

2019-20 Undergraduate Program Review

University Mission and Priorities

1. How do your programs fit with the university mission 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 while cultivating Christian leadership and character in each student. We do this by: 1) Emphasizing the formation of healthy relationships and the promotion of optimal human development; 2) Examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve; 3) Creating opportunities for students to design, implement, and evaluate family life education programs; and 4) Providing diverse practicum experiences that prepare students for future employment.

2. What connections do you see between your programs and the university's current [strategic plan](#), available at blogs.acu.edu/strategicplan/?

Educational Innovation: Our faculty continue to embrace and adopt new methods of instruction. They were quick to adopt Canvas and its many tools (like video feedback) and have converted several classes to specification grading systems.

Experiential Learning: The capstone course features an experiential project in which students must evaluate a real-world family life educational program; CLS student must also complete a practicum in which they work 600 hours under the supervision of a Certified Child Life Specialist; Dr. Brooks routinely invites students to partner with him in research; finally, Drs. Brooks and Morris have applied for an experiential learning grant to develop a study abroad program for the Child Life Track.

Diversity: The program is presently trying to hire an African American College Faculty. We are waiting on approval of funds. Regardless, it is the intention of the Department Chair to increase faculty diversity with future hires.

Spiritual Formation: The department hosts a monthly chapel; Dr. Brooks hosts an in-home small group;

Academic Programs: The program has recently reviewed and revised its course offerings to become a pre-approved Certified Family Life Educator program, which allows students to sit for the CFLE exam. Curriculum was also revised to meet the Association of Child Life Professionals course requirements to allow students to sit for the Certified Child Life Specialist exam. Presently, we are the only Christian university in Texas to meet these requirements. Dr. Morris is also currently developing a 4+1 Master of Child Life, as ACLP is considering requiring a master's degree for field entry. Already

hospitals are favoring master-level over bachelor-level graduates. To aid students in the career choices, the undergraduate program is proposing various tracks, such as a Child Life track and a Marriage and Family Therapy track. The Child Life Track was just approved by UUAC.

Enrollment and Completions

The following data will be provided to you in early September for use in this section:

- Number of majors (Fall, 12th day) for last five years
- Number of first-year students new to the major for last five years
- Number of student completions of your degree plans for last five years

3. Based on the provided numbers, describe your efforts to:

- a. Promote student interest during prospective student visits. 1) We have faculty and former students available during prospective student visit; 2) During our time with prospective students we connect areas of interest with job possibilities and with graduates who are working in that profession; 3) We have annual lunches with recruiters to promote our program and enable them to identify “buzz words” that will help them direct prospective students to our major; 4) continually update our website and materials to connect with students and provide accurate information.
- b. Provide programs that compare competitively with other universities. Our program is approved by the National Council on Family Relations. It meets the requirements for the Certified Family Life credential. We are also pre-approved by the Association of Child Life Professionals and are the only University in Texas listed on their website as meeting as having all of the 10 required courses needed to fulfill the academic requirements to become a child life specialist. The only other Texas school even listed that has some course offerings is Texas Christian University. ACLP does not list any other schools affiliated with Churches of Christ as having course pre-approval classification. This distinctive standing of ACU’s Child Life Program classifies us a leading Christian institution educating future child life specialists.
- c. Retain students within your programs once they declare your major. Dr. Brooks invites students to participate in his research; Dr. Morris has served as an advisor for undergraduate research projects; faculty are approachable and engaging; Dr. Brooks hosts a life group which students attend; we host departmental chapel followed by faculty mentorship; in process of re-starting pre-advising meetings to make sure students are aware of the requirements of the degree; meeting frequently with our advisor to ensure she has the most up-to-date information.
- d. Support progress of current students toward degree completion. Offering required courses more frequently; flexible with course subs when circumstances are out of the student’s control; allowing students to take an Incomplete when significant life events (parent’s death, severe illness) prevent course completion; when we see student’s struggling academically we connect them to SOAR and

engage with them personally to develop a plan to address the struggle; before FAM 495 (practicum) they have a mentoring meeting with faculty to ensure they are on track to graduating.

4. Name several trends present in your discipline and higher education that may affect enrollment in your programs, and please cite relevant statistics and sources. Based on these trends, what changes do you anticipate in enrollment in the next five years?

Employment of Child Life Specialists is expected to grow 7% from 2016-2026, according to Bureau of Labor Statistics. With the addition of the Child Life Track, we expect enrollment to increase in the major. ACU is the only Christian university listed on the ACLP website as providing all 10 required courses necessary to become a Certified Child Life Specialist. Additionally, there is an increasing trend toward the professionalization of children's ministry, for which a CFS major with a minor in Bible and Ministry could be well suited. Marriage and Family Therapy is also expected to grow 22% between 2018-2028, which will likely lead to growth in our program as a family studies degree is the preferred degree for graduate studies in marriage and family therapy.

