

Curriculum Submission Checklist
College of Agriculture

Program: Family Studies Date: 2/6/2009

Proposal Title: Change in existing graduate courses

All Proposals must include:

- This Curriculum Checklist
- Letter from Dept. Chair or designee, or Steering Committee Chair as appropriate, clearly outlining the proposal(s). This should include a brief rationale for the requested action(s).
- Senate Routing Log with proposal and contact information included.
- Minutes of department or steering committee meeting showing action of faculty to approve the proposal(s).
- Complete forms for each proposal.
- Signature of Chair or designee indicating THE DATE OF FACULTY APPROVAL on each form.
- 1 hardcopy to be sent to Lisa Harm, N6 Agricultural Science Bldg, 0091.
- Electronic copy of proposal, either Word or PDF, sent via email to Lisa Harm, lharm@uky.edu.

New Course or Major Course Change Proposals must include:

- Complete syllabus for course that meets all University Senate guidelines.

New Program Proposals must include:

- Justification of program per CPE requirements (contact Dr. Mullen on this).

UNIVERSITY SENATE ROUTING LOG

Proposal Title: Change in existing graduate courses

Contact Person (name, email & phone #): Donna R. Smith 859-257-7733 donnarsmith@uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Curriculum Committee and FAM Faculty	Donna R. Smith 257-7733 donnarsmith@uky.edu	Approved	2/6/09	Yes
College of Agriculture Graduate Curriculum Committee	Mike Mullen, 7-3469 mike.mullen@uky.edu	Approved	March 3, 2009	Yes

Department of Family Sciences* Faculty Meeting

February 6, 2009

Voting Faculty Present: Drs. Ron Werner-Wilson, Hyungsoo Kim, Donna Smith, Robyn Mowery, Claudia Heath, Nathan Wood, Amy Hosier, Diana Haleman, Robert Flashman, Jason Hans

Voting Faculty Absent: Leigh Ann Simmons, Cheryl Mimbs, Ginny Ellington

Guests: None

1) General items and announcements:

- a) Reminder of research luncheon immediately following faculty meeting.
- b) Save April 10th for External Review of Doctoral Program

2) Agenda Item: Identify individual to maintain minutes of present meeting.

- i) **Disposition:** Nathan Wood agreed to take minutes.

3) Agenda Item: Approve minutes from previous faculty meeting.

- i) **Disposition:** Meeting notes on agenda item 8 should be changed to read as following (italics represent required change):
 - Agenda Item: Changing FAM 254 title and course description.
 - Disposition: The department dropped FAM 255 "*Child Development*" and revised FAM 254 "*Life Course Human Development*".
- ii) Motion to accept minutes as revised: Robyn
 - (1) Second: Bob
- iii) **Vote:** Unanimous approval to accept minutes as revised.

4) Agenda Item: Changing FAM 603 – 703

- a) Motion to change FAM 603 – FAM 703 was given and seconded in Curriculum Committee (February 4, 2009) and brought for departmental vote.
- b) Discussion:
 - i) Background and rationale were given for change, specifically, increased rigor of the course.
 - ii) Concerns were raised to the requirement of completing a research project during the course of a semester.
 - (1) Concern was resolved as the project would require the use of existing data sets.
 - (2) **Vote: Unanimous in favor of changing FAM 603 into FAM 703**

5) Agenda Item: Changing FAM 655 – FAM 755

- a) Motion to change FAM 655 – FAM 755 was given and seconded in Curriculum Committee (February 4, 2009) and brought for departmental vote.

- b) **Discussion:** Overall rationale was given for the change, e.g., comparable requirements at target institutions to have a doctoral level life-course development class.
 - i) Recommendation was given to compare new course with other doctoral courses that may be offered in another department to ensure uniqueness of proposed course as well as similarly demanding.
 - ii) Discussion of faculty resources to teach
 - iii) Suggestion was also made to change the title of the course to “Advanced Theory and Dynamics in Human Development Across the Life-Course”
 - iv) **Amended Motion:** To approved FAM 755 course content as outlined in the sample syllabus with an amended course title of: “Advanced Theory and Dynamics in Human Development Across the Life-Course” and research other potential courses to attempt to ensure no conflict across departments before submitting at the next level.
 - v) **Vote: Unanimous in favor of the amended motion**

