

**FS 602 – Family Theories**  
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](mailto: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)

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**Required Texts:**

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

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**Course 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 and Assessment Strategies:**

Objectives	Assessment
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.	Exams; Analysis Papers
Evaluate the strengths and limitations of each theory in explaining aspects of family life.	Exams; Analysis Papers
Analyze examples of research, policy, and practice for their application/use of theoretical perspectives.	Analysis Papers
Apply the theoretical concepts to case examples.	Case Study Analysis

**Assessment and Measurement:**

- (1) Examinations (3 exams at 100 points each)
- (2) Weekly Theory Analysis Papers (10 analysis papers at 40 points each) – Analysis of assigned theories that include an interpretation, application, and critique.
- (3) Case Study Analysis (1 proposal worth 300 points) – 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.

**Course Topics:**

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  
Biosocial Theory

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)<br>(attach one-page syllabus)                  | <input type="checkbox"/> Cross Listing of Course   |
| <input type="checkbox"/> Course Number/Title Change   | <input type="checkbox"/> Inactivation of Course  |
| <input type="checkbox"/> Change in Course Prerequisites   | <input type="checkbox"/> Changes in Admission to Major   |
| <input type="checkbox"/> Changes in Credit Hours  | <input type="checkbox"/> *New Curriculum   |
| <input type="checkbox"/> *Revisions in Curriculum of Existing<br>Major, Minor and Concentrations          | <input type="checkbox"/> Non-Substantive/Editorial Change<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee   | <input type="checkbox"/> Other (Please specify)<br>_____<br>_____  |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,<br>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 604 - Families and Social Policy. 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

[Signature]  
Academic Dean's Signature

\* May require ACHE review

4-10-13

Department Sociology & Family Studies Course Prefix FS Number 604

Title of Course Families and Social Policy Credit 3

Title of Course for Banner (30 character maximum): Families and Social Policy

### **1. Course catalog description and objectives.**

CATALOG DESCRIPTION: An overview of theoretical and substantive issues related to the development and implementation of family policies. Emphasis is given to the connections among family policies, social welfare, family well-being, and political culture.

COURSE OBJECTIVES: Identify the needs of families of various ethnic and socio-economic backgrounds and their relationship to larger social institutions; Identify the variety of ways in which families and government interact; Analyze a variety of social, economic, and governmental policies and their implications for families; and Compare and contrast the different models used in a family impact analysis.

### **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**

Family perspectives in policy making; Roles family professional can play in building and advocating social policy; Approaches for involvement in family policy (education or advocacy); Connecting family research to legislators; Teaming professionals with communities to impact family policy; Learning how to conduct a family impact analysis.

### **4. Activities Required of Students**

Student knowledge of important concepts will be assessed through examinations. Students will be required to complete five analysis paper of social policy in the current news and conduct a family impact analysis, which will compare and contrast different models used to understand how social policies impact families.

### **5. Evaluation Procedures**

Students will be evaluated through examinations, five policy in the news assignments, and a family impact analysis.

### **6. References and Text**

Bogenschnieder, K. (2006). Family policy matters: How policymaking affects families and what professionals can do. Routledge Publishing.

### **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 604 – Families and Social Policy

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](mailto: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:

Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do*. Routledge Publishing.

## Course Description:

An overview of theoretical and substantive issues related to the development and implementation of family policies. Emphasis is given to the connections among family policies, social welfare, family well-being, and political culture.

## Course Objectives and Assessment Strategies:

Objectives	Assessment
Identify the needs of families of various ethnic and socio-economic backgrounds and their relationship to larger social institutions.	Exams; Policy in the News
Identify the variety of ways in which families and government interact.	Exams; Policy in the News
Analyze a variety of social, economic, and governmental policies and their implications for families.	Exams; Policy in the News; Family Impact Analysis
Compare and contrast the different models used in a family impact analysis.	Family Impact Analysis

## Assessment and Measurement:

(1) **Examinations** (3 exams at 100 points each)

(2) **Policy in the News** (5 papers at 40 points each) – Using at least five different news reports (newspaper, online, or TV reports) analyze the policy implications as they relate to families.

(3) **Family Impact Analysis** (1 proposal worth 300 points) – Students will complete a family impact analysis that will compare and contrast different models used to understand how social policies impact families. Students should present a balanced, unbiased, critical evaluation of a policy issue related to families, presenting accurately and fairly the positions surrounding the issue. The goal is to present an objective analysis of the issue that policy-makers could use to inform their policy decisions around that issue.

