Procedures

Students will be evaluated through examinations, discussion boards, media content analysis, and a relationship improvement project.

6. References and Text

Miller, R., & Perlman, D. (2012). *Intimate Relationships*. McGraw Hill: New York.

7. Course resources and costs**8. Justification for Addition of/Increase in Course Fee****9. Justification for Graduate Credit When a Course is Dual Listed**

Students completing the course for graduate credit must meet all outlined undergraduate AND graduate course objectives and their related assessments:

UNDERGRADUATE STUDENT Course Objectives:

Recognize the impact of personality & communication styles

Recognize the developmental stages of relationships

Analyze factors that influence the relationship between work & family life

Analyze interpersonal relationships using various theoretical perspectives

Develop & implement relationship enhancement & enrichment strategies

Develop & implement effective communication, problem solving, & conflict management

Communicate aspects of relationships within the context of their developmental stages

GRADUATE STUDENT Course Objectives:

Identify the characteristics and traits that constitute a good relationship and how to implement these in different situations throughout life.

Understand globally and explore individually the nature and importance of intimacy, the influence of culture, individual differences, experience, and human nature on intimacy and relationship skills.

Explore personality, self-concept, expectations and communication styles and how they will and do impact personal relationships.

FS 543 – Social Psychology of Intimate Relationships

Fall 2014: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday - Thursday 11:15am – 1:00pm (Stevens 560)

Required Texts:

Miller, R., & Perlman, D. (2012). *Intimate Relationships*. McGraw Hill: New York.

Course Description:

Social psychological analysis of the development, maintenance, and dissolution of intimate relationships such as friendship, courtship and marriage. Emphasis is placed on the theoretical and empirical basis of understanding intimate relationships.

UNDERGRADUATE STUDENT Course Objectives and Assessment Strategies:

Learner Outcomes	Assessment
Recognize the impact of personality & communication styles	Exams; DB; Paper/Project
Recognize the developmental stages of relationships	Exams; DB; Paper/Project
Analyze factors that influence the relationship between work & family life	Exams; DB; Paper/Project
Analyze interpersonal relationships using various theoretical perspectives	Exams; DB; Paper/Project
Develop & implement relationship enhancement & enrichment strategies	Exams; DB; Paper/Project
Develop & implement effective communication, problem solving, & conflict management	Exams; DB; Paper/Project
Communicate aspects of relationships within the context of their developmental stages	Exams; DB; Paper/Project

GRADUATE STUDENT Course Objectives and Assessment Strategies:

Objectives	Assessment
Identify the characteristics and traits that constitute a good relationship and how to implement these in different situations throughout life.	Relationship Improvement Project
Understand globally and explore individually the nature and importance of intimacy, the influence of culture, individual differences, experience, and human nature on intimacy and relationship skills.	Relationship Improvement Project
Explore personality, self-concept, expectations and communication styles and how they will and do impact personal relationships.	Relationship Improvement Project

Assessment and Measurement:

- (1) **Exams** (3 at 100 points each)
- (2) **Discussion Board** topics related to the social psychology of intimate relationships (3 at 60 points each)
- (3) **Media Content Analysis Paper/Project Assignment** (1 at 250 points) - Students will identify a specific movie or television show that has intimate relationships as a central theme, and then discuss how the film or show exemplifies some of the important concepts and theories from the course.
- (4) **Relationship Improvement Project** (1 at 250 points) - Students will take the RELATE (if you are currently in a relationship) or READY (not in a relationship) assessment and from this exercise they will decide on a habit or characteristic that adversely affects their relationships. Students will use a goal sheet and outline what they will do specifically to change their behavior and write a paper analyzing their experiences.

