

Application for a New Course v9

Course ID <i>Subject and Number</i>	FAM 285
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Steve Wages
2	Course Teacher	Dr. Steve Wages
3	Course Title	Family Theories: An Introduction
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Marriage and Family Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	3
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hrs
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	35

17	Catalog Description (50 words or less)	The purpose of this course is to introduce students to a variety of theoretical frameworks for understanding the internal dynamics of family systems. Students will explore how major concepts from various theories can be utilized to explain and predict human behavior in the context of interpersonal relationships and family life.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	n/a
19	List any co-requisites	n/a
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Every Fall
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	One time per academic year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall, 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes FAM 440: Family Theory: An Introduction Fall, 2012 41 Enrolled
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	No substantial overlap noted, the content will purposely exclude theories of human development in order to avoid duplicating theories that are taught in FAM 265: Introduction to Child Development and GERO 352: Adult Development and Aging.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Increases major requirements from 42 hours to 45 hours.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Theories provide the conceptual language needed to engage in the process of social science inquiry (i.e., family studies). Theories allow us to ask and answer relevant questions about human behavior, interpersonal relationships and family dynamics and thereby theories inform both research and practice. The Family Studies Program has addressed theories of human development extensively in FAM 265: Child Development and GERO 352: Adult Development and Aging. However, the examination of family theories that are highly useful for explaining the dynamics of interpersonal relationships and family systems has been limited to COMS 376: Family Communication in addition to more anecdotal conversations in various courses. The proposed course will provide students with a broader and more in depth introduction to a variety of theoretical frameworks which are foundational to a greater understanding of family life education models which students examine in upper level courses. In addition, the course will be foundational to our increased efforts to involve Family Studies majors in the undergraduate research initiative.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is relevant to Family Studies majors and other students who have a professional interest in understanding human behavior and the internal dynamics of families. The course is introductory and has no prerequisites.
2	State the overarching course goal(s) in performance terms.	Family Studies Program Outcomes and Assessments Objective 2: Internal Dynamics of Families Demonstrate an understanding of family strengths and weaknesses and how family members relate to each other. SLO 2.1 Demonstrate an ability to identify and explain the functions of families. SLO 2.2: Demonstrate an ability to assess the impact of normal stresses, developmental transitions, family forms, and crisis situations on family dynamics. SLO 2.3: Demonstrate an ability to observe, describe, and analyze internal family dynamics utilizing concepts from a variety of theoretical frameworks. SLO 2.4: Demonstrate an ability to develop intervention strategies to help families be more effective and functional as well as manage stress and crises.

2. Competencies and Measurements

		Competency	Measurement
1	SLO 2.3	identify a variety of theories utilized to understand interpersonal relationships and family functioning over the life course;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis
2	SLO 2.3	identify and explain the major assumptions, concepts and propositions of the main theoretical approaches to the family;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercises 2-6
3	SLO 2.1, SLO 2.3	demonstrate an ability to evaluate the usefulness of family theories for understanding human behavior;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercise 1: "Theorizing" Linking Theory, Research, and Practice, Exercise 5: Assessment of Rewards and Costs
4	SLO 2.1, SLO 2.2, SLO 2.3	demonstrate an ability to identify and explain the functions of families including their developmental tasks over the family life cycle;	Readiness Assessment Tests, Exams 1-2 short answer and essay questions, Film Analysis, Exercise 2: Stages of Family Development
5	SLO 2.3, SLO 2.4	articulate how family theories can be used to analyze, explain and predict human behavior in interpersonal relationships and family systems;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercise 3: Role Play Internal Family Dynamics, Exercise 5: Assessment of Rewards and Costs, Exercise 6: Family Genogram
6	SLO 2.2, SLO 2.3, SLO 2.4	demonstrate an ability to assess the impact of normal stresses, developmental transitions, family forms, and crisis situations on family dynamics;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercise 2: Stages of Family Development, Exercise 4: Assessment of Stressor Events
7	SLO 2.1, SLO 2.2, SLO 2.3, SLO 2.4	know and apply major concepts and theories to issues that affect individuals and their families;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercise 3: Role Play Internal Family Dynamics, Exercise 4: Assessment of Stressor Events, Exercise 6: Family Genogram
8	SLO 2.2, SLO 2.3, SLO 2.4	demonstrate an ability to develop intervention strategies to help families be more effective and functional;	Readiness Assessment Tests, Exams 1-3 short answer and essay questions, Film Analysis, Exercise 3: Role Play Internal Family Dynamics, Exercise 4: Assessment of Stressor Events
9	SLO 2.3	describe the historical context of family theory development	Readiness Assessment Tests, Exams 1-3 short answer and essay questions
10	SLO 2.3	describe the circular relationship between family theory, research and practice.	Readiness Assessment Tests, Exam 1, Exercise 1: "Theorizing" Linking Theory, Research, and Practice

