

Approval Chart for Curriculum Changes

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

Course Number FAM 232

or Degree Plan(s) _____

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

Change the course title to Family Resource Management. Additionally, change the course description to read:
 "An introduction to the decision-making processes of families as they identify their needs, set goals, and develop and allocate resources (such as time, money, and social support) to meet their goals."
 This language more clearly matches the content of the course, which is focused on family processes in the context of resource management, rather than the details of personal finance or money management

Previous title: Family Finance

Previous course description: Principles of finance and utilization of time and energy resources for the family. Includes spending plans, credit, savings, insurance, housing, taxes, investments, and estate planning.

Attached: Spring 2021 syllabus

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

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

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							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			--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			--
5.	Major — Revision of major ^{4,5}	A	A	A		A			--
6.	Major — Adopt or change admission requirements	A	A	A		A			--
7.	Major — Add ^{4,5}	A	A	A		A			I
8.	Major — Discontinue (proposed by the department or college)	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			--
11.	Minor — Revise course selection	A	A	A		I			--
12.	Minor — Add	A	A	A		A			--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A			I
16.	Degree — Discontinue (proposed by the department or college)	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			--

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

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

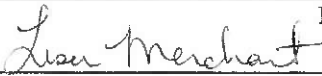
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

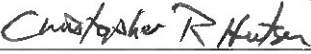
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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)	
 <i>Signature</i>	9/15/2020 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
 <i>Signature</i>	9-29-20 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
 <i>Signature</i>	9-29-20 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Abilene Christian University
Department of Marriage and Family Studies
FAM 232: Family Finances-Spring, 2021

Instructor: Greg Brooks, Ph.D., LMFT-S

Office: Bible building 276

Office phone: (325) 674-3774

E-mail: greg.brooks@acu.edu

Office hours:

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 Child and Family Services achieves this mission by:

- emphasizing the formation of healthy relationships and the promotion of optimal human development;
- examining current research and theory regarding the 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.

Course Description

Principles of finance and utilization of time and energy resources for the family. Includes spending plans, credit, savings, insurance, housing, taxes, investments, and estate planning.

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.

Audience and Format

The course is required of Child and Family Services majors and is relevant to other students who are interested in the study of family life. Instructional methods will include lecture, video presentations, class discussion, guest speakers, small group participation, reading, and reflective writing. This course requires no prerequisites.

Course Reading

Moore, T. J. & Asay, S. M. (2018). *Family resource management (3rd ed.)*. Thousand Oaks, CA: Sage Publications. <https://us.sagepub.com/en-us/nam/family-resource-management/book244620>

Course Competencies

As a result of your participation in this course you will be able to:

1. Articulate the stages of a family resource management decision-making process
2. Describe the history of the study of family resource management
3. Identify a variety of resources family systems use to achieve their goals (e.g., finances, time, or support networks)
4. Explain the components of a family worldview, and how worldview influences resource management decision-making
5. Explain how social institutions (e.g., government policy) affect family resources and resource management
6. Apply the stages of a family resource management decision-making process to the resources and needs of a fictional case study family
7. Develop a family resource management plan, to include resources such as time, money, and social support
8. Appraise the congruence of popular advice on family resource management with academic research and empirically validated interventions on the subject
9. Identify and evaluate services, programs, and organizations that exist to support family resource management

Family Studies Program Outcomes and Assessments

Objective 6: Family Resource Management

Demonstrate an understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space to meet their goals.

Student Learning Outcomes (SLOs) and Measurements

Student Learning Outcome	Measurement Instrument
SLO 6.1 Identify a variety of resources family systems use to achieve their goals (e.g., finances, time, or support networks)	Family Project
SLO 6.2: Explain how social institutions (e.g., government policy) affect family resources and resource management	Family Project
SLO 6.3: Identify and evaluate services, programs, and organizations that exist to support family resource management	Family Project

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 tests, 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. Tests will be graded by the percent of questions answered correctly.

