

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number FAM 365 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Add new course, FAM 365, Research Methods in Child and Family Services

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G <i>or</i> G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	(A)	A	A		A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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					COUNCIL ³				Provost	Faculty	President	Board of Trustees
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

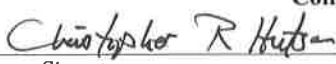
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

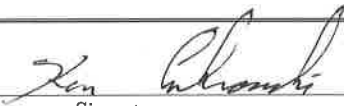
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	10/24/18 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	10-29-18 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-29-18 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	FAM 365
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Greg Brooks
2	Course Teacher	Greg Brooks
3	Course Title	Research Methods in Child and Family Services
4	Course Abbreviation (if title is over 30 characters)	Research Methods in CFS
5	College	College of Biblical Studies
6	Department	Marriage and Family Studies
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	n/a
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Understanding and evaluating research in the social sciences with emphases on human development, family studies, and Child Life. An introduction to statistical concepts, research design, measurement, sampling, quantitative and qualitative methods of data collection and analysis, data management, and presentation of research findings.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	
21	Does this course have any special student costs?	☒ No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	n/a
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	All
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	n/a
23	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>	Spring 2020
24	List course/s that should be deleted,	

07/01/2016

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> FAM 440, Research Methods in CFS 13 enrolled, Spring 2018 <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	SOCI 415 Social Research (SOCI capstone)

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course adds 3 credit hours to the Child and Family Services degree plan, raising the total required hours to 45
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	A course in research methods is required for those students who intend to pursue post-graduation certification as Child Life Specialists. The addition of this course will strengthen the preparation students receive to be consumers and producers of social science research. Currently students are exposed to the research literature in human development and family studies across our curriculum. The addition of this course will provide our students with an in-depth understanding of the

07/01/2016

		processes of quantitative and qualitative research. This material will better prepare students for the two most common post-graduation paths our students take: graduate school, and the nonprofit sector. Students who pursue graduate school will be more ready to read and evaluate research as well as to conduct research themselves. Students who enter the nonprofit sector will be better prepared to use research to justify the services they and their agencies provide, as well as to conduct research such as program evaluation and needs assessment.
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VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

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

Approved ☒ Denied ☐ Christopher R. Hutson 10-29-18
College Dean or Director Date

Approved ☒ Denied ☐ Jan R. Smith 10-29-18
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (undergraduate level courses)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

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

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

FAM 365, Research Methods in Child and Family Services
Spring
3 credit hours

Instructor: Greg Brooks, PhD

Classroom and Class meeting times: TBA

Prerequisites/Corequisites: None. It is assumed the student has a college-level understanding of quantitative reasoning.

Catalog Description: Understanding and evaluating research in the social sciences with an emphasis on the Human Development and Family Studies field. An introduction to statistical concepts, research design, measurement, sampling, quantitative and qualitative methods of data collection and analysis, data management, and presentation of research findings.

Course Audience: FAM 365 is required for majors in Child and Family Services and is open to other students with an interest in the subject. The course is designed for students of at least Junior standing.

About the Instructor

Greg Brooks, PhD, LMFT-S, Assistant Professor

Office: Bible building 276, 325-674-3774

E-mail: greg.brooks@acu.edu

Office hours:

Tuesday, 9:00-11:00 and 2:00-5:00

Thursday, 9:00-11:00

And by appointment

Contacting me: It is best if you contact me by email. I will make an effort to respond to emails within a business day.

Mission Statements

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the Department of Marriage and Family Studies

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.

Mission of the Child and Family Services Program

The undergraduate program in Family Studies achieves the missions of ACU and the Department of Marriage and Family Studies 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.

Faith and Learning

Courses in the Child and Family Services Program are designed to provide students with the opportunity to discover how Christian faith influences marriage and family life.

Course Content

Outline of Topics:

- Writing and evaluating APA style
- Finding and reading research
- Reading and composing Lit Reviews
- Ethics of social science research
- Research purpose statements, research questions, and hypotheses
- Quantitative methods of research
- Qualitative methods of research
- Mixed Methods research
- Program evaluation

Format of Class Sessions

Class meetings will consist of lecture, in-class group and solo assignments, and class discussion. Outside of class you will complete group and solo writing and library research assignments.

Required Materials

- American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN: 978-1433805615.
- Creswell, J. W. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1506386706.
- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). Reading and understanding research (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1412975742.