## Course Topics:

<ul style="list-style-type: none"><li>• Do We Need a Family Perspective in Policymaking?</li><li>• Is Policymaking Focused More on Families or Individuals? Are Professionals Adequately Trained in Family Science, Theory, and Methodology?</li><li>• What is Family Policy? What is a Family Perspective in Policymaking?</li><li>• Do Families Matter?</li><li>• Are Family Issues a Legitimate Focus of Policymaking?</li><li>• Do We Know What Good Parenting Is? Can Public Policy Promote It?</li><li>• Can a Family-Focused Approach Benefit Health Care?</li></ul>	<ul style="list-style-type: none"><li>• How Can We Bridge the Controversy and Move Family Policies Forward? the Theory of Paradox</li><li>• What Can We Learn from Past Successes to Guide Family Policy in the Future?</li><li>• What Roles Can Family Professionals Play to Build Family Policy?</li><li>• Which Approach is Best for Getting Involved in Family Policy: Advocacy or Education?</li><li>• How Can We Connect Research and Knowledge with State Policymaking?</li><li>• How Can Professionals Team Up with Communities to Influence Local Policymaking?</li></ul>
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**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)<br>(attach one-page syllabus)                  | <input checked="" type="checkbox"/> Cross Listing of Course  |
| <input type="checkbox"/> Course Number/Title Change   | <input type="checkbox"/> Inactivation of Course  |
| <input type="checkbox"/> Change in Course Prerequisites   | <input type="checkbox"/> Changes in Admission to Major   |
| <input type="checkbox"/> Changes in Credit Hours  | <input type="checkbox"/> *New Curriculum   |
| <input type="checkbox"/> *Revisions in Curriculum of Existing<br>Major, Minor and Concentrations          | <input type="checkbox"/> Non-Substantive/Editorial Change<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee   | <input type="checkbox"/> Other (Please specify)<br>_____   |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,<br>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 the title and course description of SO 605 - Contemporary Social Issues be changed to Contemporary Topics in Family Studies and this course cross-listed with FS 605 - Contemporary Topics in Family Studies. FS 605 will be a requirement in the proposed Family Studies Master's program. The course description is as follows:

This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. May be repeated for up to six credit hours.

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

Van K. Han  
Academic Dean's Signature



Department Sociology & Family StudiesCourse Prefix FSNumber 605Title of Course Contemporary Topics in Family StudiesCredit 3Title of Course for Banner (30 character maximum): Contemporary Topics**1. Course catalog description and objectives.**

CATALOG DESCRIPTION: This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. May be repeated for up to six credit hours.

COURSE OBJECTIVES: Identify various perspectives of contemporary family issues including their possible causes and suggested solutions; Compare and contrast various theoretical frameworks to understand contemporary family issues; and Develop a program to address a specific family issue. Include a framework that guides programming and evaluation to assess if programming is effective.

**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**

Course topics will change to reflect contemporary family issues. Potential topics may include changes in couple relationships and the challenges these pose; parenting practices and their implications for child development; key contemporary global issues, such as migration, poverty, and the internet, and their impact on the family; and the role of the government in supporting family relationships.

**4. Activities Required of Students**

Student knowledge of important concepts will be assessed through examinations. Students will be required to complete application papers that apply different theoretical frameworks to contemporary family issues. Students will also develop a program model that guides programming and evaluation to assess if programming is effective.

**5. Evaluation Procedures**

Students will be evaluated through examinations, application papers, and a program model paper.

**6. References and Text**

Abela, A., & Walker, J. (2013). Contemporary issues in Family Studies. Wiley-Blackwell Publishing.

**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 605 –Contemporary Topics 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](mailto: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)

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### **Required Texts:**

Abela, A., & Walker, J. (2013). *Contemporary issues in Family Studies*. Wiley-Blackwell Publishing.

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### **Course Description:**

This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. May be repeated for up to six credit hours.

### **Course Objectives and Assessment Strategies:**

Objectives	Assessment
Identify various perspectives of contemporary family issues including their possible causes and suggested solutions.	Application Papers
Compare and contrast various theoretical frameworks to understand contemporary family issues.	Application Papers; Program Model
Develop a program to address a specific family issue. Include a framework that guides programming and evaluation to assess if programming is effective.	Program Model

### **Assessment and Measurement:**

(1) **Examinations** (3 exams at 100 points each)

(2) **Application Papers** (5papers at 40 points each) – Apply five different theoretical frameworks to the understanding of contemporary family issues. Identify various perspectives of possible causes the issue and suggested solutions.