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

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

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

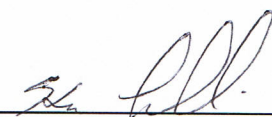
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
3/18/13

Date



Dean of the College
3-19-13

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: FAM 285

Course Title: Family Theories: An Introduction

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Hutan 3-19-13
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Abilene Christian University
Department of Marriage and Family Studies
FAM 285: Family Theories: An Introduction-Fall, 2013
(T/TR 8:00-9:20 a.m., BSB 103, 3 credit hours)

Professor: Steve Wages, Ph.D., CFLE, CPA

Associate Professor of Family Studies

Office: BSB 275, 325-674-2092 **Department:** **Fax:** 325-674-3779 **Cell:** 325-439-0313

E-mail: wages@acu.edu

Office Hours: T/TR: 3:00-5:00; Wed. 1:30-4:30; Other: by appointment

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic interventions, while cultivating Christian leadership and character in each student. The undergraduate program in Family Studies achieves this mission by:

- emphasizing the formation of healthy relationships and the promotion of optimal human development;
- examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- creating opportunities for students to design, implement, and evaluate family life education programs;
- providing diverse practicum experiences that prepare students for future employment.

Courses are designed to provide the knowledge and skills needed for employment in family service careers, the establishment of Christian homes, and for graduate study.

Course Description

The purpose of this course is to introduce students to a variety of theoretical frameworks for understanding the internal dynamics of family systems. Students will explore how major concepts from various theories can be utilized to explain and predict human behavior in the context of interpersonal relationships and family life.

Course Goal

The goal of this course is to provide students with a variety of theoretical frameworks that can be utilized to observe, describe and analyze the dynamics of interpersonal relationships in the context of family life in order to facilitate optimal family functioning over the life course.

Required Text:

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

Faith and Learning

Courses in the Family Studies Program are designed to provide students with the opportunity to discover how Christian faith influences marriage and family life. We are created as relationship beings and called into relationships with God the Father and with one another. "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind," and, "Love your neighbor as yourself" (Luke 10:27 NIV). I am dedicated to the preparation of students for the vital relationships you will form in marriage and family life, in your church and community, and in your workplace all in accordance with God's design.

Audience/Format/Scope

This course is relevant to Family Studies majors and other students who have a professional interest in understanding human behavior and the internal dynamics of families. Instructional methods will include class discussions, video and film analysis, small group participation and readings. The content will purposely exclude theories of human development in order to avoid duplicating theories that are taught in FAM 265: Introduction to Child Development and GERO 352: Adult Development and Aging. This course has no prerequisites.

Course Competencies

As a result of the course experience you (participants) will be able to:

1. identify a variety of theories utilized to understand interpersonal relationships and family functioning over the life course;
2. identify and explain the major assumptions, concepts and propositions of the main theoretical approaches to the family;
3. demonstrate an ability to evaluate the usefulness of family theories for understanding human behavior and the internal dynamics of families;
4. demonstrate an ability to identify and explain the functions of families including their developmental tasks over the family life cycle;
5. articulate how family theories can be used to analyze, explain and predict human behavior in interpersonal relationships and family systems;
6. demonstrate an ability to assess the impact of normal stresses, developmental transitions, family forms, and crisis situations on family dynamics;
7. know and apply major concepts and theories to issues that affect individuals and their families;
8. demonstrate an ability to develop intervention strategies to help families be more effective and functional as well as manage stress and crises.
9. describe the historical context of family theory development
10. describe the circular relationship between family theory, research and practice.