Curriculum and Assessment

5. Provide the date of the last major curriculum revision of each of your majors.

Child and Family Services (CFS) is our only major. Our last major curriculum revision was in the 2015-2016 academic year. Faculty reviewed and reworked the Student Learning Outcomes, reviewed the scaffolding and balance of courses, and developed a plan to enhance the curriculum. Since 2015 we have added five classes, split one class into two, adjusted course numbers to better reflect course content and level of expectation, and updated major and minor requirements. These changes enabled us to become a pre-approved program for Certified Family Life Educators (CFLE) and to meet the academic requirements set forth by the Association of Child Life Professionals (ACLP). We are recently received UUAC approval for a Child Life Track within the CFS major.

6. Provide the current program outcomes that identify the competencies of your students upon graduation.

See attached

7. Provide the date of the last revision of your department's assessment plan.

We revised our assessment plan in July 2019.

Refer to your annual outcomes assessment findings and continuous improvement plans for the last five complete assessment cycles (from the 2014-15 academic year forward).

8. Provide two examples of success in meeting acceptable or ideal targets in measures of student learning outcomes and describe how you are maintaining those results.

Outcome 10.2 The learner will be able to utilize a variety of contemporary teaching/ learning strategies and methods in the design of a family life education program. Competency Target: 75% of majors will score 80% or better. Ideal Target: 80% of majors will score 80% or better. Findings: 100% of majors scored 80% or better.

The measure for this outcome is a teaching project that students complete in segments across the semester. Breaking the assignment down into components (literature review, theoretical foundations, teaching strategies, peer review) enables students to think more thoroughly each component and how they related to teaching and learning.

Outcome 1.1 Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems. Competency Target: 75% of majors will score 80% or better. Ideal Target: 90% of majors will score 80% or better. Findings: 100% of majors scored 80% or better.

The measure for this outcome (and several other outcomes in FAM 251) is a series of exams. Exam material comes from the textbook, a packet created by Dr. Morris, and the lecture. To help students prepare for the exam, Dr. Morris provides a table in the syllabus that outlines the specific chapters, pages, and lectures to study for the exam.

9. Provide two examples of times you did not reach your acceptable target for a measure of a student learning outcome, describe what you did to address the shortfall, and provide an update on progress toward reaching that target.

Outcome 6.1 Demonstrate an ability to identify and implement the elements of an effective money management system (e.g., recording revenues and expenses, bank reconciliations, budgetary comparisons). Competency Target: 75% of majors will score 80% or better. Ideal Target: 90% of majors will score 80% or better.

This was not met when measured in 2015-2016, where only 73% of majors scored 80% or better. Activities in class were adjusted to include more hands-on practice implementing a money management system. In 2018-2019, 100% of majors score 80% or better.

Outcome 7.1 Demonstrate an ability to utilize multiple theoretical frameworks to conceptualize a child's behaviors, understand the etiology of misbehaviors, and evaluate the dynamics of parent/child relations. Competency Target: 75% of majors will score 80% or better. Ideal Target: 90% of majors will score 80% or better.

Targets were not met in 2016-2017 when only 50% of majors scored 80% or better. Dr. Brooks made two changes. First, he replaced high-stakes exams that covers multiple modules with mid-stakes quizzes that only cover one module. He also spends more time in each module so that students can interact more deeply with the material. In 2018-2019, 93% of majors scored 80% or higher.

Faculty

10. Use the template below to compile a table that includes a row for each faculty member who has taught in your department from Fall 2015 through Spring 2020. The table should show:

- Current rank and full-time/part-time status
- Teaching (number of courses, sum of credit hours taught, and total students enrolled in courses during this period)
- Scholarship (citation for each publication, presentation, and creative work completed during this period)
- University service (contributions at the department, college, and university level during this period)

Two reports in Activity Insight will provide this data. Run **Scheduled Teaching by Faculty** (Teaching) and **Annual Faculty Accomplishments** for August 1, 2015, to May 31, 2020. Scheduled Teaching information for the current year will be complete in Activity Insight *after* the beginning of the spring semester. On Annual Faculty Accomplishments, the Scholarly Activity section (all categories) provides the content for the Scholarship column of the table, and the Service section (Committee and Administrative Responsibilities category only) provides the content for the University Service column.