(3) **Program Model that Addresses a Contemporary Issue** (1 proposal worth 300 points) – Students will develop a program that addresses a specific family issue. Their model must include a framework that guides programming and evaluation to assess if programming is effective.

### **Course Topics:**

Course topics will change to reflect contemporary family issues. Potential topics may include changes in couple relationships and the challenges these pose; parenting practices and their implications for child development; key contemporary global issues, such as migration, poverty, and the internet, and their impact on the family; and the role of the government in supporting family 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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)<br>(attach one-page syllabus)                  | <input type="checkbox"/> Cross Listing of Course   |
| <input type="checkbox"/> Course Number/Title Change   | <input type="checkbox"/> Inactivation of Course  |
| <input type="checkbox"/> Change in Course Prerequisites   | <input type="checkbox"/> Changes in Admission to Major   |
| <input type="checkbox"/> Changes in Credit Hours  | <input type="checkbox"/> *New Curriculum   |
| <input type="checkbox"/> *Revisions in Curriculum of Existing<br>Major, Minor and Concentrations          | <input type="checkbox"/> Non-Substantive/Editorial Change<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee   | <input type="checkbox"/> Other (Please specify)<br>_____<br>_____  |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,<br>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*):

We propose the creation of a new course: FS 606 - Family Problems and Methods of Intervention. 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

10/21/13  
Date Approved by College Curriculum Committee

R. Bullard  
Chair's Signature

[Signature]  
Academic Dean's Signature

\* May require ACHE review

4-10-13



Department Sociology & Family Studies Course Prefix FS Number 606

Title of Course Family Problems and Methods of Intervention Credit 3

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

### **1. Course catalog description and objectives.**

CATALOG DESCRIPTION: The course focuses on the major social and family problems contemporary families face, such as poverty, violence, substance abuse, divorce, stepfamilies, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as methods of intervention that can help families withstand and overcome difficulties.

COURSE OBJECTIVES: Identify major changes and challenges in modern family life; Use theories of systems, development, stress and coping, and family resilience to explain how families respond and deal with challenges; Compare and contrast different types of professional interventions and use each appropriately; and Analyze a case study, applying knowledge of family problems, theory, and interventions that best assist the family.

### **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**

Family stress, coping, and methods of intervention as they relate to: parenting; later life and dying; violence, abuse, and neglect; alcohol and substance abuse; mental illness; poverty; homelessness; divorce; stepfamilies; lesbian and gay families; immigrants; ethnic background; and military families.

### **4. Activities Required of Students**

Student knowledge of important concepts will be assessed through examinations. Students will be required to complete five intervention application assignments, and a case study analysis that will compare and contrast different types of professional interventions to a professional case study. Students will apply knowledge of family problems, theory, and choose the intervention method that is most appropriate to the case.

### **5. Evaluation Procedures**

Students will be evaluated through examinations, five intervention application assignments, and a case study analysis.

### **6. References and Text**

Price, S., Price, C., & McKenry, P. (2010). Families and change: Coping with stressful events and transitions. 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**

# FS 606 –Family Problems and Methods of Intervention

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](mailto: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)

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## **Required Texts:**

Price, S., Price, C., & McKenry, P. (2010). *Families and change: Coping with stressful events and transitions*. Sage Publications.

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## **Course Description:**

The course focuses on the major social and family problems contemporary families face, such as poverty, violence, substance abuse, divorce, stepfamilies, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as methods of intervention that can help families withstand and overcome difficulties.

## **Course Objectives and Assessment Strategies:**

Objectives	Assessment
Identify major changes and challenges in modern family life.	Exams; Intervention Application Assignments
Use theories of systems, development, stress and coping, and family resilience to explain how families respond and deal with challenges.	Exams; Intervention Application Assignments
Compare and contrast different types of professional interventions and use each appropriately.	Case Study Analysis
Analyze a case study, applying knowledge of family problems, theory, and interventions that best assist the family.	Case Study Analysis

## **Assessment and Measurement:**

(1) **Examinations** (3 exams at 100 points each)

(2) **Intervention Application Assignments** (5papers at 40 points each) – Apply five different intervention methods to representations of family problems as presented in the media (e.g., TV, film, etc).

(3) **Case Study Analysis** (1 proposal worth 300 points) – Students will compare and contrast different types of professional interventions to a professional case study. Students will apply knowledge of family problems, theory, and choose the intervention method that is most appropriate to the case.