Family Studies Program Outcomes and Assessments

Objective 2: Internal Dynamics of Families

Demonstrate an understanding of family strengths and weaknesses and how family members relate to each other.

Student Learner Outcomes (SLOs) and Measurements

Student Learning Outcome	Measurement Instrument
SLO 2.1 Demonstrate an ability to identify and explain the functions of families.	1. Readiness Assessment Tests 2. Exam Questions, 3. Exercises 4. Film Analysis
SLO 2.2: Demonstrate an ability to assess the impact of normal stresses, developmental transitions, family forms, and crisis situations on family dynamics.	1. Readiness Assessment Tests 2. Exam Questions, 3. Exercises 4. Film Analysis
SLO 2.3: Demonstrate an ability to observe, describe, and analyze internal family dynamics utilizing concepts of Family Systems Theory.	1. Readiness Assessment Tests 2. Exam Questions, 3. Exercises 4. Film Analysis
SLO 2.4: Demonstrate an ability to develop intervention strategies to help families be more effective and functional as well as manage stress and crises.	1. Readiness Assessment Tests 2. Exam Questions, 3. Exercises 4. Film Analysis

Evaluation Measures

1. Class Attendance/Participation: +/-

You are responsible for signing the class roll documenting your attendance for each class period. Under no circumstances are you to sign the class roll for anyone other than yourself, doing so is considered a violation of the academic integrity policies of the class and University. With respect to your class attendance/participation grade, no distinction will be made between excused and unexcused absences (excluding recognized religious holidays, approved university functions, and extreme illness with a doctor/parent signed note) as absenteeism affects your learning experience in the class. Only excused absences will qualify a student to make-up examinations. Any exceptions to the attendance policy are made solely at my discretion. See the course policies section of the syllabus for a further explanation of class attendance policies. The class attendance portion of your grade will be determined based on the time you are absent from class as follows:

MWF Classes # of Absences	Actions	TTR Classes # of Absences
0	1 point added to final course average	0
1-3	no change to grade	1-2
4-6	1 point deducted from final course average for each absence.	3-4
7-9	2 additional points deducted from final course average for each absence.	5-6
10	If you reach this number of absences for any reason (excused or unexcused) you will be dropped from the course.	7
Tardies	Actions	Tardies
3	This number of tardies will equal 1 absence. Above this number will require a meeting with the instructor regarding your interruption of class time.	3

This is a highly interactive class that benefits from your participation in group discussions and sharing of different perspectives. In addition to regular class attendance, you are expected to be attentive as well as openly participate in class discussions. To enhance your learning experience and performance on exams it is highly recommended that you take notes!! Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, or studying for other exams is not considered appropriate and you **will be called out in class.**

Your course average may be reduced by up to 5% due to a lack of class participation as indicated by repeated actions such as:

- working on assignments or studying for another class (i.e., multi-tasking),
- excessive talking/visiting with other students in class,
- otherwise being distractive to myself or your class mates.
- failure to participate in class discussions
- failure to bring your course packet to class
- texting or any unauthorized use of a mobile device

2. Exams/Tests: Multiple choice, true-false, and/or short answer/essay questions are designed to test student knowledge (i.e., retention) of the course content including the text readings as well as our class discussions. You will have a RAT (Readiness Assessment Test) each day you have assigned readings. For any exam or test, you are to work independently with no assistance of any form from your classmates or others. No exams or tests may be completed late unless there are verifiable, documented, extreme circumstances!! I will drop your lowest grade to one of the Readiness Assessment Test. This portion of your final grade will be determined by dividing your total points earned by the total points possible on all exams and tests.

3. Exercises: A variety of in-class and homework exercises (see class schedule) will be assigned to facilitate student understanding of the course content. For example, students are required to identify a movie or TV clip that illustrates a theory or concept discussed in class. Each exercise/requirement will have an assigned point value with instructions and due dates given in class and/or posted on blackboard. This portion of your grade will be determined by dividing your total points earned by the total points possible for all exercises.