Course Content Areas, Learning Outcomes, and Competencies

Certified Family Life Educator Content Areas

This course addresses the following CFLE Content Areas:

- Family Life Education Methodology

Marriage and Family Studies department student learning outcomes

This course addresses the following departmental SLO's:

- 11.2 Demonstrate technical composition and writing skills including adherence to APA guidelines appropriate to the discipline.

Course Competencies and Measurements:

Competency	Measurement
Identify appropriate sources for evidence-based information	Methods Bibliography; Critical Annotated Bibliography; Literature review
Interpret basic descriptive and inferential statistics such as measures of central tendency, standard deviation, t-tests, ANOVA, and regression in published research	In-class group assignment; Article reviews; Critical Annotated Bibliography
Interpret and evaluate claims made in qualitative methods such as phenomenology, grounded theory, ethnography	Article reviews
Identify and evaluate methods of sampling, measurement, and study design in quantitative and qualitative research	Methods bibliography
Identify factors that contribute to or detract from validity and reliability in quantitative and qualitative research	Methods bibliography; Critical Annotated Bibliography
Critique professional research and assess the quality of research studies and program evaluation in the literature	Critical Annotated Bibliography; Literature Review
Compose literature reviews that integrate information from multiple sources within topics	Literature review

Assessment and Grading

Grading and assessment in this class is based on a “specifications grading” model. You will create a personal learning plan that includes the grade you plan to pursue in this course. Your final grade, however, will be determined by the work you complete.

I have set requirements for each letter grade level in this course. I will provide clear specifications for what constitutes “Complete” work for each requirement.

Except for the Final Exam, your work in this class will be graded as either Complete or Incomplete. To be graded Complete, your work must be submitted on time and must satisfy all the instructions given for the assignment.

You will receive three virtual Tokens at the beginning of the semester. You may spend each Token to purchase a resubmission for one assignment that was late or graded Incomplete. Resubmissions must take place by two weeks after the assignment due date. I will not accept any Tokens after the time assigned for the Final Exam in this class. (The date of the Final Exam is available at my.acu.edu.) Tokens may not be used for the Final Exam.

These are the basic requirements for all students:

- Have no more than 4 unexcused absences during the course
- Complete a Learning Plan for the course
- Complete both of the required Ethics modules
- Receive a Complete grade on at least 5 in-class or homework exercises, which will be distributed in class throughout the semester

Failure to complete one or more of these required activities will result in a F in the course. In addition to these basic requirements, you will select a grade level and complete the requirements for that grade.

To earn a D you must:

- Complete the basic requirements for all students
- Score at least 75% on the Final Exam
- Complete the Article Reviews assignment

To earn a C you must:

- Complete the basic requirements for all students
- Score at least 80% on the Final Exam
- Complete the Article Reviews assignment
- Complete the Methods Bibliography assignment

To earn a B you must:

- Complete the basic requirements for all students
- Score at least 85% on the Final Exam
- Complete the Article Reviews assignment
- Complete the Methods Bibliography assignment
- Complete the Critical Annotated Bibliography

To earn an A you must:

- Complete the basic requirements for all students
- Score at least 90% on the Final Exam

- Complete the Article Reviews assignment
- Complete the Methods Bibliography assignment
- Complete the Critical Annotated Bibliography
- Complete the Literature Review

Assignment Descriptions

Attendance Policy

A sign in sheet or in-class activity will be used every class period to take attendance. **Each day's sign-in sheet or in-class activity will be the only and final proof of your attendance.** You are responsible for documenting your attendance for each class period. Under no circumstances are you to sign the class roll or hand in an activity for anyone other than yourself. A student will be counted absent who attends class but fails to sign the class attendance sheet that day. No student may sign the class attendance sheet more than 10 minutes after class starts.

Absences may be excused only for the following reasons:

- You are required to participate in an official University activity such as athletics or a research activity
- You are sick and require medical care
- You are experiencing circumstances that warrant a referral to the SOAR program (See www.acu.edu/about/offices/soar.html for details)
- You are granted a leave of absence from the University

In all cases, documentation is required before the absence will be excused

Learning Plan:

On Canvas you will indicate the grade you plan to pursue in this class, and you will answer questions about the requirements of your chosen grade level. To receive a Complete grade your learning plan must:

- Be submitted on time and respond to all of the assignment questions

Final Exam

The final exam will be comprehensive, covering all of the material from lecture and the assigned readings. The exam will be made up of multiple choice and short answer items. You will be allowed to use up to 3 pages of notes that you bring to class. We will use class time the last week of class to collaborate on notes for the Final Exam.