Name	Rank/Status	Teaching	Scholarship	University Service
Greg Brooks	Assistant/FT	37 courses 111 hours 1068 students	- Brooks, G., Cassell, J., Bailey, M., Carrasco, A., Martin, A., Texas Council on Family Relations Annual Conference, "Child disability and the family system: A content analysis of family studies research," Texas Council on Family Relations, Austin, TX. (February 28, 2019). - Brooks, G., Brooks, K., McCown, C., Powell, E., Texas Council on Family Relations Annual Conference, "Families and the special education system: A content analysis of	- Committee Member, Path Ahead in Christian Education (PACE). (August 2019 - Present). - Committee Member, Undergraduate Research Council. (August 2019 - Present). - Committee Member, Family First. (November 2015 - Present). - Committee Member, Learning

			special education research," Texas Council on Family Relations, Austin, TX. (February 28, 2019). • Brooks, G., Gorman, E. K., Spellings, T., Texas Council on Family Relations Annual Conference, "The CFLE credential in academic research and in the job market," Texas Council on Family Relations, Austin, TX. (February 28, 2019). • Brooks, G., Haley, L., National Council on Family Relations Annual Conference, "That Dragon, Cancer: The use of a digital interactive narrative in teaching about family illness, death, and bereavement," National Council on Family Relations, Orlando, FL. (November 16, 2017). • Bertram, D., Brooks, G., Hollis, K., Christian Association for Psychological Studies Annual Conference, "From The Initial Class to the Completion of Licensure Supervision: The Integration of Faith and Learning in the Development of MFT's," Christian Association for Psychological Studies,	Management System Strategy Team. (August 4, 2017 - May 2020). • Committee Member, M.MFT Faculty Search Committee. (September 2018 - May 2019). • Committee Member, University General Education Committee. (August 2016 - May 2019). • Committee Member, College Academic Council. (December 2015 - May 2019). • Committee Member, Child and Family Services Student Learning Outcomes Review Committee. (September 2016 - May 2017). • Committee Member, M.MFT Faculty Search Committee. (September 2016 - May 2017). • Committee Member, M.MFT
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			Dallas, TX. (March 23, 2019). • James, A., Jamison, T., Barrios, V., Brooks, G., Daneshpour, M., Duke, A., Lazarevic, V., Su-Russel, C., National Council on Family Relations Annual Conference, "Conversations on Social Justice: How our Social Locations Shape our Work," National Council on Family Relations, San Diego, CA. (November 7, 2018). • Brooks, G., Texas Council on Family Relations Annual Conference, "Engaging Undergraduates in Research," Texas Council on Family Relations, Plano, TX. (April 5, 2018). • Brooks, G., Healthy Families Conference, "Ethics and Diversity," Institute for Healthy Families, Lubbock Christian University, Lubbock, TX. (March 9, 2017). • Brooks, G., Hamm, S. J., Christian Scholars Conference, "Developing cultural competence among Christian college students," David Lipscomb University, Nashville, TN. (June 8, 2016).	Faculty Search Committee. (September 2015 - May 2016). • Committee Member, M.MFT Student Learning Outcomes Review Committee. (September 2015 - May 2016). • Committee Chair, MFT Thesis Track Exploratory Committee. (September 2015 - May 2016).
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			• Brooks, G., Bramhall, L., Hall, C., Texas Council on Family Relations Annual Conference, "Family therapist collaborations with schools," Texas Council on Family Relations, Plano, TX. (April 8, 2016). • Brooks, C., Brooks, G., Watters, E., Texas Council on Family Relations Annual Conference, "Swimming in the "Alphabet Soup": How families intersect with Special Education," Texas Council on Family Relations, Plano, TX. (April 7, 2016). • Brooks, G., "Exceptional Families Project," Sponsored by Abilene Christian University SEED Fund, Abilene Christian University, \$20,000.00. (June 1, 2019 - April 1, 2021). • Brooks, G., "Family Model of Inclusion Project," Sponsored by Abilene Christian University Undergraduate Research Fund, Abilene Christian University, \$3,110.00. (June 1, 2019 - April 1, 2020). • Brooks, G. (Co-Principal), Dennis, C. (Co-Principal), "Family Model of Inclusion	
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			Project," Sponsored by Abilene Christian University Cullen Grant Fund, Abilene Christian University, \$7,800.00. (July 2018 - December 2018). • Experiential Learning Development Grant, ACU, Spring/Summer 2019, \$5000 • Reviewer, Conference Paper, Texas Council on Family Relations, Texas. (June 2015 - January 2016). • Brooks, G., Gorman, E. K., Spellings, T. The CFLE credential in academic research and in the job market. (In Preparation; Not Yet Submitted). • Brooks, G., Haley, L., Tim, S. That Dragon, Cancer: Can a video game teach about family illness, death, and bereavement? Family Science Review. (Revising to Resubmit). • "The Family as a Model for Inclusive Education" (Planning). • In the documentary film "Including Samuel," Dr. Douglas Biklen put forth the family as a model for inclusive education practices. In this project we will investigate several questions: Do families practice	
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			generally accepted best practices in inclusion? What is a theory of inclusion as practiced in families? What may educators learn about effective inclusion from the experiences of families with exceptional children? • "The Rhetorical Analysis of Family Life Education (RAFLE) Project" (On-Going). • The purpose of this ongoing project is to investigate the rhetoric of Family Life Education (FLE). Our team will read and review FLE materials such as books, curricula, and videos, making note of the rhetorical tools FLE creators use. We will also evaluate the fidelity of FLE materials to published models of effective and comprehensive FLE such as the National Extension Relationship and Marriage Education Model (NERMEM) and the National Extension Parent Education Model (NEPEM). • Approved Supervisor, American Association for Marriage and Family Therapy. (April 2012 - Present).	
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			Licensed Marriage and Family Therapist, Texas Board of Examiners of Marriage and Family Therapists. (September 2014 - October 2015).	
Heidi Morris	Assistant/FT	25 courses 69 hours 277 students	- Morris, J.M., Heflin, H., & Morris, H. (2015). College Success. New York: LearningExpress (part of EBSCO Information Services). - Morris, H. W., Texas Council on Family Relations, "Removing the Stigma of Mental Illness and Improving Mental Health Literacy: A Systematic Review to Build Resiliency in Adolescents and Their Families Struggling with Anxiety Disorders," Texas Council on Family Relations, Houston, TX. (March 2020). - Adams Center Book Club Facilitator: Tech Wise Family, Spring 2018 - Family First Presenter at the Adams Center, Spring 2018 - Presentation entitled, Sexual Development in Children - Presenter at Family First Speaker Series, 2017	- Committee Member, College of Academic Council for the College of Biblical Studies. (September 2019 - Present). - Family First. (2015 - Present). - Department of Marriage and Family Studies Faculty Developer for Child Life Track. (August 2019 - February 2020). - Committee Member, ACU Board Spiritual Formation Committee Member. (2018 - 2019). - ACU 40 Days of Prayer. (July 2018). - Department of Marriage and Family Studies Faculty Developer for Child Life Pre-Approved Program. (August