4. Film Analysis: Students watch and analyze a film (i.e., movie) utilizing various theories and concepts introduced in class. They analyze the dynamics of interpersonal relationships and family systems by illustrating the major concepts from multiple theories. Students use theoretical concepts to explain human behavior and family relationships from a plurality of frameworks or perspectives. Your film choices include Ordinary People, What's Eating Gilbert Grape, Dad, On Golden Pond, Soul Food and others you may suggest subject to my consent. Additional instructions and a rubric for grading your Film Analysis will be provided.

Grading Values	Weighted Average (%)
	Undergrad
Class Attendance/Participation	+/--
Exams/RAT	60%
Exercises	20%
Film Analysis	20%
Total %	<u>100%</u>

Grading Criteria (%):

- A (90-100)
- B (80-89)
- C (70-79)
- D (65-69)
- F (0-64)

Grade Calculations

Please note that you cannot use the "total points" column on Blackboard to calculate your average grade for the course because the various assignments are weighted differently. For example, making an 89 on an exercise is not the same as making an 89 on an exam because the exercises are 20% of your final grade and exams are 60% of your final grade. Blackboard will compute the weighted average for the assignments you have completed to date for which grades are posted.

Grade Related Policies and Procedures

Work submission

Assignments will either be submitted online in Blackboard or in class via hard copy as directed by your professor. Assignments submitted via Blackboard must use one of the following file extensions: (.doc), (.docx), or (.rtf) (No pdf files). When submitting assignments on Blackboard, you must remember to attach your document and then hit "Submit." You may be asked to submit assignments (e.g., class exercises) by bringing a hard copy to class. All such assignments should be typed and follow the APA and professionalism guidelines discussed below. All submissions must be typed in 12 point Times New Roman font with 1-inch margins and double-spaced. Grading of written work will be influenced by neatness as well as organization. All submissions (online or hard copy) must include a cover page with the course number, student name, assignment name and date submitted. **Please do not email me your assignment or give me a hard copy unless explicitly requested.** Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on expectations for the assignment. For example, if you turn in 2 pages for a 4 page minimum paper that is worth 100 points, you can only earn a maximum of 50 points.

Any indication or evidence that a student has submitted work for this class that was submitted for a previous course will result in significant grade deductions and/or dropped from the course. Likewise, any assignment submission made in this course that is not the work of the student who submitted it (e.g. plagiarism or submitting another student's work as your own) will result in being dropped from the course. These scenarios are considered unethical behavior.

Policy Pertaining to Late Work

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events (e.g., printer problems) and other demands (e.g., assignments due in other classes, employment schedules). Technology problems, unless acknowledge by campus officials, is not an excuse for turning in an assignment late. It is my responsibility to help you foster effective time management skills and to hold you accountable for establishing and maintaining priorities. These skills reflect expectations and demands of most employers and are essential to performing effectively in the workplace and other settings. For example, there are serious consequences for being late for a job interview or failing to deliver a client's work on time.

Late work (other than work associated with excused absences or extreme and unusual circumstances) will lower your grade on class assignments by 3 points per day (including weekends) until submitted. **You will receive a zero on any assignment that is not remitted within ten days of the due date.** Unless otherwise indicated, all assignments are to be submitted online on Blackboard by the start of class on the assigned due date. Failure to do so will result in late points being subtracted. All assignments that are not submitted by the assigned due date must be submitted with a Late Submission of Work Form. If you turn in assignments early or late to my box, please make sure you have a student worker/assistant in our office initial and date the assignment. Otherwise, I will count it as received on the day I get it out of my box. No assignments will be accepted for credit after 5:00 p.m. on the last day of classes (Friday, December 6, 2013), without your having made prior arrangements with me. As previously noted, the only exceptions to this policy will be excused absences or extreme and unusual circumstances (e.g., death in the family, extended illnesses) and will be at the sole discretion of your professor.

APA 6th edition

APA is the adopted writing style of the Department of Marriage and Family Studies. All written assignments are expected to be formatted in accordance with the APA (6th edition) and you may lose points for noncompliance with APA requirements. Examples of APA writing are provided on Blackboard under course documents. Also see <http://www.apastyle.org> and additional resources on the web. You may want to purchase one of the following texts:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Perrin, R. (2009). *Pocket guide to APA style 2009* (3rd ed.). Belmont, CA: Wadsworth.