6) **Agenda Item: Changing FAM 660 title**

- a) Motion to change FAM 660 title to “Aging and Family Relations” was given and seconded in Curriculum Committee (February 4, 2009).
- b) **Discussion:** Rationale was given that FAM 660 title needed to reflect the contents of the course.
 - i) When reviewing proposed syllabus for FAM 660, faculty expressed concern as to the level of specificity of the content including economics, but it not being reflected in the title of the course.
 - ii) Faculty also discussed value of having an Aging and Family Relations course be broad based rather than focused as existing in the current motion.
 - iii) Claudia motioned to change the title of the course to match the sample syllabus given in motion from the Curriculum Committee
 - (1) No seconds on the motion were given.
 - iv) Discussion was engaged around creation of a new course to reflect economics of aging as reflected in the syllabus provided by the curriculum committee and creating a new syllabus to reflect a broader approach to FAM 660.
- c) **Disposition of Motion:** Changing the title of FAM 660 has been tabled pending further work to develop a broad course to be titled “Aging and Family Relations”.

7) **New Item: Robyn moved to make the syllabus from Curriculum Committee a new course titled “Health and Financial Issues of Aging Families” with course number to be determined at a later date cross listed with gerontology.**

- i) Second: Claudia
- b) **Discussion:** It was suggested that the new course be cross-listed with gerontology.
- c) **Vote:** Unanimous in favor

8) Agenda Item: Standardizing degree titles with department title.

- a) Motion to standardize B.S., M.S., and Ph.D. degree titles to match department title was seconded in Curriculum Committee (February 4, 2009).
- b) **Discussion:** There was consensus that each degree offered should reflect the title of the department. Discussion included revisiting previous faculty discussion of department name of “Department of Family Sciences”.
 - i) “Family Science” argument included the following:
 - (1) Helps justify the uniqueness and importance of the field of study.
 - (2) Standardize across field and similar departments at other universities
 - ii) “Family Sciences” argument included:
 - (1) Reflects diversity of the department and thereby is inclusive of all disciplines within the department
 - (2) Standardize across field and similar departments at other universities
- c) **Disposition of Motion:** Motion has been tabled pending further investigation into discipline standard as well as considering each departments’ multidisciplinary composition in the investigation.

9) Reports:

- a) **Ag Faculty Council:** No report
- b) **DGS:**
 - i) 5-6 Doctoral Applicants
 - ii) 2 MS Family Studies applicants
 - iii) 28 MS MFT emphasis applicants
 - iv) Discussion:
 - (1) Concerns about MFT applicants being accepted as Family Studies only were expressed. Assurances of clarity in communication of their status were given.
- c) **DUS:** No report
- d) **MFT:** No report
- e) **CTE:** No report
- f) **Family Sciences Survey Research Center:**
 - i) Successful 850 interviews last summer
 - ii) Collecting data in time period from mid-November to December proved difficult
 - iii) FSSRC has been recruited by two external organizations to collect data. The projects will proceed on February 16th, 2009 pending IRB approval.
 - (1) Mental Health and Aging Project
 - (2) Social Marketing project from WKYT.

10) Ad Hoc P & T committee reported that they will be meeting soon.

- a) **Move to Adjourn:** Donna **Second:** Dr. Kim

College of Agriculture
Graduate Curriculum Committee
Minutes – March 3, 2009

Members Present – Chuck Dougherty, David Harmon, Arthur Hunt, Kim Spillman, Lisa Vaillancourt, Ron Werner-Wilson, Ken Yeargan, Mike Mullen

Absent – Nancy Cox, Barry Fitzgerald, Dave Wagner

The committee first considered the change of FAM 603 to FAM 703. As described by Dr. Werner-Wilson, this change allows the course to be designated as a doctoral level course. Advanced masters students would be eligible to take these courses in their 2nd year, so the change would not affect those students. Dr. Mullen asked that the learning outcomes descriptions be reworded to indicate a doctoral level course, not a 600 level (specifically the word “explore”). Dr. Dougherty moved to approve the proposal, Dr. Spillman seconded. Motion passed unanimously contingent on wording changes.