Course Topics:

The Building Blocks of Relationships; Attraction; Social Cognition; Communication; Interdependency; Friendship; Love; Sexuality; Stresses and Strains; Conflict; Power and Violence; Dissolution and Loss of Relationships; and Maintaining and Repairing Relationships

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
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| ☒ Proposed New Course(s)
(attach one-page syllabus) | ☐ Cross Listing of Course |
| ☐ Course Number/Title Change | ☐ Inactivation of Course |
| ☐ Change in Course Prerequisites | ☐ Changes in Admission to Major |
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| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)

_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

FS 401 has been approved as an upper level elective in the Department of Sociology and Family Studies. The Department is requesting that this course also be offered as an option at the graduate level (500). FS 501 - Family Life Education. This course will be a requirement in the proposed Family Studies Master's program. See course description below that identifies objectives for FS 501.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

J. Bullard
Chair's Signature

V. K. H. H.
Academic Dean's Signature

Department Sociology & Family StudiesCourse Prefix FSNumber 501Title of Course Family Life EducationCredit 3Title of Course for Banner (30 character maximum): Family Life Education**1. Course catalog description and objectives.**

CATALOG DESCRIPTION: The purpose of the course is to increase students' understanding of the unique issues that children, youth, and families face and to help them to identify and apply appropriate research-based curricula that will help improve the quality of life of the families they serve. Students will become familiar with how to identify quality research-based programs, establish program goals, implement quality family life education programs, and evaluate programs for effectiveness.

COURSE OBJECTIVES: Develop clear and relevant program objectives; Identify major components of program development and evaluation; Compare and contrast program development and evaluation models; and Develop a realistic program plan that includes program rationale, needs assessment, program objectives, program outcomes, an evaluation plan, and implementation strategies.

2. Justification for course or proposed change(s)

The course will be a requirement in the proposed Family Studies Master's program.

3. Outline of Course Topics

Program development and evaluation models; program rationale; needs assessment; program objectives; program outcomes; an evaluation plan; and implementation strategies.

4. Activities Required of Students

Student knowledge of important concepts will be assessed through examinations and discussion boards. Students will be required to complete a family life education portfolio and a program development plan.

5. Evaluation Procedures

Students will be evaluated through examinations, discussion boards, family life education portfolio, and a program development plan.

6. References and Text

Duncan, S.F., & Goddard, H. W. (2011). Family Life Education. Principles and Practices for Effective Outreach. Sage Publications.

Calley, N. (2010). Program development in the 21st century: An evidence-based approach to design, implementation, and evaluation. Sage Publications.

7. Course resources and costs**8. Justification for Addition of/Increase in Course Fee****9. Justification for Graduate Credit When a Course is Dual Listed**

Students completing the course for graduate credit must meet all outlined undergraduate AND graduate course objectives and their related assessments:

UNDERGRADUATE STUDENT Course Objectives:

Define family life education, where it is practiced, and the major issues in family life education.

Explain the content areas involved in becoming a Certified Family Life Educator (CFLE) as determined by the National Council on Family Relations (NCFR).

Identify and evaluate the professional ethics and standards in the practice of family life education.

Identify and explain one family life issue that meets a family life need.

Evaluate a family life education curriculum that meets a family life need.

GRADUATE STUDENT Course Objectives:

Develop clear and relevant program objectives.

Identify major components of program development and evaluation.

Compare and contrast program development and evaluation models.

Develop a realistic program plan that includes program rationale, needs assessment, program objectives, program outcomes, an evaluation plan, and implementation strategies.

FS 501 – Family Life Education

Fall 2014: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday & Wednesday 11:15am – 1:00pm (Stevens 560)
Tuesday & Thursday 10:45 – 12:30 (Floyd 107)

Required Texts:

Duncan, S.F., & Goddard, H. W. (2011). *Family Life Education. Principles and Practices for Effective Outreach*. Sage Publications.

Calley, N. (2010). *Program development in the 21st century: An evidence-based approach to design, implementation, and evaluation*. Sage Publications.

Course Description:

The purpose of the course is to increase students' understanding of the unique issues that children, youth, and families face and to help them to identify and apply appropriate research-based curricula that will help improve the quality of life of the families they serve. Students will become familiar with how to identify quality research-based programs, establish program goals, implement quality family life education programs, and evaluate programs for effectiveness.