Ethics Training Modules

You will complete the online research ethics training modules that are required by ACU's Office of Research and Sponsored Programs for individuals who intend to conduct human subjects research. These training modules are accessed through the Canvas site provided by ACU's Office of Research and Sponsored Programs, <https://acu.instructure.com/courses/1978562/>. You must submit certificates, screenshots, or photographs showing evidence you have completed the training modules.

Article Reviews

You will complete reviews of two quantitative research reports and two qualitative research reports, using Form 7.1 and Form 11.1 from the Locke, Silverman, & Spirduso (2010) textbook (pages 111-112 and 210-212). Research reports must be articles in peer-reviewed academic journals.

To receive a Complete grade your submission must:

- Be submitted on time
- Contain no more than 2 errors of APA style or proofreading
- Review two quantitative research reports and two qualitative research reports published in peer-reviewed academic journals
- Accurately address every element on Form 7.1 and Form 11.1

Methods Bibliography

You will write an annotated bibliography of 5 research reports from peer-reviewed journal articles in which you summarize the research methods the authors used. For each article your summary will describe: research question(s), hypotheses, population of interest, sampling method, sample, measures, data collection procedures, and data analysis plan.

To receive a Complete grade your submission must:

- Be submitted on time
- Contain no more than 2 errors of APA style or proofreading
- Annotate 5 research reports from peer-reviewed journal articles
- Include the APA citation for each article
- Accurately and thoroughly summarize the methods used in each article, including research question(s), hypotheses, population of interest, sampling method, sample, measures, data collection procedures, and data analysis plan.

Critical Annotated Bibliography

You will write a critical annotated bibliography of 10 research reports published in peer-reviewed academic journals. A critical annotation will summarize the essential content of the article and offer critical analysis of the article's research. See this guide for more information about writing a critical annotated bibliography:

http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm

To receive a Complete grade your submission must:

- Be submitted on time
- Contain no more than 2 errors of APA style or proofreading
- Include APA citations for each article
- Accurately and thoroughly summarize the important content of 10 journal articles using a critical approach. "An analytical or critical annotation not only summarizes the material, it analyzes what is being said. It examines the strengths and weaknesses of what is presented as well as describing the applicability of the author's conclusions to the research being conducted." http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm

Literature Review

You will write a review of the literature on a topic related to family life. We will use class time to discuss appropriate topics for this assignment. The Lit Review will be a two-stage assignment:

- We will engage in a peer review process to help you make this paper excellent. Each writer will hand in a first draft by the due date listed on Canvas (first drafts will not be graded but you will lose points for lateness). Each writer will act as reviewer for another writer's first draft. The reviewers must provide a list of comments, questions, and suggestions, and we will have a peer review discussion during a class meeting.
 - The first draft must be a legitimate attempt to meet the requirements of the assignment. An outline or otherwise incomplete paper will not be accepted as a first draft.
- The Lit Review final draft will be due one week after our peer review class discussion. Final drafts should be excellent work and show evidence that the writer has paid attention to the reviewers' comments. With their final draft, each writer will include a letter in which they respond to the reviewers' comments, questions, and suggestions.

A Complete literature review will meet the following specifications:

- Turned in one time
- No more than four errors of APA style or proofreading. Paper is written in an academic voice without colloquial or informal language or phrasing.
- At least 15 peer-reviewed journal articles are reviewed
- Logically organized; stays on topic within paragraphs; headings and subheadings (if appropriate) are used correctly. The paper shows a sense of direction and contains a definite central idea supported with evidence. The writing is logical and the ideas are linked together in a logical sequence. The ideas are put together in a way that is clear to the writer and to the reader. The paper is not just a listing of articles and their contents but rather a coherent narrative, integrating multiple sources within paragraphs.
- Introduction: The introduction includes a statement of the problem, briefly explains the significance of your topic study and acts as a way to introduce the reader to your definitions and background.
- Body: The body of the literature review summarizes the findings of studies that have been conducted on the topic. In several cases, multiple sources are integrated within sentences and paragraphs to support claims (e.g., "The majority of Americans believe the moon landing was a hoax (Falsify, 2022; Lugner, 2047).")
- Discussion: The discussion summarizes the body of your literature review and highlights the most important findings (in your opinion). There is a sense of completion to the whole piece in this section. Conclusions are drawn based on your analysis.
- Implications: Discuss any consensus or disagreement in the literature about this topic. The discussion includes any strengths and weaknesses in general of the research area. You discuss implications of the findings and/or areas where further research is needed.

Note: Early in the semester we will discuss topics that would be appropriate for the Lit Review and Bibliography assignments. I strongly recommend that you choose a topic and stick with it for all these assignments. In addition, you are allowed to re-use articles for the Methods Bibliography, the Critical Annotated Bibliography, and the Literature Review. What you write for each assignment, however, must be original work for each paper.