The next item to be considered was the proposal to change FAM 655 to FAM 755. The changes were for the same reasons as the previous proposal, so the course would be labeled as a doctoral level course. Dr. Mullen had the same concerns with the wording and asked that it be updated. He also asked that the “University & Course Policy” section be reworded. Dr. Spillman moved to approve the proposal, Dr. Harmon seconded. Motion passed unanimously contingent on wording changes.

March 30 & 31, 2009 there will be a workshop to learn what SACS is looking for in terms of accreditation.

Next meeting is scheduled for April 8, 2009 @ 3:30 pm. Location to be determined.

Ag. Faculty Council passed a proposal to make 1 curriculum committee to review all changes (graduate & undergraduate). This change will go into effect in Fall 2009. The committee model will include 8 faculty, 2 students, Dr. Mullen, Dr. Cox & Lisa Harm.

Meeting was adjourned.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Agriculture Date: 1/15/09

Department/Division offering course: Family Studies

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example (6).

3. Current prefix & number: FAM 603 Proposed prefix & number: FAM 703

4. Current Title Theory and Research in Fam Economics and Management

Proposed Title[†] Advanced Theory and Research in Fam Economics and Management

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: Ad.Theory & Res in Fam Econ

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (2.5) LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (2.5) LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

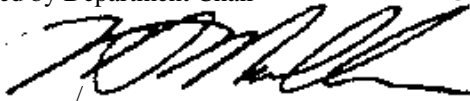

11. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature
- a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature
- b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature
12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
Internet/Web-based Interactive Video Extended Campus
13. Current prerequisites:
FAM 463 and undergraduate work in statistics and research methods or consent of instructor.
Proposed prerequisites:
Graduate work in statistics and research methods.
14. Current Bulletin description:
Research and theories in family economics and management with special emphasis given to current issues. Conceptual frameworks developed by leaders in family economics and management are studied. Prereq: FAM 463 and undergraduate work in statistics and research methods or consent of instructor.
Proposed Bulletin description:
Advanced study of research and theories in family economics and management with special emphasis given to current issues. Conceptual frameworks developed by leaders in family economics and management are studied and applied through designing and carrying out an empirical study. Prereq: Graduate work in statistics and research methods.
15. What has prompted this change?
The advanced contents, focus and application of this course is better suited to a 700 level classification. (See # 16).
16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
FAM 603 introduced graduate students to the research and theory in family economics and management. FAM 703 not only discusses the theoretical models but uses them to analyze current family and consumer issues. In addition students will conduct empirical research using a national data set, design and carry out an analysis of this data, draw appropriate conclusions, implications, and applications to their chosen topic. This class will be a more appropriate advanced level class for doctoral students in FAM Science interested in studying and conducting research in Family Economics and Management.
17. Please list any other department that could be affected by the proposed change:
N/A
18. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that require this course:
-
- [‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
19. Is this course currently included in the University Studies Program? Yes No
20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Donna R. Smith Phone: 257-7733 Email: donnarsmith@uky.edu

22. Signatures to report approvals:

<u>2/6/09</u> DATE of Approval by Department Faculty	Ronald Werner-Wilson / On hardcopy printed name Reported by Department Chair signature	_____ 
<u>3/3/2009</u> DATE of Approval by College Faculty	Michael D. Mullen printed name Reported by College Dean signature	_____ 
_____ *DATE of Approval by Undergraduate Council	_____ / _____ printed name Reported by Undergraduate Council Chair signature	_____ _____
_____ *DATE of Approval by Graduate Council	_____ / _____ printed name Reported by Graduate Council Chair signature	_____ _____
_____ *DATE of Approval by Health Care Colleges Council (HCCC)	_____ / _____ printed name Reported by Health Care Colleges Council Chair signature	_____ _____
_____ *DATE of Approval by Senate Council	_____ Reported by Office of the Senate Council	_____ _____
_____ *DATE of Approval by the University Senate	_____ Reported by the Office of the Senate Council	_____ _____

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

FAM 703: Advanced Theory and Research in Family Economics and Management

Instructor:

Office Hours:

Course Description: Advanced study of research and theories in family economics and management with special emphases given to current issues. Theoretical frameworks developed by leaders in family economics and management are studied and applied through designing and carrying out an empirical study. Prereq: Graduate work in statistics and research methods.