UNDERGRADUATE STUDENT Course Objectives and Assessment Strategies:

Objectives	Assessment
Define family life education, where it is practiced, and the major issues in family life education.	Exams; Discussion Board
Explain the content areas involved in becoming a Certified Family Life Educator (CFLE) as determined by the National Council on Family Relations (NCFR).	Exams; Discussion Board; FLE Portfolio
Identify and evaluate the professional ethics and standards in the practice of family life education.	Exams; FLE Portfolio
Identify and explain one family life issue that meets a family life need.	FLE Portfolio
Evaluate a family life education curriculum that meets a family life need.	FLE Portfolio

GRADUATE STUDENT Course Objectives and Assessment Strategies:

Objectives	Assessment
Develop clear and relevant program objectives.	Program Dev. Project
Identify major components of program development and evaluation.	Program Dev. Project
Compare and contrast program development and evaluation models.	Program Dev. Project
Develop a realistic program plan that includes program rationale, needs assessment, program objectives, program outcomes, an evaluation plan, and implementation strategies.	Program Dev. Project

Assessment and Measurement:

(1) **Exams** (4 at 100 points each)

(2) **Discussion Board** topics related to FLE practice (3 at 60 points each)

(3) **Family Life Education Portfolio** (1 at 300 points) - Students will develop, implement, and formatively evaluate a FLE program of their own creation. Students will align themselves with a FLE content area they feel passionate about. Several broad content areas include interpersonal relationships, parenting, family relations, human sexuality, family resource management, family stress and crisis, aging, adult development, child development, youth development, and family and community.

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
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(attach one-page syllabus) | ☒ Cross Listing of Course |
| ☐ Course Number/Title Change | ☐ Inactivation of Course |
| ☐ Change in Course Prerequisites | ☐ Changes in Admission to Major |
| ☐ Changes in Credit Hours | ☐ *New Curriculum |
| ☐ *Revisions in Curriculum of Existing
Major, Minor and Concentrations | ☐ Non-Substantive/Editorial Change
(only complete this page for this category) |
| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)
_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | _____ |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk, Andrea Hunt, May Takeuchi

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

We request that this course be cross-listed with SO 599 - Independent Study-Practicum

FS 599 will be a requirement for non-thesis track students in the proposed Family Studies Master's program.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

I. Bullard
Chair's Signature

[Signature]
Academic Dean's Signature

* May require ACHE review

4-10-13

Department Sociology & Family Studies Course Prefix FS Number 599

Title of Course Practicum Credit 3

Title of Course for Banner (30 character maximum): Practicum

1. Course catalog description and objectives.

CATALOG DESCRIPTION: Field experiences designed to provide students with supervised practical application of family studies theory and research. Practicum placements must be approved, supervised, and evaluated in collaboration with a designated faculty advisor.

COURSE OBJECTIVES: Application of family studies theory and research in practical settings; Identify program goals, resources, assets, and needs; and Evaluate program outcomes and effectiveness.

2. Justification for course or proposed change(s)

The course will be a requirement for non-thesis track students in the proposed Family Studies Master's program.

3. Outline of Course Topics

Expectations for participation and evaluation of field experiences will be discussed.

4. Activities Required of Students

Students will be required to:

- (1) Complete and document field experiences.
- (2) Write a field experiences analysis paper. The paper will include an identification of the program goals, resources, assets, and needs. Students will also include an evaluation of program outcomes and effectiveness.

5. Evaluation Procedures

Students will be evaluated on their completion and documentation of field experiences and field experiences analysis paper.

6. References and Text

None

7. Course resources and costs

8. Justification for Addition of/Increase in Course Fee

9. Justification for Graduate Credit When a Course is Dual Listed

FS 599 – Practicum
Spring 2015: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday & Wednesday 11:15am – 1:00pm (Stevens 560)
Tuesday & Thursday 10:45 – 12:30 (Floyd 107)

Recommended Texts:

None

Course Description:

Field experiences designed to provide students with supervised practical application of family studies theory and research. Practicum placements must be approved, supervised, and evaluated in collaboration with a designated faculty advisor.

Course Objectives and Assessment Strategies:

Objectives	Assessment
Application of family studies theory and research in practical settings.	Field Experiences
Identify program goals, resources, assets, and needs.	Field Experiences Analysis Paper
Evaluate program outcomes and effectiveness.	Field Experiences Analysis Paper

Assessment and Measurement:

A grade of “SP” indicating satisfactory progress or a grade of “UP” for unsatisfactory progress will be recorded.

In order to receive “SP,” students must present their advisor with:

- (1) Documentation of field experiences.
- (2) A field experiences analysis paper. The paper will include an identification of the program goals, resources, assets, and needs. Students will also include an evaluation of program outcomes and effectiveness.

Course Topics:

Expectations for participation and evaluation of field experiences will be discussed.