			• Presentation entitled, Technology and Family • Presenter at ACU Summit, Fall 2016 • Presentation entitled, Intimacy Inside and Out: Growing to Know God, Self, and Others • Presenter at Christian Scholars Conference, June 2015 • Panel contributor for presentation entitled, Spiritual Formation and Minister Formation • Morris, H. W., Macaluso, S. C., Ashford, P. C., CCCU International Forum, "The Rise and Impact of Premarital Cohabitation: Exploring Societal Trends Through a Christian Lens," Council for Christian Colleges and Universities, Dallas, TX. (February 2018). • Morris, H. W., Texas Council on Family Relations, "Evaluation Policy through a Family Systems Lens: The Indian Child Welfare Act," Texas Council on Family Relations, Austin, TX. (February 2019). • Morris, H. W., Morris, J. M., ACU Summit, "7 Things You Need to Know to Have a Rewarding Marriage," Abilene Christian	2017 - April 2018). • Faculty Developer for Child Life Track, August 2019-February 2020 • Member of College of Academic Council for the College of Biblical Studies, Fall 2019-Present • Honors Project Thesis Committee Member for Marissa McClellan, 2020 • New Faculty Mentor, 2019-2020 • 40 Days of Prayer Contributor Writer, Summer 2018 • Faculty Developer for Child Life Pre-Approved Program, Fall 2017-Spring 2018 • New Faculty Mentor, 2017-2018 • ACU Summit Marriage Pathway Co-leader, Fall 2018 • Honors Project Thesis Committee Member for Annie Bailey, 2017, • Project entitled, Parents'
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			University, Abilene Christian University. (September 2018). • Bertram, D. E., Morris, H. W., "Child Life Specialist Impact on Family Stress Resilience: A Parent's Perspective," Sponsored by ACU, Abilene Christian University, \$7,500.00. (June 2015 - April 2016). • Experiential Learning Development Grant, ACU, Spring/Summer 2019, \$5000 • Reviewer, Journal Article, Journal of Family Relations. (June 2019 - August 2019). • Morris, H. W., Macaluso, S. C., Ashford, P. C. The Rise and Impact of Premarital Cohabitation: Exploring Societal Trends Through a Christian Lens. <i>Christian Higher Education</i>. (Published). • Morris, H. W. (2016). <i>Healthy Living</i>. New York, New York: LearningExpress (part of EBSCO Information Services). (Published). • Certified Family Life Educator, National Council on Family Relations. (2014 - 2019).	Perceptions of the Benefits of Practices Used by Child Life Specialists to Improve the Hospitalization Experience: A Phenomenological Approach • ACU Study Abroad Faculty in Leipzig, Spring 2016 • Faculty Mentor for ACU Research Festival Participants, Katie Maxwell & Julia Prior, 2016, Presentation entitled, Child Life Specialist Impact on Family Stress Resilience: A Parent's Perspective • Faculty Mentor for Honors Student Research Project by Katie Maxwell Bell • Fall 2014-2015, Project entitled, Child Life Specialist Impact on Family Stress Resilience: A Parent's Perspective
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			• Licensed Professional Counselor, Tx State Board of Examiners of Professional Counselors. (July 2004 - December 31, 2019). • Workshop, "Tenure Writing Workshop," Adams Center, Abilene, TX, United States. (May 2018).	
Kent Akers	Adjunct/PT	6 courses 15 hours 237 students	NA	NA
Leila Anderson	Adjunct/PT	2 courses 6 hours 58 students	NA	NA
Dale Bertram	Full Professor/FT	3 classes 9 hours 12 students	• Dansby, R., Bertram, D. E. (2017). Moderation as a teacher of cultural competency in higher education. <i>Journal of Faith and the Academy</i>, 10(1), 44-51. • Bertram, D. E. (2015). Standard VI. In C. Benjamin (Ed.), <i>The User's Guide to the AAMFT Code of Ethics</i> (pp. pp. 71-79). Alexandria, VA: The American Association For Marriage and Family Therapy:. • Bertram, D. E. (Presenter), Rankin, M. (Presenter), Hale, D. (Presenter), Watkins, T. (Presenter), AAMFT Conference, "Paul Watzlawick: A conduit	• Committee Member, Graduate Council. (September 2015 - Present). • Committee Member, Research Council. (September 2015 - Present). • Committee Member, Faculty Search Committee. (December 2014 - Present). • Committee Member, Family First. (December 2014 - Present). • Committee Member, CBS Academic Council