Course Objectives and Outcomes: At the completion of this course a student will be able to:

1. Explore the nature and uses of theories of family economics
2. Illustrate applications of conceptual frameworks or models based on theories of family economics
3. Analyze family or consumer issues and current policy by using family economic theories.
4. Read literature in family economics and develop students' skills with regard to the interpretation and evaluation of empirical research.

Readings

1. Grossbard-Shechtman, S. A. (2003). *Marriage and the economy: Theory and evidence from advanced industrial societies*. New York: Cambridge University Press.*
2. Additional readings and references provided.

*Available at the UK Bookstore.

Course Requirements:

1. **Discussion Leader:** Students will be responsible for presenting articles in the reading list and leading the discussion. Discussions will start on _____. Students will need to notify the instructor when they plan to lead the discussion no later than _____. For each presentation, pick either two chapters from the text or one chapter from the text and one article from the reading list that is starred or recently published (if possible, 2002 or later). Students are always welcome to send the instructor bibliographic entries for articles that you believe should be on this reading list. These articles will then be the basis for a class presentation and discussions. Each student is required to read the chosen articles and make thoughtful comments and/or ask good questions. Evaluation will take into account the quality of class participation, as well as the presentations.

2. Written Paper

Description: This paper is designed to complete empirical research on any topic. I encourage you to select a topic that is challenging to you. For this research, you should: a) choose an interesting topic that is suitable for empirical research; b) use data set that you may obtain or I may provide; c) design and carry out an analysis of the data set; d) write up a research paper. More detail on each of these elements is as follows.

- A. **Topics.** Any topic related to family or consumer issues is acceptable.
- B. **Data Sets:** Refer to Primary Sources of National Data Sets provided. You may obtain by yourself if possible. The best data sources or sets for many purposes come from the Interuniversity Consortium for Political and Social Research (ICPSR) or the Health and Retirement Study (HRS). I may be able to better support your work if you use a data set from the HRS.
- C. **Analysis:** The style and sophistication of analysis will depend on your background. Anything from simple (but well-chosen and illuminating) cross tabulations and charts to statistical analysis including regressions will be acceptable.
- D. **Research Paper:** I envision about 10 pages of text (double spaced), plus charts, tables or other forms of data presentation. Papers can be longer if you choose so. The paper should address the problem to be investigated and place it in a conceptual (theoretical) context, mention briefly about existing literature, describe the method employed and (very briefly) the data set, and (most importantly) present and interpret the results and draw conclusions and implications.
- E. **Schedule and Due Date:** You and I will develop a plan to accomplish this project in the following ways.

- 1) You should discuss your topic with me first, either in person or by email no later than _____.
- 2) A one or two page proposal that includes the research question, a concise review of literature, hypotheses, variables needed and methods (Due _____).
A 10 minute-summary will be presented by each student on _____.
- 3) A final 10-page paper (double spaced) including findings, conclusions, and implications, but excluding references and tables should be turned in by _____. Every student will present a summary of the paper (or discuss your paper) for 10 minutes on _____.

F. You are expected to put significant effort into this research paper. This paper should be developed throughout the semester-- not the week before it is due. Get started early and make steady progress. I will review information submitted according to the schedule above and provide comments intended to help the progression of the research. The research paper should adhere to the standards of the *Publication Manual of the American Psychological Association (APA, 5th ed.)*.

Evaluation:

Points		Grades	
Discussion Leader	100	400-360	A
Written Paper		320-359	B
(Proposal and presentation)	100	280-319	C
<u>(Final paper and presentation)</u>	<u>200</u>		
TOTAL	400		

Course Policies

- 1. Attendance/Participation:** Attendance and participation in class are expected. Participation includes participating in class discussions and positive contributions or suggestions to the class. Attendance is important, as most material will be covered in class. When students miss class for any reason, they are responsible for obtaining class notes. The instructor will not provide class notes.
- 2. Absences:** The following are acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips (S.R. 5.2.4.2.C); 4) major religious holidays; 5) other circumstances you find to be "reasonable cause for nonattendance." Religious holidays: students anticipating absence for a major religious holiday during semester must notify instructor in writing prior to the last day for adding a class.
- 3. Late Assignments:** Assignments are due no later than the beginning of class on the due date. They may be turned in early. If you are late to class, the assignment will be late. You will be penalized 10% of the grade for each day or part of the day an assignment is late.
- 4. Make-up Opportunity:** When there is an excused absence, students may make up missed work. It is the student's responsibility to inform me of the absence preferably in advance, but no later than one week afterwards with documented evidence where necessary.
- 5. Cheating and plagiarism:**