## **Course Topics:**

- Families Coping with Change: A Conceptual Overview
- Conceptualizing Parenting Stress with Family Stress Theory
- Stress and Coping with Later Life
- Death, Dying, and Grief in Families
- Illness and Family Stress
- Violence, Abuse, and Neglect in Families and Intimate Relationships
- Families Coping with Alcohol and Substance Abuse
- Mental Illness and Family Stress
- Economic Stress and Families Divorce: A Risk and Resilience Perspective
- Stress and Coping within the Context of Stepfamily Life
- Lesbian and Gay-Parent Families
- Adaptation among Immigrant Families
- Stress and Coping among Immigrant Families
- Homeless Families: An Extreme Stressor
- Everyday Hassles and Family Stress
- Military Duty and Family Life
- Family, Stress, and Intervention



**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)<br>(attach one-page syllabus)                  | <input type="checkbox"/> Cross Listing of Course   |
| <input type="checkbox"/> Course Number/Title Change   | <input type="checkbox"/> Inactivation of Course  |
| <input type="checkbox"/> Change in Course Prerequisites   | <input type="checkbox"/> Changes in Admission to Major   |
| <input type="checkbox"/> Changes in Credit Hours  | <input type="checkbox"/> *New Curriculum   |
| <input type="checkbox"/> *Revisions in Curriculum of Existing<br>Major, Minor and Concentrations          | <input type="checkbox"/> Non-Substantive/Editorial Change<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee   | <input type="checkbox"/> Other (Please specify)<br>_____<br>_____  |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,<br>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 propose the creation of a new course: FS 695 - Thesis/Project. 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

L. Bullard  
Chair's Signature  
[Signature]  
Academic Dean's Signature

\* May require ACHE review

4-10-13

Department Sociology & Family Studies Course Prefix FS Number 695

Title of Course Thesis/Project Credit 3 - 6

Title of Course for Banner (30 character maximum): Thesis/Project

### **1. Course catalog description and objectives.**

CATALOG DESCRIPTION: Students completing the thesis option will develop a research problem or question, review relevant literature, collect and analyze data, and compose a defensible thesis. Students completing a capstone project will produce work that is relevant to an applied issue or setting in family studies. Theses and projects must be approved by and completed under the supervision of a designated faculty member. Students completing the thesis option will take FS 695 twice for three credit hours each time. Students completing a capstone project will only take FS 695 once for three credit hours.

COURSE OBJECTIVES: Select the project/thesis problem; Organize and manage data for project/thesis; Organize and write project/thesis proposal; and Present an oral defense of project/thesis

### **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**

Techniques for successful project/thesis development, implementation, and completion will be discussed. Specific topics of projects/theses will be determined through collaboration between students and their designated advisors.

### **4. Activities Required of Students**

Students will be required to:

- (1) A thesis or project problem statement that includes a short review of literature (approximately five pages)
- (2) Demonstrate the ability to manage data for a project or thesis by either the collection of data or successful use of a secondary data set.
- (3) Write a defensible project/thesis product.

### **5. Evaluation Procedures**

Students will be evaluated through their development of a problem statement, data management, and production of a defensible project/thesis product.

### **6. References and Text**

Bender, S. (2003). Producing the capstone project. Kendall Hunt Publishing.  
Murray, R. (2011). How to write a thesis. 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 695 – Thesis/Project**  
Spring 2015: Online (Credits: 3 - 6)

**Professor Name:** Dr. Amber Paulk  
**Office Locations:** Floyd Hall 107 AND Stevens Hall 560  
**Phone Numbers:** (256) 765- 4855  
**Email Address:** [apaulk@una.edu](mailto: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)

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**Recommended Texts:**

Bender, S. (2003). *Producing the capstone project*. Kendall Hunt Publishing.

Murray, R. (2011). *How to write a thesis*. Open University Press.

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**Course Description:**

Students completing the thesis option will develop a research problem or question, review relevant literature, collect and analyze data, and compose a defensible thesis. Students completing a capstone project will produce work that is relevant to an applied issue or setting in family studies. Theses and projects must be approved by and completed under the supervision of a designated faculty member. Students completing the thesis option will take FS 695 twice for three credit hours each time. Students completing a capstone project will only take FS 695 once for three credit hours.