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
| ☒ Proposed New Course(s)
(attach one-page syllabus) | ☐ Cross Listing of Course |
| ☐ Course Number/Title Change | ☐ Inactivation of Course |
| ☐ Change in Course Prerequisites | ☐ Changes in Admission to Major |
| ☐ Changes in Credit Hours | ☐ *New Curriculum |
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Major, Minor and Concentrations | ☐ Non-Substantive/Editorial Change
(only complete this page for this category) |
| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)
_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | _____ |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk, Andrea Hunt, and May Takeuchi

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

We propose the creation of a new course: FS 600 - Research Methods in Family Studies. The course will be a requirement in the proposed Family Studies Master's program.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

J. Bullard
Chair's Signature

V. Hoffman
Academic Dean's Signature

* May require ACHE review

4-10-13

Department Sociology & Family Studies Course Prefix FS Number 600

Title of Course Research Methods in Family Studies Credit 3

Title of Course for Banner (30 character maximum): Research Methods

1. Course catalog description and objectives.

CATALOG DESCRIPTION: Study of the methods and techniques of research used in the social and behavioral sciences and their related disciplines with a specific emphasis on research in family studies. Attention is given to the fundamentals of research: comprehension and critique of research literature, theoretical and practical basis of research, problem identification, research design, causal inference, sampling, measurement, data collection, hypothesis testing, and ethics in research. COURSE OBJECTIVES: Evaluate and interpret research literature; Select and define appropriate research topics and hypotheses; and Design a study that outlines appropriate research methods and techniques.

2. Justification for course or proposed change(s)

The course will be a requirement in the proposed Family Studies Master's program.

3. Outline of Course Topics

The course will cover the following topics: comprehension and critique of research literature, theoretical and practical basis of research, problem identification, research design, causal inference, sampling, measurement, data collection, hypothesis testing, and ethics in research.

4. Activities Required of Students

Student knowledge of important concepts will be assessed through examinations. Students will be required to read, interpret, and critique assigned research articles. Students will select and define an appropriate research topic, develop hypotheses, and create a research proposal that outlines appropriate research methods and techniques. Students will be expected to sign in to a provided software program to discuss the article summaries on a weekly basis.

5. Evaluation Procedures

Students will be evaluated through examinations, summaries of assigned research articles, and a research proposal.

6. References and Text

Greenstein, T., & Davis, S. (2012). Methods of family research. Newberry Park, CA: Sage.
Huck, S. (2011). Reading statistics and research. New York: Pearson.

7. Course resources and costs

8. Justification for Addition of/Increase in Course Fee

9. Justification for Graduate Credit When a Course is Dual Listed

FS 600 – Research Methods in Family Studies

Fall 2014: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday & Wednesday 11:15am – 1:00pm (Stevens 560)
Tuesday & Thursday 10:45 – 12:30 (Floyd 107)

Required Texts:

Greenstein, T., & Davis, S. (2012). *Methods of family research*. Newberry Park, CA: Sage.
Huck, S. (2011). *Reading statistics and research*. New York: Pearson.

Course Description:

Study of the methods and techniques of research used in the social and behavioral sciences and their related disciplines with a specific emphasis on research in family studies. Attention is given to the fundamentals of research: comprehension and critique of research literature, theoretical and practical basis of research, problem identification, research design, causal inference, sampling, measurement, data collection, hypothesis testing, and ethics in research.

Course Objectives and Assessment Strategies:

Objectives	Assessment
Evaluate and interpret research literature.	Article Summaries; Exams
Select and define appropriate research topics and hypotheses.	Research Proposal; Exams
Design a study that outlines appropriate research methods and techniques.	Research Proposal; Exams

Assessment and Measurement:

- (1) Examinations (3 exams at 100 points each)
- (2) Article Summaries (7 article summaries at 50 points each) - Summaries of assigned research articles that include an interpretation and critique of the research. Students will be expected to sign in to a provided software program to discuss the article summaries on a weekly basis.
- (3) Research Proposal (1 proposal worth 300 points) - Students will select and define an appropriate research topic, develop hypotheses, and create a research proposal that outlines appropriate research methods and techniques.