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

For more information, see Part II, Section 6.3.0 of “The Code of Student Conduct” which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud’s website: <http://www.uky.edu/Ombud>. There you will find a paper “Plagiarism: What is it?” and an online tutorial entitled “How to avoid plagiarism.”

Course Schedule:

Date	Topic	Readings
Week1	Overview & Data	
Week2	Economics of Marriage and Household Formation	Chap 2+
Week3	Economics of Divorce; Effects of Public Policy on Marital Status in the U.S.	Chap 3-4
Week4	Control over Money in Marriage	Chap 5+
Week5	Presentation of Research Proposal ; Research Proposal is Due	
Week6	Marriage, Assets, and Savings	Chap 6+
Week7	Economics of Child Support; Marriage Prospects and Welfare use	Chap 7-8
Week8	Marriage, Household Production, and Earnings	Chap 9+
Week9	Marriage and Work for Pay	Chap 10+
Week10	Marriage, Work for Pay, and Childcare	Chap 11+
Week11	Marriage and Home-Based Paid Employment	Chap 12+
Week12	Married Households and Gross Household Product;	Chap13
Week13	Marriage, and Parental Investment	Chap14
Week14	Marriage, and the Macroeconomy	Chap15
Week 15	Presentation of Final Paper and Wrap up; Final paper is Due	

NOTE: It is subject to change. Any changes will be announced in class.

Readings and Additional References for FAM 703

I. Overview of the Historical Roots of Family Economics

*Haynes, D.C.(2003). Essential concepts in family economics. *Papers of the Western Family Economics Association*, 18, 62-68.

<http://www.csus.edu/indiv/a/andersenj/wr/research/2003/Contents2003.htm>

*Liston, M. (1993). *History of family economics research: 1862-1962: A bibliographical, historical and analytical reference book* (pp.1-29). Ames, IA: Iowa State University Research Foundation.

Abdel-Ghany, M. (2001). The evolution of research in consumer science: A 200-year perspective. *Family and Consumer Sciences Research Journal*, 30(2), 223-239.

Israelsen, C.L. (1990). Family resources management research: 1930-1990. *Financial Counseling and Planning*,1, 3-39.

II. Theories and Conceptual Tools for the Study of Family and Family Economics Over Time

A. The Demographic Framework

*Cancian, M., & Reed, D. (2001). Changes in family structure: Implications for poverty and related policy. In S. H. Danziger & R. H. Haveman, (Eds.), *Understanding Poverty* (pp. 69-96). New York: Russell Sage Foundation.

*Xie, Y., Raymo, J.M., Goyette, K., & Thornton, A. (2003). Economic potential and entry into marriage and cohabitation. *Demography*, 40 (2), 351-367.

*Hill, M. (1995). When is a family a family? Evidence from survey data and implications for family policy. *Journal of Family and Economic Issues*, 16(1), 35-64.

*See U.S. Bureau of the Census, *Current Population Reports, Series P-20* on population characteristics and P-23 on special studies at <http://www.census.gov/prod/www/abs/popula.html> for releases from the 2000 Census and for releases from the American Community Survey.

Assve, A. (2003). The impact of economic resources on premarital childbearing and subsequent marriage among young American women. *Demography*, 40(1), 105-126.

Lichter, D. T., & McLaughlin, D. K. (2002). Economic restructuring and the retreat from marriage. *Social Science Research*, 31, 230-256.

Hogan, D.P. & Eggebeen, D.J. (1997). Demographic change and the population of children: Race/ethnicity, immigration, and family size. In R.M. Hauser, B.V. Brown, & W.R. Prosser (Eds.), *Indicators of Children's Well-Being* (pp.311-345). New York: Russell Sage Foundation.