Professionalism

Your role as a student and performance on academic assignments is preparatory for the responsibilities you will eventually assume in your role as an employee in your chosen profession. Your academic experience is an opportunity to cultivate habits that will serve you well in the workplace. Your class work should exhibit an attention to detail and level of professionalism that an employer will expect of you one day. For example, you would not submit an important document to your boss with the corner turned over because you did not have a stapler. Therefore, there will be a 5 point penalty on any assignment for each of the following violations that exhibit a lack of professionalism and attention to detail:

- 1) the assignment does not have your name on the first page or on a required cover page,
- 2) the assignment does not have the course number and title on the first page or required cover page,
- 3) the assignment does not have the date submitted or has an erroneous date submitted,
- 4) the assignment does not have the title of the assignment on the first page or required cover page,
- 5) multiple pages are not properly stapled (includes having to borrow the department's stapler),
- 6) failure to comply with typing, margin, font, or spacing requirements on written assignments,
- 7) violation of page length standards (note: penalty may exceed five points),
- 8) failure to attach an Early/Late Submission of Work Form when required, and
- 9) violation of professional appearance standards.

Testing Services

If you are enrolled in programs offered by Alpha Academic Services, then you must have a counselor inform me of your testing needs. All tests must be taken the same day and time on which it is regularly scheduled.

Retention Policy

You should retain a disk or hard copy of all work submitted for grading including the graded copy of all assignments returned to you. This policy is designed to resolve any potential questions regarding whether assignments have been submitted or graded. It is very unusual for me or departmental personnel to misplace items submitted by students for grading, however, occasionally it happens. Therefore, you should always be able to produce a copy of any assignments you have submitted for grading!

Incompletes

Under extreme and very unusual circumstances, you may receive a grade of "I" (Incomplete) for this course. You are responsible for requesting an "I" in writing no later than the last day of classes prior to the week of final exams. Your correspondence should clearly describe the extreme and unusual circumstances that precluded your completion of the required coursework. Your correspondence should also identify any assignments you have not submitted and your plan (i.e., expected date) for completion of each assignment. The approval of your request and the submission of a grade of an "I" is solely at my discretion. You are responsible for completing an "I" by the end of the next long term (i.e., semester); otherwise, it becomes an "F" on your academic record. It should be noted that a grade of "I" is calculated in your GPA as an "F" until it is removed.

Classroom Management and Other Policies

Attendance

The University's Class Attendance policy is stated in the Academic Policies Section of the ACU Catalog. Your attendance and participation in class discussions is vital to the learning process and essential to maximizing the benefits of the course. You are responsible for signing the class roll documenting your attendance for each class period; under no circumstance are you to sign the class roll in behalf of another student. Excessive tardiness may lead to your being given partial credit for attendance or considered "absent".

Additional Attendance Policies

- a) If you are late, it is your responsibility to sign the class roll documenting attendance. If you are significantly late you may receive only partial credit for that class period. If you leave class early you should so indicate on the class roll.
- b) An excused absence will only be granted on the following conditions, and must be verified: verifiable extreme illness, death of a near relative, or participation in University sponsored and approved activity. I will make the final decision if the absence is deemed excused. To be considered for an approved/excused absence, the following must be completed:
 - i. For an extreme illness, a doctor note documenting the illness or medical event must be submitted to the professor within 7 calendar days of missing class.
 - ii. For the death of a near relative, a parent note with contact information must be submitted to the professor within 7 calendar days of missing class.
 - iii. An absence may be excused due to the student's participation as a representative of the University in an official school function or during attendance on a field trip when: approved by the Provost and verified by a printed list of participants that has been prepared by the Dean and presented to the professor in advance.
- c) It is the student's responsibility to be in contact with the professor about any of the issues above. Also, students are responsible for making up any missed work and must sign in if late to class.
- d) Only excused absences (as indicated above) will qualify a student to make-up examinations. Make-up exams must be taken within seven calendar days of the original exam date. Being absent does not excuse a student from assignment due dates.
- e) You are responsible for discovering all assignments, materials, or work missed due to an absence or tardy. Ignorance of an assignment will not excuse late work.
- g) If you are absent, please get the notes you missed from a classmate.

Computers, Cell Phones, Etc.