Class and University Policies

Participation & Attendance

You and I share the responsibility of achieving your learning goals. Although I will assume the role of integrator and facilitator, I expect that you will come to class having read all assigned materials and prepared to engage in class activities and discussion, which is the backbone of the success of this course.

APA Style

All writing in this class should follow The Publication Manual of the American Psychological Association, 6th edition, with the exception that you are not required to write abstracts for your papers. A requirement for each written assignment is correct style, grammar, proofreading, organization, and presentation. I urge every student to buy a copy of the APA publication manual. For tutorials about APA style, visit:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>

<http://www.vanguard.edu/psychology/wp-content/uploads/2014/07/apastyleessentials.pdf>

Late Assignments, Make-Up Exams, & Extra Credit

Assignments are considered late immediately after the due date and time listed on Canvas. See above for Tokens policy. There is no extra credit available in this class.

Academic Integrity

According to ACU's Academic Integrity Policy, "Academic integrity is demonstrated by behavior that honors the learning environment -- regardless of setting, context, location or modality. Academic dishonesty, or failure to practice academic integrity, negatively affects the learning environment and other members of the ACU community. Academic dishonesty includes -- but is not limited to -- plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage of another student's work. Academic dishonesty detracts from a student's personal learning, which will affect her or his academic grade, standing in a course or program, and/or standing in the university. Academic dishonesty also has a chilling effect on the ACU community creating an air of suspicion in the learning environment". See

<http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html> for more details.

Academic integrity violations in this class will be reported to the department chair, the college dean, the Dean of Student Life, and the Associate Athletic Director if the student is an athlete. A single academic integrity violation will result in an incomplete or zero grade on the relevant assignment and the student's final course grade will be reduced by one letter. The assignment may not be resubmitted for re-grading. The instructor may impose additional consequences or require additional work from the student. A second academic integrity violation will result in an F in the class.

Students with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call Alpha Scholars directly at 325-674-2667. Visit <http://blogs.acu.edu/alpha/> for more information.

Use of Technology/E-Communication

Laptops and tablets are allowed in class solely for use with notes and class activities. They are not to be used for any other purpose. Any other use will result in the loss of privilege of further use for the semester and might result in a reduced grade.

Please silence your cell phones and other devices during class time. Do not use headphones, earbuds, airpods, or similar devices during class time unless they are necessary for your participation in class.

I will make every effort to respond to your emails quickly. Please do not send text messages to me with questions about class assignments.

Recording Lectures

In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member or instructor. However, the distribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the permission of the faculty member or instructor and of any students who are recorded.

Content Warning, Respect, & Civility

In any class about the scientific study of family life we will discuss some issues that are very personal and about which some people hold strong beliefs. I am sure you will disagree with me and with other students during the semester about issues of values or opinion. I am committed to creating a learning environment characterized by safety, respect, and civility. Safety means that my classroom is a safe place to discuss topics that might be disturbing or frightening; it does not mean those topics won't be discussed. Respect means that I acknowledge your capacity to form your own values and opinions; it does not mean that I or other students will always agree with you. Civility means that all students, and the instructor, are free to express their views in a supportive environment. Personal attacks or rude communications will not be tolerated and may result in a lower grade and further academic discipline.

As a rule I will not tolerate activities that disrupt class, including but not limited to: carrying on side conversations during class time; using your cell phone; sleeping; using your cell phone; arriving late or leaving early without excuse; and using your cell phone. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate. And don't use your cell phone.

Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs of activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

Course Calendar

Dr. Brooks reserves the right to make changes to the course calendar if necessary.

(Dates refer to Spring 2018)

WEEK	Topic	Readings Assignments (due Fridays by 11:59 pm)
Week 1 Jan. 14-20	Syllabus and course overview Introductions APA style Finding and reading research	Syllabus
Week 2 Jan. 21-27	Finding and reading research	Locke et al. chapter 1 & 2
Week 3 Jan. 28-Feb. 3	Finding and reading research Different types of research	Locke chapter 2 & 3 Article Reviews due
Week 4 Feb. 4-10	Reading and composing Lit Reviews	Creswell chapter 2 Locke chapter 13
Week 5 Feb. 11-17	Lit Review, cont	Creswell chapter 2 Locke chapter 13
Week 6 Feb. 18-24	Ethics	Creswell chapter 4 Methods Bibliography
Week 7 Feb. 25-Mar. 3	Purpose, research questions, hypotheses	Creswell chapter 5, 6, & 7 Ethics Modules due