			between older and newer models of MFT," American Association for Marriage and Family Therapy, Louisville, KY. (November 17, 2018). • Bertram, D. E., AAMFT Supervision Course, "Approved Supervision Refresher Course: San Diego," AAMFT, San Diego, CA. (July 13, 2018). • Stouffer, K. (Presenter), Bertram, D. E., Illinois Counseling Association's Southern Conference, "When "nothing" happens: Three rhetorical strategies to change that," Illinois Counseling Association, Collinsville, IL. (March 16, 2018). • Bertram, D. E., Texas Association for Marriage and Family Therapy Conference, "Ethics and Technology," TAMFT, Las Colinas (Irving), TX. (February 23, 2018). • Bertram, D. E., Rankin, M. (Presenter), Texas Association for Marriage and Family Therapy Conference, "Principles of Marriage and Family Therapy Supervision from an Ericksonian Perspective," TAMFT, Las Colinas (Irving), TX. (February 21, 2018).	(CAC). (September 2014 - Present). • Committee Chair, COAMFTE Version 12 Review Committee. (August 2014 - Present). • Committee Member, Institutional Research Board. (August 2013 - Present).
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			• Bertram, D. E. (Presenter), Watkins, T. A. (Presenter), Rankin, M. (Presenter), AAMFT Annual Conference, "Building a Private Practice the Ethical Way," AAMFT, Atlanta, GA. (October 8, 2017). • Bertram, D. E., Campbellsville University MFT Alumni Association, ""Five Steps To Protecting Your Practice Against A Licensure Board Complaint", "Campbellsville University-Louisville Campus, Online Presentation. (July 7, 2017). • Dansby, R. (Author & Presenter), Bertram, D. E. (Author & Presenter), Institute for Faith in the Academy, "Moderation as a Teacher of Cultural Competency in Higher Education," Faulkner University, Montgomery, AL. (February 10, 2017). • Shahid, E. (Presenter), Lentz, J. (Presenter), Bertram, D. (Discussant), Rankin, M. (Discussant), Brief Therapy Conference, "From East to West: Utilizing consciousness and strengths.," Milton Erickson Foundation, San Diego, CA. (December 8, 2016).	
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			• Stouffer, K. (Presenter), Bertram, D. E. (Presenter), Illinois Counseling Association Conference, "The Language of Change," Illinois Counseling Association, Springfield, Illinois. (November 5, 2016). • Ray, W. (Presenter), Bertram, D. E. (Presenter), Rankin, M. (Presenter), American Association for Marriage and Family Therapy Conference, "When Milton Erickson Met John Weakland and Jay Haley: A Mentoring Story," AAMFT, Indianapolis, IN. (September 16, 2016). • Be, D. E. (Presenter), Texas Association for Marriage and Family Therapy Conference, "Supervision for LMFTs in Texas," Texas Association For Marriage and Family Therapy, San Antonio, TX. (March 5, 2016). • Pitts, E. (Presenter), Hernandez, A. (Presenter), Hardin, M. (Presenter), Bertram, D. (Presenter), Texas Association for Marriage and Family Therapy Conference, "Stories of resilency: Excessive female online	
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			pornography usage," Texas Association For Marriage and Family Therapy, San Antonio, TX. (March 4, 2016). • Bertram, D. E., Healthy Families Conference, "Ethics in poverty: A look at a clinician's ethical guidelines.," Lubbock Christian University, Lubbock, TX. (October 29, 2015). • Bertram, D. E. (Presenter), Rankin, M. (Presenter), Brief Therapy Conference, "Utilizing Ericksonian Core Competencies for Effective Clinical Supervision," Milton Erickson Foundation, San Francisco, California. (December 6, 2018). • Bertram, D. E., Wisconsin Association For Marriage and Family Therapy-Summer Seminar, "Principles of Marriage and Family Therapy," Wisconsin Association For Marriage and Family Therapy, Online. (September 21, 2018). • Bertram, D. E. (Presenter), "The AAMFT Preapproved Supervision Refresher Course," Washington Association of Marriage and Family Therapy	
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			and Washington Pastoral Counseling Association, Federal Way, Washington. (December 10, 2016). • Bertram, D. E., American Association for Marriage and Family Therapy Conference, "AAMFT Approved Supervisor Discussion," AAMFT, Indianapolis, IN. (September 17, 2016). • Bertram, D. E., American Association for Marriage and Family Therapy Conference, "AAMFT Pre-Approved Supervision Refresher Course," AAMFT, Indianapolis, IN. (September 15, 2016). • Bertram, D. E., Morris, H. W., "Child Life Specialist Impact on Family Stress Resilience: A Parent's Perspective," Sponsored by ACU, Abilene Christian University, \$7,500.00. (June 2015 - April 2016). • Bertram, D. E., Rankin, M. (2018). Hypnosis in Couple and Family Therapy. In: Lebow J., Chambers A., Breunlin D. (eds) Encyclopedia of Couple and Family Therapy. Springer, Cham. <i>In: Lebow J.,</i>	
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			<i>Chambers A., Breunlin D. (eds) Encyclopedia of Couple and Family Therapy. Springer, Cham. In: Lebow J., Chambers A., Breunlin D. (eds) Encyclopedia of Couple and Family Therapy. Springer, Cham. (Published).</i> • Hale, D., Bertram, D. E. (2018). Problem-Solving Family Therapy. <i>Lebow J., Chambers A., Breunlin D. (eds) Encyclopedia of Couple and Family Therapy. Springer, Cham.</i> • "A content analysis of the anti-discrimination statements of faith based institutions which have COAMFTE accredited MFT programs." (Writing Results). • LMFT, Texas State Board of Examiners of Marriage and Family Therapists. (April 9, 2015 - January 31, 2017). • LMFT, Alabama Board of Examiners in Marriage and Family Therapy. (November 20, 2006 - December 31, 2015). • LMFT, KY Board of Licensure for Marriage and Family Therapy. (August 17, 1995 - August 17, 2015).	
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Drew Davis	Adjunct/PT	1 class 3 hours 15 students	NA	NA
Jeff Emery	Adjunct/PT	1 class 3 hours 18 students	NA	NA
Cory Hall	Adjunct/PT	1 class 3 hours 18 students	NA	NA
Cheryl Harding	Adjunct/PT	1 class 3 hours 48 students	NA	NA
Lindsey Kennedy	Adjunct/PT	3 classes 9 hours 90 students	NA	NA
Kara Landrum	Adjunct/PT	1 class 3 hours 14 students	NA	NA
Rachel Monteseoca	Adjunct/PT	2 classes 6 hours 45 students	NA	NA
Amy Passmore	Adjunct/PT	1 class 3 hours 29 students	NA	NA
Michael Pounds	Adjunct/PT	1 class 3 hours 47 students	NA	NA
Joanna Robertson	Adjunct/PT	2 classes 6 hours 59 students	NA	NA
Mimi Schultz	Adjunct/PT	1 class 3 hours 26 students	NA	NA
Steve Wages	Associate/FT	11 classes 30 hours 264 students	"College Student Financial Literacy" (On-Going). Examines the financial literacy of college students via pre-tests	*Nothing listed in AI