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 Dead Day. (The date of Dead Day is available at my.acu.edu.) Tokens may not be used for any tests.

Absence from class, whether excused or not, does not excuse you from assignment due dates.

If you fail to complete the requirements to earn a D or higher you will receive an F in the course. You must complete ALL the requirements for a grade level to receive that grade.

To earn a D you must:

- Have fewer than 7 unexcused absences during the course
- Complete a Learning Plan for the course
- Complete the APA Style and Academic Integrity quiz
- Earn a Test grade average of 70% or higher
- Complete at least 8 Family Project assignments

To earn a C you must:

- Have fewer than 7 unexcused absences during the course
- Complete a Learning Plan for the course
- Complete the APA Style and Academic Integrity quiz
- Earn a Test grade average of 75% or higher
- Complete all 10 Family Project assignments
- Complete 2 Podcast Reflections

To earn a B you must:

- Have fewer than 7 unexcused absences during the course
- Complete a Learning Plan for the course
- Complete the APA Style and Academic Integrity quiz
- Earn a Test grade average of 80% or higher
- Complete all 10 Family Project assignments
- Complete 4 Podcast Reflections

To earn an A you must:

- Have fewer than 7 unexcused absences during the course
- Complete a Learning Plan for the course
- Complete the APA Style and Academic Integrity quiz
- Earn a Test grade average of 85% or higher

- Complete all 10 Family Project assignments
- Complete 4 Podcast Reflections
- Complete the Family Project Summary

Assignment Descriptions

Attendance

To pass this class, you must have fewer than 7 unexcused absences. 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, you must provide documentation 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 your learning plan must:

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

APA Style and Academic Integrity Quiz

To complete this assignment you will view a video tutorial and complete a quiz online. You will receive a PDF Certificate of Completion, which you must submit on Canvas. Keep this certificate! You will use it in *all* of Dr. Brooks' classes, so it might come in handy later!

Tests

There will be four tests in this class. You will complete the tests outside of class on Canvas. Each test will be open-book: you may use the textbook, your lecture notes, and the lecture slides to complete each test. You should complete each test alone without the help of classmates or anyone else.

Each test will be timed. You will have 50 minutes to complete each test.

You will automatically be allowed to retake each test one time to try to achieve a higher score if you wish. If you choose to retake a test you must do so before the due date. **Tokens may not be used to retake an online test a third time, or to take a test late.**

Due dates for tests are listed on Canvas. Absence from class, even if excused, does not excuse you from assignment and test due dates. **Late tests will not be accepted under any circumstances. If you fail to take a test, you will get a 0% on that test.**

Family Project Assignments

You will be placed into a group of 3-4 students, and given a fictional family case study to work with all semester. Your “family” group will be assigned a series of projects and challenges, to be completed in or out of class time. For example, you will research and make decisions about the family’s food and transportation budgets, housing costs, insurance, a weekly schedule, and other important elements of family resource management.

Each Family Project Assignment will be different. Standards to receive a Complete for each one will be available online at each assignment page.

Podcast Reflections

You should choose a podcast show about personal finances from the list at tinyurl.com/232podcasts. You should listen to at least one episode every week. I will provide writing prompts for 4 reflection papers about the podcast you choose. Each paper should be 3-4 pages and discuss what you’ve heard and learned from the podcast in the context of the prompt I provide.

To receive a Complete grade a Podcast Reflection must:

- Be 3-4 pages long
- Have no more than 3 proofreading errors (such as spelling, grammar, or punctuation)
- Thoroughly respond to the reflection prompt

Family Project Summary

For this assignment you should work alone, without the assistance of your family project team members.

All semester you have been discovering the needs and resources of your group’s assigned family. For this summary, you should adjust the family’s budget as necessary to achieve balance between monthly income and expenses. Write an explanation of the adjustments you make.