Week 8 Mar. 4-10	Purpose, research questions, hypotheses cont.	Creswell chapter 5, 6, & 7
Week 9 Mar. 11-17	SPRING BREAK	
Week 10 Mar. 18-24	Quantitative methods	Creswell chapter 8 Locke chapters 6-9 Critical Bibliography
Week 11 Mar. 25-31	Quantitative methods cont.	Creswell chapter 8 Locke chapters 6-9 No class on Good Friday
Week 12 April 1-7	Quantitative methods cont.	Creswell chapter 8 Locke chapters 6-9
Week 13 April 8-14	Qualitative Methods	Creswell chapter 9 Locke chapters 10-12 Literature Review 1st draft
Week 14 April 15-21	Qualitative Methods	Creswell chapter 9 Locke chapters 10-12 Literature Review peer review
Week 15 April 22-28	Mixed Methods research	Creswell chapter 10 Literature Review final draft
Week 16 April 29-May 5	Mixed Methods research (emphasizing program evaluations) Review for Final Exam	Creswell chapter 10
FINAL WEEK	Final exam at date and time assigned to this class	

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ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: 21:14
TO: Dr. Greg Brooks
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for FAM 365 – Research Methods in Child and Family Services

After reviewing the course application, the library is able to support the proposed course. Please contact your Librarian Liaison, Craig Churchill (churchillc@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the syllabus and course proposal.

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Dr. Greg Brooks
Bible Building 276
325-674-3774
greg.brooks@acu.edu

Re: Review of FAM365: Research Methods in Child and Family Services

Dear Dr. Brooks,

Thank you for the submission of FAM365: Research Methods in Child and Family Services. I reviewed the syllabus based on the ACU Syllabus Guidelines. Please check the attached list, which indicates whether items have been addressed. Per the syllabus guidelines, this syllabus is exemplary.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,



Abilene Christian University

Syllabus Checklist v10.6

Course ID: FAM365Reviewer: Amy BooneDeveloper: Dr. Greg BrooksReview date: 10-25-18

About the Course ☒ Course number and title ☒ Credit hours ☒ Semester and year ☒ Meeting time and place ☒ Pre-requisite/co-requisite About the Instructor(s) ☒ Name and title or rank ☒ Office location ☒ Phone number(s) ☒ Email address ☒ Office hours / contact expectations Mission Statements ☒ ACU mission statement ☒ College mission statement ☒ Departmental mission statement ☐ Personal mission statement (optional) Unique Christian Perspective ☒ Description of how learning and Christian faith are integrated in the course Course Content ☒ Catalog description ☒ Intended audience ☒ Outline of topics ☐ Format of course/types of activities student should expect in the course Teaching/Learning Methods and Format of Class Sessions ☒ Description of the types of activities students should expect in the course Materials ☒ Required and optional materials, including textbooks, etc.	Learning Objectives/Competencies ☒ Specific competencies stated in measurable terms ☒ Assignments or instruments that will be used to assess the competencies. Assessment/Grading Criteria ☒ Complete and accurate details of factors and elements that will comprise the final grade. ☒ Weight or point value of all graded elements ☒ Grading scale with expectations for letter grades ☐ Extra credit opportunities (optional) University Policies ☒ Special needs policy - ADA ☒ Academic integrity policy (recommended) ☒ Title IX policy (recommended) Course Policies Expectations and consequences regarding: ☒ Attendance and Tardiness ☒ Participation ☐ Course specific academic integrity policy (optional) Course Calendar (Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.) ☒ Exam dates ☒ Assignments ☒ Due dates and other deadlines ☒ Late assignment/exam policy ☒ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Comments: _____

new research course in FAM

Suzie Macaluso <scm11a@acu.edu>
Reply-To: Suzie.Macaluso@acu.edu
To: Greg Brooks <greg.brooks@acu.edu>

Mon, Oct 29, 2018 at 12:07 PM

Greg,

This course will be a great addition to the Child and Family Services major. The Sociology program does not have the capacity to accommodate any additional students in SOCI 415. While the content is very similar to SOCI 415, the focus of the sociology course is on individual and societal level units of measurement, we spend very little time talking about the family as a unit of analysis. I support the creation of this course, as you know, I think that all students should have basic knowledge of research methods!

Suzie

[Quoted text hidden]

Suzie Macaluso, PhD
Director, Pruett Gerontology Center
Associate Professor of Sociology & Gerontology
Abilene Christian University
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Phone: 325-674-2350