Course Topics:

Why Do Research on Families	Studying Families: Qualitative Methods
Causal Inference in Family Research	Studying Families: Mixed Methods
Searching and Reading the Literature	Using Other People's Data
Sampling Issues	Analyzing Data on Families
How Do We Measure Concepts?	Advanced Topics in Family Analysis
Working With Scales and Indices	Evaluating Family Programs
Studying Families: Quantitative Methods	Ethics and Politics of Family Research

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
| ☒ Proposed New Course(s)
(attach one-page syllabus) | ☐ Cross Listing of Course |
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Major, Minor and Concentrations | ☐ Non-Substantive/Editorial Change
(only complete this page for this category) |
| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)

_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk, Andrea Hunt, and May Takeuchi

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

We propose the creation of a new course: FS 601 - Applied Statistics in Family Studies. The course will be a requirement in the proposed Family Studies Master's program.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

D. Bullard
Chair's Signature

[Signature]
Academic Dean's Signature

* May require ACHE review

4-10-13

Department Sociology & Family Studies Course Prefix FS Number 601

Title of Course Applied Statistics in Family Studies Credit 3

Title of Course for Banner (30 character maximum): Applied Statistics

1. Course catalog description and objectives.

CATALOG DESCRIPTION: An examination of the use of quantitative statistical methods in family studies research, including important principles, theories, and strategies for conducting univariate, bivariate, and multivariate statistical analyses. The course includes an introduction to the use and interpretation of SPSS®. Data analyses include descriptive statistics, Pearson r correlations, t-tests, and ANOVA. An undergraduate course in statistics is a prerequisite for entry into this course. Students will be required to use a statistical software package prescribed by the professor.

COURSE OBJECTIVES: Identify the role of statistics in the research process and hypothesis testing; Evaluate appropriate statistical tests using computer software; Demonstrate the ability to review, understand, and interpret output from statistical analyses; and Demonstrate the ability to examine the results of statistical analyses and draw appropriate conclusions.

2. Justification for course or proposed change(s)

The course will be a requirement in the proposed Family Studies Master's program.

3. Outline of Course Topics

The course will cover theories, and strategies for conducting univariate, bivariate, and multivariate statistical analyses. The course includes an introduction to the use and interpretation of SPSS®. Data analyses include descriptive statistics, Pearson r correlations, t-tests, and ANOVA.

4. Activities Required of Students

Student knowledge of important concepts will be assessed through examinations. Students will be given problem sets that outline different scenarios that will require them to apply appropriate statistical analyses and report the results. Finally, students will write a research paper that applies and incorporates important statistical skills they have learned during the course.

5. Evaluation Procedures

Students will be evaluated through examinations, problem sets, and a research paper where they will have to apply appropriate statistical analyses and report the results.

6. References and Text

Davis, S., & Smith, R. (2005). *An Introduction to Statistics and Research Methods*. Needham Heights, MA: Prentice Hall.

Pallant, J. (2005). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis using SPSS*. Needham Heights, MA: Open University Press.

7. Course resources and costs

8. Justification for Addition of/Increase in Course Fee

9. Justification for Graduate Credit When a Course is Dual Listed

FS 601 – Applied Statistics in Family Studies

Spring 2015: Online (Credits: 3)

Professor Name: Dr. Amber Paulk
Office Locations: Floyd Hall 107 AND Stevens Hall 560
Phone Numbers: (256) 765- 4855
Email Address: apaulk@una.edu (the best way to contact me is via email)
Office Hours: Monday - Thursday 11:15am – 1:00pm (Stevens 560)

Required Course Materials:

Davis, S., & Smith, R. (2005). *An Introduction to Statistics and Research Methods*. Needham Heights, MA: Prentice Hall.
Pallant, J. (2005). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis using SPSS*. Needham Heights, MA: Open University Press. Students will be required to purchase SPSS® software in order to meet course requirements.

Course Description:

An examination of the use of quantitative statistical methods in family studies research, including important principles, theories, and strategies for conducting univariate, bivariate, and multivariate statistical analyses. The course includes an introduction to the use and interpretation of SPSS®. Data analyses include descriptive statistics, Pearson r correlations, t-tests, and ANOVA. An undergraduate course in statistics is a prerequisite for entry into this course.