**Course Objectives and Assessment Strategies:**

Objectives	Assessment
Select the project/thesis problem	Thesis/project problem statement with a review of literature
Organize and manage data for project/thesis	Data collection or appropriate use of secondary data set
Organize and write a defensible project/thesis product	Defensible thesis/project product

**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) A thesis or project problem statement that includes a short review of literature (approximately five pages)
- (2) Demonstrate the ability to manage data for a project or thesis by either the collection of data or successful use of a secondary data set.
- (3) Write a defensible project/thesis product.

**Course Topics:**

- Techniques for successful project/thesis development, implementation, and completion will be discussed.
- Specific topics of projects/theses will be determined through collaboration between students and their designated advisors.

**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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|---|--|
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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 propose the creation of a new course: FS 699 - Thesis/Project Defense. 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  
Vagn K. Storm  
Academic Dean's Signature

\* May require ACHE review

4-10-13



Department Sociology & Family StudiesCourse Prefix FSNumber 699Title of Course Thesis/Project DefenseCredit 0Title of Course for Banner (30 character maximum): Thesis/Project Defense**1. Course catalog description and objectives.**

CATALOG DESCRIPTION: Orientation to and administration of a defense for the M.S. in Family Studies. A noncredit course required of all students. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

COURSE OBJECTIVES: Present an oral defense of project/thesis.

**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**

Techniques for successful project/thesis defense.

**4. Activities Required of Students**

Students must prepare, schedule, and complete a successful oral defense of their thesis or project.

**5. Evaluation Procedures**

In order to receive "S," students must complete a successful oral defense of their thesis or project.

**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 699 – Thesis/Project Defense

Spring 2015: Online (Credits: 0)

**Professor Name:** Dr. Amber Paulk  
**Office Locations:** Floyd Hall 107 AND Stevens Hall 560  
**Phone Numbers:** (256) 765- 4855  
**Email Address:** [apaulk@una.edu](mailto: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)

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### **Recommended Texts:**

None

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### **Course Description:**

Orientation to and administration of a defense for the M.S. in Family Studies. A noncredit course required of all students. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of “S” indicating satisfactory performance or a grade of “U” for unsatisfactory performance will be recorded on the transcript. A grade of “S” is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

### **Course Objectives and Assessment Strategies:**

Objectives	Assessment
Present an oral defense of project/thesis	Oral defense

### **Assessment and Measurement:**

A grade of “S” indicating satisfactory completion or a grade of “U” for unsatisfactory completion will be recorded.

In order to receive “S,” students must complete a successful oral defense of their thesis or project.

### **Course Topics:**

- Techniques for successful project/thesis defense.



### Family Studies

**FS 501. Family Life Education.** 3 semester hours.

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. Also listed as SO 501 but creditable only in field for which registered.

**FS 510. Family Diversity and Social Change.** 3 semester hours.

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. Also listed as SO 510 but creditable only in field for which registered.

**FS 543. Social Psychology of Intimate Relationships.** 3 semester hours.

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. Also listed as SO 543 but creditable only in field for which registered.

**FS 599. Independent Study-Practicum.** 3 semester hours.

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. Also listed as SO 599 but creditable only in field for which registered.

**FS 600. Research Methods in Family Studies.** 3 semester hours.

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.

**FS 601. Applied Statistics in Family Studies.** 3 semester hours.

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 purchase SPSS® software in order to meet course requirements.

**FS 602. Family Theories.** 3 semester hours.

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.

**FS 604. Family and Social Policy.** 3 semester hours.

An overview of theoretical and substantive issues related to the development and implementation of family policies. Emphasis is given to the connections among family policies, social welfare, family well-being, and political culture.

**FS 605. Contemporary Topics in Family Studies.** 3-6 semester hours.

This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. Also listed as SO 543 but creditable only in field for which registered. May be repeated for up to six credit hours.

**FS 606. Family Problems and Methods of Intervention.** 3 semester hours

The course focuses on the major social and family problems contemporary families face, such as poverty, violence, substance abuse, divorce, stepfamilies, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as methods of intervention that can help families withstand and overcome difficulties.

**FS 695. Thesis/Project.** 3-6 semester hours.

Students completing the thesis option will develop a research problem or question, review relevant literature, collect and analyze data, and compose a defensible thesis. Students completing a capstone project will produce work that is relevant to an applied issue or setting in family studies. Theses and projects must be approved by and completed under the supervision of a designated faculty member. Students completing the thesis option will take FS 695 twice for three credit hours each time. Students completing a capstone project will only take FS 695 once for three credit hours.

**FS 699. Thesis/Project Defense.** 0 semester hours.

Orientation to and administration of a defense for the M.S. in Family Studies. A noncredit course required of all students. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.