			and post-tests results of their participation in a college course on Family Finances. • Certified Family Life Educator, National Council on Family Relations. (1998 - Present). • Certified Public Accountant, American Institute of Certified Public Accountants. (1981 - Present).	
Dana Willeford	Adjunct/PT	3 classes 9 hours 68 students	NA	NA

Optional Response — Growth

11. The university will consider undergraduate and graduate programs for expansion and addition in the coming months. In no more than 300 words, explain any recommendations you have for investment in your discipline or a related discipline.

Two areas for growth:

The US Department of Labor projects that the profession of Child Life will continue to grow through at least 2026. Moreover, ACLP is considering requiring a masters degree for field entry. Thus Dr. Morris is proposing a 4+1 Child Life masters taught predominately online. ACU is already at the forefront of the Child Life profession as we are the only program in Texas that offers all ten required courses. Adding a masters would keep us at the forefront and would allow students who enter the Child Life track as juniors or seniors or who already have a degree an opportunity to enter the field.

Historically CFS has employed two FT and one PT instructor, but since 2017 has only employed 2 FT faculty to teach 22 courses. With course releases for research and services, only ten of these are taught by FT faculty. Hiring another FT faculty would improve teaching quality, student outcomes, and increase mentorship opportunities. High turnover means that most adjuncts are teaching the course for the first time and lack familiarity with the students and the course content. A FT faculty member would gain the experience and familiarity needed to teach our students well and would be available to mentor students. About half our students are non-majors, meaning this

would benefit students across campus. It would also enable us to potentially diversify the racial make-up of our department, which is important to the Department. The Chair has submitted a request to the Provost office for a College Faculty, but would eventually like a FT tenure-track faculty member.