Cherlin, A. J. (1999). Going to extremes: Family structure, children's well-being, and social science. *Demography*, 36(4), 421-428.

Blackburn, M. L. (2000). Welfare effects on the marital decisions of never-married mothers. *Journal of Human Resources*, 35(1), 116-142.

Folk, K. F. (1996). Single mothers in various living arrangements: Differences in economic and time resources. *American Journal of Economics and Sociology*, 55(3), 277-292.

Smock, P. J., Manning, W. D., & Gupta, S. (1999). The effect of marriage and divorce on women's economic well-being. *American Sociological Review*, 64, 794-812.

B. Social Indicators and Quality of Life

*Land, K. C. (1983). Social indicators. *Annual Review of Sociology*, 9, 1-26.

*Andrews, F.M. (1981). Subjective social indicators, objective social indicators, and social accounting systems. In Juster and Land (Eds.), *Social Accounting Systems* (read pp. 377-383, 391-395, 398-402, 413-414; skim 403-413) Academic Press, Inc.

*Moore, K.A. & Brown, B. (February 2003) The uses (and misuses) of social indicators: Implications for public policy. *Child Trends Research Brief* #2003-01.
<http://www.childtrends.org/Files/SocialIndicatorsRB.pdf>

Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40, 189-216.

Diener, E., & Biswas-Diener, R. (2002). Will money increase subjective well-being? A literature review and guide to needed research. *Social Indicators Research*, 57, 119-169.

Hauser, R. M., Brown, B.V. & Prosser, W.R. (1997). *Indicators of Children's Well-Being*. Russell Sage Foundation.

Andrews, F. M. (1986). *Research on the Quality of Life*. Ann Arbor: University of Michigan Survey Research Center.

Andrews, F. M., & Withey, S. B. (1976). *Social Indicators of Well-Being: Americans' Perceptions of Life Quality*. New York: Plenum Press.

Campbell, A, Converse, P. E., & Rodgers, W. L. (1976). *The Quality of American Life: Perceptions, Evaluations, and Satisfaction*. New York: Russell Sage Foundation.

See "SINET News: Social Indicators Network News," a quarterly newsletter of the International Society of Quality of Life.

C. Human and Social Capital

*Ehrenberg, R. G. (2006). Investments in human capital: Education and training. *Modern labor economics: Theory and public policy*, 9th edition (pp.267-309). Reading, Mass: Pearson/Addison Wesley.

*Boisjoly, J., & Duncan, G. (1995). Access to social capital. *Journal of Family Issues*, 16(5), 609-631.

*Durlauf, S. N. (1999). The case 'against' social capital. *IRP Focus, Fall: 1-5*.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc203.pdf#page=1>

Leibowitz, A.A. (2003). In-home training and the production of children's human capital. *Review of Economics of the Household*, 1, 305-317.

Henly, J.R., Danziger, S.K., & Offer, S. (2005). The contribution of social support to the material well-being of low-income families. *Journal of Marriage and the Family*, 67, 122-140.

Bryant, W. K. (1990). Human capital: Investing in oneself and one's family. *The economic organization of the household* (pp. 168-195). New York: Cambridge.

Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, Supplement S95-S120.

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Useful Websites:

Data Sources:

Consumer Price Index
<http://www.bls.gov/cpi/>

Consumer Expenditure Survey
<http://www.bls.gov/cex/home.htm>

Board of Governors, Federal Reserve
<http://www.federalreserve.gov>

Poverty Guidelines
<http://aspe.os.dhhs.gov/poverty/poverty.htm>

2000 Green Book –US House Ways and Means Committee
<http://aspe.hhs.gov/2000gb/>

Bureau of the Census
<http://www.census.gov/> (homepage)
<http://www.census.gov/hhes/www/income.html> (income statistics)
<http://www.census.gov/hhes/www/poverty.html> (poverty statistics)

National Center for Health Statistics
<http://www.cdc.gov/nchs/>

Administration for Children and Families
<http://www.acf.dhhs.gov>

Asst. Secy. of HHS for Planning and Evaluation
<http://aspe.os.dhhs.gov>

Social Policy Analysis:

The Policy Action Network
<http://www.movingideas.org/>

Child Trends
www.childtrends.org

Children's Defense Fund
<http://www.childrensdefense.org>

Center on Budget and Policy Priorities
<http://www.cbpp.org>

Economic Policy Institute
<http://www.epinet.org>

Heritage Foundation

<http://www.heritage.org>

Russell Sage Foundation
<http://www.russellsage.org/>

Welfare Information Network
<http://www.welfareinfo.org>

Center for Law and Social Policy
<http://www.clasp.org>

Manpower Demonstration Research Corporation
<http://www.mdrc.org>

Institute for Women's Policy Research
<http://www.iwpr.org>

National Conference of State Legislatures
<http://www.ncsl.org>

National Governors' Association (Welfare Reform webpage)
<http://www.nga.org/portal/site/nga/menuitem.1f41d49be2d3d33eacdcbbeb501010a0/?vgnextoid=4bb8aa9c00ee1010VgnVCM1000001a01010aRCRD>

Welfare Information Network
<http://welfareinfo.org>

Welfare Law Center
<http://www.welfarelaw.org>

Research Centers:

Brookings Institute
<http://www.Brookings.edu>

Institute for Research on Poverty
<http://www.ssc.wisc.edu/irp/>

Joint Center for Poverty Research (Chicago/Northwestern)
<http://www.jcpr.org>

National Poverty Center (University of Michigan)
www.npc.umich.edu

Luxembourg Income Study
<http://lisproject.org/publications.htm>

Panel Study of Income Dynamics
<http://www.umich.edu/~psid/>

Research Forum on Children, Families and the New Federalism
<http://www.researchforum.org>

Urban Institute
<http://www.urban.org>

Primary Sources of National Data Sets

Interuniversity Consortium for Political and Social Research (ICPSR) <http://www.icpsr.umich.edu/>

Sponsor: University of Michigan, Institute for Social Research

Description ICPSR maintains and provides access to a vast archive of social science data for research and instruction. The ICPSR thematic categories divide data holdings into seventeen broad subject areas such as Census Enumerations, Economic Behavior and Attitudes, or Health Care and Facilities: <http://www.icpsr.umich.edu/> click Advanced Search.

. Special topic archives are devoted to discipline-related subject areas such as aging, criminal justice, education, health, and substance abuse:

<http://www.icpsr.umich.edu/cocoon/ICPSR/all/archives.xml>(<http://www.icpsr.umich.edu/> click “Data” at the upper left hand side and click “ICPSR archives”).

Health and Retirement Study (HRS) <http://hrsonline.isr.umich.edu>

Sponsor: National Institute on Aging (NIA)

Description: An ongoing longitudinal survey, since 1992, surveys more than 22,000 Americans over the age of 50 every two years. Supported by the National Institute on Aging (NIA U01AG009740), the study paints an emerging portrait of an aging America's physical and mental health, insurance coverage, financial status, family support systems, labor market status, and retirement planning. HRS data products are available without cost to researchers and analysts.

American Community Survey (ACS) <http://www.census.gov/acs/www/>

Sponsor U.S. Bureau of the Census

Description Provides states and communities with information about their social, housing, and economic conditions. ACS will update decennial census data by collecting the same information every year that the census now collects only once every ten years. In the first year, 1997, the survey was conducted in eight sites. At full implementation in 2003, the ACS will have a sample size of three million households, providing statistically valid demographic data at the state level on an annual basis. Data from the 2005 ACS are available for geographic areas with a population of 65,000 or more, including 761 counties, 436 congressional districts, 602 metropolitan and micropolitan statistical areas, all 50 states, and the District of Columbia. In later years, data will be available for smaller areas and population groups. In 2010, the ACS will replace the decennial census long form. ACS will enable state and local officials to track child, family, and elderly well-being. It will also allow the federal government to track state-level employment, welfare, and housing outcomes.

Current Population Survey (CPS) <http://www.census.gov/cps>

Sponsor U.S. Bureau of the Census

Description Provides information on labor force characteristics of the U.S. population via a monthly survey of about 50,000 households that has been conducted for over 50 years. Poverty statistics, specifically, are taken from the March Income Supplement to the CPS. CPS data are used as indicators of the U.S. economy and for planning and evaluating government programs.