Please assure that all cell phones, iPhones, iPads and other portable devices are turned off for the duration of class unless we engage in a mobile learning activity and/or there is a specific need for you to be "on call." Please alert me before class if there are extreme or unusual circumstances that would require you to be "on call." Otherwise, all electronic devices should be stored away while in class! Absolutely no texting or other forms of electronic correspondence are allowed during class as this behavior is distracting to me and your fellow classmates. Inappropriate use of technology during class will negatively impact your class participation grade! In addition, you may be asked to leave class that day for which you will be counted absent.

The only exceptions to this policy are laptop computers and electronic devices that are used for note taking purposes and/or to access an e-book for course text reading. You must receive clearance from me during the first week of class before being allowed to use a computer or electronic device in class. If given permission, you must sit on the **first two rows** of the classroom and in so doing agree to be held accountable by your peers. No portable technological devices may be used or placed on your work area during a quiz or exam. All such devices must be stored away; failure to comply will result in a failing grade for that exam.

Blackboard and Email Communication

All students are expected to have access to computers and ACU email. You are expected to check ACU email daily and to regularly view the **Blackboard** site for this class as many messages and updates may be posted on Blackboard. In addition, if an emergency arises and we are unable to meet at our regularly scheduled class date and time, students must check Blackboard and email for updates, announcements and alternate assignments. Every attempt will be made to respond to emails within 24-48 hours, usually sooner. I receive a large number of emails daily and must organize my inbox; therefore, emails which are not formatted may be subject to delayed response times or no response. Emails must include a subject line using the following format:

FAM455 First Name Last Name Subject

Example: FAM455 Jane Doe Group Project Questions

Instructor Availability

If you wish to discuss any issue related to the class, particularly pertaining to your performance in this class, please do not hesitate to make an appointment with me. Please do not wait until it is too late to help make this course a successful and rewarding learning experience for you. More specifically, do not wait until the end of the semester to discuss extreme or unusual circumstances affecting your grades, it is too late at that point. Your suggestions and ideas are always welcome!

Self-Disclosure

Although you may be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You should not feel compelled to reveal any information that you choose not to share. You may have an emotional reaction to some of our class discussions; please consult with me along the way if you need further clarification or to process your experiences.

Confidentiality

In order to provide a safe environment for all students and guests in the class and to protect confidentiality, students will refrain from discussing shared information outside of class. By attending this class, you agree to respect one another's vulnerabilities and to avoid discussing specific classmates' disclosures outside of class especially with people not in the class unless you are talking directly with that person.

Respect for Individual Differences

The Department of Marriage and Family Studies endorses a learning environment which respects individual differences and encourages the open-minded exploration of ideas among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while you are students you will be respectful of differences and strive to understand other peoples' perspectives, behaviors, and world views.

Department and ACU Policies

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying that represent actions contrary to the values of a Christian. The most powerful motive for honesty and truthfulness comes from our personal sense of integrity and desire to reflect God's will in our lives. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>); violations will be addressed as described in the Policy. Consequences for violations of academic integrity may include, but are not limited to (1) a lowered grade on the exam/assignment, (2) an "F" on the exam/assignment, (3) an F in the course, and (4) possible expulsion from the University. Plagiarism and cheating will not be tolerated under any circumstances. The American College Dictionary defines plagiarism as "copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work." Cheating refers to the unauthorized use of books, notes, or otherwise securing help on a test; copying tests, assignments, and papers; representing the work of another person as one's own; collaborating without authorization with another student

during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty. Cheating also involves knowingly allowing your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, ask the instructor.

Plagiarism: This includes, but not limited to, the use of quotations without citation and extensive paraphrasing of others' ideas without citation. This also includes copying word for word from an author, citing the author, but not placing quotations around the quoted material.

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Sciences comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Class Schedule

Fall, 2013

Week 1

August 27

Syllabus and Overview of Course

August 29

Introduction:

What is Theory?

What are the Functions of Theory

How Theories Inform Research and Practice

Readings: Smith and Hamon (Introduction)

Week 2

September 3

How Do We Evaluate Theories?