To receive a Complete grade the Family Project Summary must:

- Have no more than 3 proofreading errors (such as spelling, grammar, or punctuation). There is no page or word count requirement for this assignment.
- Provide a balanced budget for the project family, so that monthly expenses and income are equal.
 - State an amount in each of the budget categories from the Monthly Cash Flow Plan form your group has used this semester.
 - Remember that your family might have zero dollars in a particular budget category.
 - Remember that any extra income can go into monthly savings if necessary.
 - All changes must be realistic and justifiable within the circumstances of your project family. For example, it would be unrealistic to simply say, “The Anderson Family won the lottery and now have \$100,000,000. Therefore their

budget is balanced.” However, it might be realistic to state that a member of your project family has taken on extra work to provide more income. You’ll need to explain the changes you make in order to balance the family’s budget.

- Include a written comparison of the balanced budget to the budget created by your Family Project team. Explain and justify any changes you made to achieve a balanced budget.

FAM 232 Family Finance Class Schedule

All assignments are due by 11:59 PM on their assigned date

WEEK	Monday	Wednesday	Friday
Week 1	Course Introduction Syllabus	Biblical Stewardship	NO CLASS Dr. Brooks out of town
Week 2	NO CLASS Martin Luther King, Jr. Holiday	Chapter 1: The Complexity of Managing Family Resources	Chapter 1 --Podcast title and description due --APA style and academic integrity quiz due
Week 3	Chapter 2: Understanding Families	Chapter 2	Chapter 2 Podcast Reflection 1 Due
Week 4	Chapter 3: The Management Process	Chapter 3	Chapter 3 Test 1 Due
Week 5	Chapter 4: Categorization of Needs	Chapter 4	Chapter 4
Week 6	Chapter 5: Values, Attitudes, and Behaviors	Chapter 5	Chapter 5
Week 7	Chapter 6: Identification of Family Resources	NO CLASS TxCFR Conference	NO CLASS TxCFR Conference Podcast Reflection 2 Due
Week 8	Chapter 6	Chapter 7: Families within the Economic Environment	Chapter 7 Test 2 Due
Week 9	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 10	Chapter 8: The Impact of Society on Family Decisions	Chapter 8	NO CLASS CAPS conference
Week 11	Chapter 9: Managing the Future	Chapter 9	Chapter 9

Week 12	Chapter 10: Communication	Chapter 10	Chapter 10 Podcast Reflection 3 Due
Week 13	Chapter 11: The Individual Within Family Decision Making	Chapter 11	Chapter 11 Test 3 Due
Week 14	Chapter 12: Making It Happen	Chapter 12	NO CLASS Good Friday Holiday
Week 15	Chapter 13: Defining Success	Chapter 13	Chapter 13
Week 16	Chapter 14: Current and Future Challenges	Chapter 14	Chapter 14 Podcast Reflection 4 Due Family Project Summary due
FINALS WEEK		Test 4 due by time of Final Exam	

Course Policies and Procedures

Reality Check

Material in this course might seem like common sense and I hope the class meetings will be interesting and entertaining, but the assignments will test your knowledge of concepts, terms and processes and your ability to synthesize and apply them. Without careful reading and reflection the ideas we cover in class will blend together and the assignments will be very difficult. You must study to do well in this course!

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 portion of the available points for each written assignment is devoted to 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 Quizzes/Exams, & Extra Credit

Late written work will receive a grade of Incomplete. Late tests will receive a grade of zero (0%). Assignments and tests are considered late immediately after the due date & time listed on the course Canvas site.

Make up tests or exams are not available. Absence from class, whether excused or not, does not excuse the student from assignment due dates.

Extra credit will not be available in this course. If your grade is not at the level you would like, please talk with me as soon as possible to discuss ways in which you might improve your performance in the course.

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 a fuller discussion.

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 pagers during class time. I will make every effort to respond to your emails within 48 hours. 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 redistribution 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

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, or leaving/reentering during class time; and using your cell phone. These behaviors keep you from paying attention, distract others around you and the professor, and are 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's 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](#).