National Longitudinal Survey of Youth (NLSY) <http://www.bls.gov/nls>

Sponsor: U.S. Bureau of Labor Statistics

Description: Data are collected to study in detail the longitudinal experiences of a particular group of young Americans (ages 14 to 22, first surveyed in 1979) and the children of the sampled women. In 1997, the NLSY program was expanded to include a new cohort of young people ages 12 to 16 as of December 31, 1996. This new cohort is the National Longitudinal Survey of Youth 1997 (NLSY97). Used to analyze the disparate life course experiences of men and women, Hispanics, blacks, and the economically disadvantaged. The February 2005 special issue of Monthly Labor Review commemorates the 25th year of the survey in the field with articles on longitudinal methods and research questions addressed by the survey (i.e. school-to-work transitions).

National Survey of America's Families (NSAF) Database <http://www.urban.org/center/anf/nsaf.cfm>

Sponsor: The Urban Institute

Description: A representative survey of the U.S. population under age 65 in over 44,000 households in 1997, with oversampling in 13 states that represent a majority of the nation's population and a variety of approaches to government programs. A second cross-sectional survey of almost 46,000 households was conducted in 1999 and a third in 2002. Provides a comprehensive view of adult and child well-being and analyses of differences among the 13 studied states. There are major information on Child education, Health Care Coverage, Health Care Use and Access, Child Care Nonresidential Parents, Employment and Earnings, Family Income, Welfare Program Participation, Education and Training, Housing and Economic Hardship etc.

Panel Study of Income Dynamics (PSID) <http://psidonline.isr.umich.edu/>

Sponsor: University of Michigan, Institute for Social Research, Survey Research Center

Description: An ongoing longitudinal survey, since 1968, of a representative sample of U.S. individuals, and the families in which they reside. A recently added Child Development Supplement augments existing data with information concerning parents and their children, ages birth to 12 years, to give researchers a comprehensive, nationally representative, and longitudinal database of children and their families. PSID data can be used for cross-sectional, longitudinal, and intergenerational analysis of both individuals and families. families (7,000 families and 65,000 individuals)

Survey of Income and program Participation (SIPP) <http://www.sipp.census.gov/sipp/>

Sponsor: U.S. Bureau of the Census

Description: Longitudinal data set to measure the economic situation of individuals, families, and households in the U.S. and provide a mechanism for managing and evaluating government transfer and service programs. Data are collected via a continuous series of national panels (ranging from 2.5 to 4 years) with sample size ranging from approximately 14,000 to 36,700 interviewed households. Useful to analyze the distribution of income, wealth, and poverty across America society and to assess the effects of federal and state programs on the well-being of families and individuals.

Comparison of SIPP, CPS, and PSID

Feature	Survey of Income and Program Participation	CPS (March Income Supplement)	Panel Study of Income Dynamics
Sample size and design	1996 Panel: 40,188 households; new panel periodically; each original-sample adult in panel for no. of months in survey; interviews every 4 months	50,000 households; each household in sample for 8 months over 2-year period; rotation group design; monthly interviews (income supplement once per year)	9,000 families; over-represents low-income families; continuing panel with annual interviews
Sample designed to be representative within states?	No	Yes	No
Income data	Data for about 70 cash and in-kind Sources at each 4-month wave, with monthly reporting for most Sources	Data for prior calendar year for about 35 cash and in-kind Sources	Data for prior calendar year for about 25 cash and in-kind Sources with specific months received
Tax data	Information to determine federal, state, and local income taxes; payroll taxes; property taxes	None	Information to determine federal, state, and local income taxes; payroll taxes; property taxes
Asset-holdings data	Detailed inventory of real and financial assets and liabilities once each year for panels from 1996 forward	None, except home ownership	Regularly, information about home value and mortgage debt;

	and at least once per panel in prior years; more frequent measures for assets relevant for assistance programs		occasionally, information about saving behavior and wealth
Expenditure data	Information at least once each panel before 1996 and once a year 1996 and beyond on previous month.s out-of-pocket medical care costs, shelter costs (mortgage or rent and utilities), dependent care costs, and child support payments	None	Monthly rent or mortgage costs; annual utility costs; average weekly food costs; child support payments

Sources: <http://www.sipp.census.gov/sipp/vs.html>