Family Theory

Due: Exercise 1: "Theorizing" Linking Theory, Research, and Practice

September 5

Case Study: A Formative and Summative Evaluation

Week 3

September 10

Structural Functionalism: "Family" Forms and Functions

Readings: Smith and Hamon (Chapter 2)

September 12

Structural Functionalism: "Family" Forms and Functions

Week 4

September 17

No Class: Summit

September 19

Structural Functionalism: "Family" Forms and Functions

Exam 1: Introduction and Chapter 2

Class Schedule

Fall, 2013

Week 5

September 24

Family Development Theory: The Life Course Perspective

Readings: Smith and Hamon (Chapter 3)

September 26

Family Development Theory: The Life Course Perspective

Week 6

October 1

Family Development Theory: The Life Course Perspective

Due: Exercise 2: Stages of Family Development

October 3

Family Systems Theory

Due: Exercise 3: Role Play Internal Family Dynamics

Week 7

October 8

Family Systems Theory: Understanding Family Process

Readings: Smith and Hamon (Chapter 5)

October 10

Family Systems Theory: Understanding Family Process

Week 8

October 15

Family Systems Theory: Understanding Family Process

October 17

Family Stress Theory: The Resiliency of Families

Readings: Smith and Hamon (Chapter 4)

Exam 2: Chapters 3 and 5

Class Schedule

Fall, 2013

Week 9

October 22

Family Stress Theory: The Resiliency of Families

October 24

Family Stress Theory: The Resiliency of Families

Due: Exercise 4: Assessment of Stressor Events

Week 10

October 29

Social Exchange Theory: Rewards and Costs

Readings: Smith and Hamon (Chapter 8)

October 31

Social Exchange Theory: Rewards and Costs

Due: Exercise 5: Assessment of Rewards and Costs

Week 11

November 5

Social Exchange Theory: Rewards and Costs

November 7

Individual Student Meetings

Due: Exercise 6: Family Genogram

Week 12

November 12

Feminist Theory: The Construct of Gender

Readings: Smith and Hamon (Chapter 9)

November 14

Feminist Theory: The Construct of Gender

Week 13

November 19

Exam 3: Chapters 4, 8, and 9

November 21

Conflict Theory: Stability and Instability

Readings: Smith and Hamon (Chapter 7)

Class Schedule Fall, 2013

Week 14

November 26

Human Ecological Theory: Families in Context

Readings: Smith and Hamon (Chapter 6)

Thanksgiving Holidays: November 27-29

Week 15

December 3

Biosocial Theory

Readings: Smith and Hamon (Chapter 10)

December 5

Due: Film Analysis

Course Evaluations

December 12 (Thursday)

Final Exam 8:00-9:45 a.m.

Note: I reserve the right to revise our class schedule as needed.

ABILENE CHRISTIAN UNIVERSITY
Educating Students for Christian Service and Leadership Throughout the World

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March 14, 2013

Dr. Steve Wages
Department of Marriage and Family Studies
Biblical Studies Building, Room 275
ACU Box 29445
Abilene, TX 79699-9445

RE: FAM 285 Family Theories: An Introduction

Dear Steve –

Thank you for sending a new course application and proposed syllabus to the Adams Center for a new Family Theories course in the Department of Marriage and Family Studies. Three members of the Adams Center course review team met to go over these materials earlier this week. Specific feedback on the proposed course was sent to you via email. This letter serves as a follow-up for inclusion in the new course application material for review by appropriate council(s).

Overall, the course proposal is well done. The team especially appreciated the care that went into the course application to demonstrate how this new class will avoid duplicating topics which are already covered by other courses in the degree plan. Our primary concern had to do with adding another 3-credits to the overall degree requirements: the placement of this course will need to be demonstrated by a revised degree plan, which should be included as part of the course application.

The instructional design team in the Adams Center stands ready to assist you as this course is implemented in the Department of Marriage and Family Studies. Please let us know if there are other things we can do to help.

Blessings,

A handwritten signature in black ink, appearing to read 'M. Thompson'.

Melinda (Mindi) Thompson, Ph.D.
Director of Instructional Design
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 19, 2013
TO: Dr. Steve Wages
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for FAM 285: Family Theories, An Introduction

After reviewing the course application, the library is able to support the proposed course. Thank you for letting the library review the course application.