OAR Data

Includes new major requirement courses effective 2018 cat

Objectives	Name of Class	Class Number	SLO	Year Assigned for Measure	Objective Measure(s) (Insert Lines for Multiple Measures within SLO)	Proficiency Target: 75% of majors will	90% of majors will earn a score of 80%	Number of majors
Objective 1: Families in Society	Intro to Family Studies	FAM 251	FSLO 1.1 Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems	2021	Quiz 5- Quest for Completion			
	Intimate Relationships & Marriage	FAM 262	1.1 Demonstrate an ability to recognize the reciprocal interactions	2019	Reflection Prompt Week 2			
	Families in Society	FAM 362	1.1 Demonstrate an ability to recognize the reciprocal interactions	2020	Group Project			
	Intro to Family Studies	FAM 251	FSLO 1.2 Demonstrate an ability to identify social and cultural	2021	TBD			
	Intro to Family Studies	FAM 251	FSLO 1.3 Demonstrate an ability to assess the impact of	2019	TBD			
Objective 2: Internal Dynamics of Families	Family Theories: An Introduction	FAM 385	2.1 Demonstrate an ability to identify and explain the functions of	2021	Chapter 2 Quiz			
	Family Crisis and Resiliency	FAM 453	2.2 Demonstrate an ability to assess the impact of normal	2019	10 Dimensions of Family Stress Paper			
	Family Crisis and Resiliency	FAM 453	2.3 Demonstrate an ability to observe, describe, and analyze	2020	Application Activity			
	Family Crisis and Resiliency	FAM 453	2.4 Demonstrate an ability to identify and develop intervention	2021	Intervention Paper			
Objective 3: Human Growth & Development over the Life	Child Development, Ages 0-11	FAM 275	stages and transition for individuals and family systems across the life	2021	Observation Report 1			
	Child Development, Ages 0-11	FAM 275	3.2 Demonstrate an ability to identify developmentally appropriate	2019	Observation Report 3			
	Child Development, Ages 12-18	FAM 280	stages and transition for individuals and family systems across the life	2020	TBA			
	Child Development, Ages 12-18	FAM 280	3.2 Demonstrate an ability to identify developmentally appropriate	2021	TBA			
Objective 4: Human Sexuality	Human Intimacy	FAM 356	4.1 Demonstrate and ability to recognize the biological aspects of	2021	Exam 1			
	Human Intimacy	FAM 356	4.2 Demonstrate an ability to recognize the psycho-social aspects	2019	Hollywood vs the Bible			
	Human Intimacy	FAM 356	4.3 Demonstrate an ability to select effective intervention	2020	Book Report			
Objective 5: Interpersonal Relationships	Intro to Family Studies	FAM 251	FSLO 5.1 Demonstrate an ability to assess the influence of one's	2021	Family of Origin Journal			
	Intimate Relationships & Marriage	FAM 262	FSLO 5.2 Demonstrate an ability to identify healthy and unhealthy	2019	Quiz: Chapter 8			
	Intimate Relationships & Marriage	FAM 262	5.4 Explain the process of divorce and remarriage	2020	Quiz: Chapter 13			
	Intro to Family Studies	FAM 251	FSLO 5.2 Demonstrate an ability to identify healthy and unhealthy	2021	SOS #1 or SOS #3			
	Intro to Family Studies	FAM 251	FSLO 5.3 Demonstrate an ability to utilize multiple models of	2019	SOS #4			
Objective 6: Family Resource Management	Family Finances	FAM 232	6.1 Identify a variety of resources family systems use to achieve	2021	Family project			
	Family Finances	FAM 232	6.2 Explain how social institutions (e. g., government policy) affect	2019	Family project			
	Family Finances	FAM 232	6.3 Identify and evaluate services, programs, and organizations	2020	Family project			
Objective 7: Parent Education and Guidance	Parenting and Family Skills	FAM 452	7.1 Demonstrate an ability to utilize multiple theoretical	2021	Chapter 3 Quiz			