Course Objectives and Assessment Strategies:

Objectives	Assessment
Identify the role of statistics in the research process and hypothesis testing.	Exams
Evaluate appropriate statistical tests using computer software.	Exams; Problem Sets
Demonstrate the ability to review, understand, and interpret output from statistical analyses.	Problem Sets; Research Paper
Demonstrate the ability to examine the results of statistical analyses and draw appropriate conclusions.	Problem Sets; Research Paper

Assessment and Measurement:

- (1) Examinations (3 exams at 100 points each)
- (2) Problem Sets (5 problem sets at 70 points each) - Students will be given different scenarios where they will have to apply appropriate statistical analyses and report the results.
- (3) Research Paper (1 proposal worth 300 points) – Students must apply and incorporate all of the important statistical skills they have learned about during the course. Students will examine a specific research topic developed by the instructor. The student must describe the data at a univariate level and discuss important bivariate relationships.

Course Topics:

- Basic Statistical Concepts, Frequency Tables, Graphs, Distributions, & Central Tendency
- Summarizing & Comparing Data
- Correlation & Prediction
- Probability, Normal Curve, & Sampling
- Designing & Conducting Experiments with Two Groups
- Inferential Tests of Significance
- Designing & Conducting Experiments with more than Two Groups
- Designing & Conducting Experiments with Multiple Independent Variables
- Analyzing & Interpreting Experiments with Multiple Independent Variables
- Alternative Research Methods
- External Validity & Critiquing Experimental Research
- Data Transformation & Nonparametric Tests of Significance
- Writing, Assembling, & Publishing an APA Research Report

Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
| ☒ Proposed New Course(s)
(attach one-page syllabus) | ☐ Cross Listing of Course |
| ☐ Course Number/Title Change | ☐ Inactivation of Course |
| ☐ Change in Course Prerequisites | ☐ Changes in Admission to Major |
| ☐ Changes in Credit Hours | ☐ *New Curriculum |
| ☐ *Revisions in Curriculum of Existing
Major, Minor and Concentrations | ☐ Non-Substantive/Editorial Change
(only complete this page for this category) |
| ☐ Addition of/Increase in Course Fee | ☐ Other (Please specify)

_____ |
| ☐ *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Amber Paulk and Andrea Hunt

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

We propose the creation of a new course: FS 602 - Family Theories. The course will be a requirement in the proposed Family Studies Master's program.

The proposed change(s) will be effective beginning: Fall semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Sept. 20, 2013
Date Approved by Department Curriculum Committee

10/8/13
Date Approved by College Curriculum Committee

J. Bullard
Chair's Signature
V. K. [Signature]
Academic Dean's Signature

Department Sociology & Family Studies Course Prefix FS Number 602

Title of Course Family Theories Credit 3

Title of Course for Banner (30 character maximum): Family Theories

1. Course catalog description and objectives.

CATALOG DESCRIPTION: An examination of the current theories and models used in family research and theory development. The course includes an evaluation of the strengths and limitations of each theory and focuses on the application of theoretical concepts in explaining family life.

COURSE OBJECTIVES: Explain the major theoretical frameworks family scholars use to study family life by describing the “lens” each theory offers us: its views of the family, assumptions, and concepts; Evaluate the strengths and limitations of each theory in explaining aspects of family life; Analyze examples of research, policy, and practice for their application/use of theoretical perspectives; and Apply the theoretical concepts to case examples.

2. Justification for course or proposed change(s)

The course will be a requirement in the proposed Family Studies Master's program.

3. Outline of Course Topics

The course will cover seminal family theories: Symbolic Interactionism Theory; Structural Functionalism Theory; Family Development Theory; Family Stress Theory; Family Systems Theory; Human Ecological Theory; Conflict Theory; Social Exchange Theory; Feminist Family Theory; and Biosocial Theory

4. Activities Required of Students

Student knowledge of important concepts will be assessed through examinations. Students will be assigned weekly theory analysis papers that include an interpretation, application, and critique of seminal family theories. Finally, using an assigned case study, students will identify two theories covered in class and analyze the strengths and weaknesses of these theories in relation to the study.

5. Evaluation Procedures

Students will be evaluated through examinations, weekly theory analysis papers, and a case study analysis.

6. References and Text

Smith, S. & Hamon, R. (2012). Exploring family theories. New York: Oxford University Press.

7. Course resources and costs

8. Justification for Addition of/Increase in Course Fee

9. Justification for Graduate Credit When a Course is Dual Listed