	Parenting and Family Skills	FAM 452	7.2 Demonstrate an ability to describe the characteristics of	2019	Parenting Reflection Paper			
	Parenting and Family Skills	FAM 452	7.3 Demonstrate an ability to describe a comprehensive model of	2020	Parenting Reflection Paper			
Objective 8: Family Law and Public Policy	Families in Society	FAM 362	8.1 Demonstrate an ability to identify current laws, public policies,	2021	Agency/Career Paper			
	Families in Society	FAM 362	8.1 Demonstrate an ability to identify current laws, public policies,	2021	Final Presentation			
	Families in Society	FAM 362	8.1 Demonstrate an ability to identify current laws, public policies,	2021	Journal article presentation			
Objective 9: Ethics SLO not specified in FAM 485 Syllabus	Ethics and Professional Development	FAM 485	9.1 Demonstrate and ability to identify and apply appropriate strategies to address conflicting values	2021	FLE Ethics Part B			
	Ethics and Professional Development	FAM 485	9.2 Demonstrate an ability to identify and model the NCFR Code of Ethics	2019	TBD			
	Ethics and Professional Development	FAM 485	9.3 Demonstrate an ability to integrate professional ethics with a Christian worldview	2020	TBD			
Objective 10: Family Life Education Methodology	Family Life Edu. Methodology	FAM 470	10.1 Demonstrate an ability to utilize the components of integrated Family Life Education design in the creation of a family life education program	2021	FLE Design			
	Family Life Edu. Methodology	FAM 470	10.2 The learner will be able to utilize a variety of contemporary teaching/ learning strategies and methods in the design of a family life education program	2019	FLE Design			
	Family Life Edu. Methodology	FAM 470	10.3 The learner will be able to implement and evaluate educational experiences for family life education content	2020	FLE Presentation			
Objective 11: Professional Development SLO not specified in FAM 485 Syllabus SLO not specified in FAM 485 Syllabus SLO not specified in FAM 485 Syllabus SLO not specified in FAM 485 Syllabus	Family Studies Practicum	FAM 495	11.2 Demonstrate technical composition and writing skills including adherence to APA guidelines appropriate to the discipline.	2021	Synthesis paper			
	Ethics & Professional Development	FAM 485	11.2 Demonstrate technical composition and writing skills including adherence to APA guidelines appropriate to the discipline.	2019	TBD			
	Family Studies Practicum	FAM 495	11.3 Demonstrate an awareness of relevant professional organizations or associations and demonstrate professional attire and demeanor	2020	Supervisor Evaluation			
	Ethics & Professional Development	FAM 485	11.3 Demonstrate an awareness of relevant professional organizations or associations and demonstrate professional attire and demeanor	2021	Professional Organization Post			
	Family Studies Practicum	FAM 495	11.4 Demonstrate and ability to identify specific career opportunities appropriate to the discipline.	2019	Synthesis Paper			
	Ethics & Professional Development	FAM 485	11.4 Demonstrate and ability to identify specific career opportunities appropriate to the discipline.	2020	TBD			
	From Alumni Services	?	12.1 Graduates of the program will find employment and/or enrolled in graduate study in related fields					
	From Alumni Services	?	12.2 Graduates of the program will report that the eleven objectives of the program were achieved in their educational experiences					

re 12: Employer and Alumni Satisfaction with Program Prep