

University of North Texas at Dallas
Fall 2016
SYLLABUS

CDFS 4413D Family Life Education 3 HRS	
School of Human Services	Department of Counseling and Human Services Program of Child Development and Family Studies
Instructor Name:	Dr. Nedra Y. Washington
Office Location:	Founders Hall Suite 325
Office Phone:	972-338-1393
Email Address:	Nedra.Washington@untdallas.edu
Office Hours:	Tuesdays & Thursday 10:00 a.m. -12:00 p.m. Virtual Hours Monday 9:00 a.m. -12:00 p.m.
Course Format/Structure:	Hybrid
Classroom Location:	Founders Hall Suite 242`
Class Meeting Days & Times:	8.:30-1050 Aug. 24,31, Sept 15, Oct. 5, Nov. 9, 20
Course Catalog Description:	The practice and process of family life education and training of professionals in the child development and family field. Curriculum and program development and evaluation. Teaching strategies and professional responsibilities
Prerequisites:	CDFS 2033 Parenting in Diverse Families
Co-requisites:	
Required Text:	Bredehoft, D. J., (Eds.) & Walcheski, M. J. (Eds.) (2009). <i>Family life education: Integrating theory and practice</i>. Minneapolis, MN: National Council on Family Relations. American Psychological Association. (2010). <i>Publication manual of the American Psychological</i> (6th ed.). Washington, DC: American Psychological Association.
Recommended Text and References:	
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com

Course Goals or Overview: The goals of this course are as follows -	
	To introduce students to the field of family life education and expose students to the philosophy and principles of family life education. Topics to be discussed include planning, implementing, and evaluating family life education programs in community and educational settings.
Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives)At the end of this course, students will be able to:	
1	Explain the purpose, history, and components of family life education.
2	Develop self-understanding as a family life educator.
3	Demonstrate knowledge of learning styles and group processes.
4	Assess family life education needs of diverse individuals and groups with awareness of their unique values and beliefs.
5	Develop and use a variety of educational techniques and strategies to present family life education
6	Evaluate family life education program models, materials, and program effectiveness
7	Demonstrate communication skills and sensitivity to others to enhance educational effectiveness
8	Demonstrate sensitivity to community concerns and values, and an understanding of the public relations process from the perspective of a family life educator.
9	Describe ethical and legal responsibilities of family life educators
10	Participate in family life education professional development opportunities.

NCFR Certification Standards

This course meets the national standard of the National Council on Family Relations (NCFR) as described below:

#10. Family Life Education Methodology-An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs

Grade Determination

A = 90% or better
C= 70– 79%
D= 60– 69%
F= 59% and below

Grading Matrix: (sample given)

Instrument	Value (points or percentages)	Total
Attendance and Participation	6@50 points	300
Self-Introduction	1@30 points	30
Discussion Boards	10@30 points	300
Assignments	3@100 points	300
Final Exam	1@200 points	200
TOTAL:		1130

Discussion Boards

Revised April 2016 supersedes all previous versions

Students will post responses to each DB question by the set due date. Students will also respond to two peers on each DB by the due date. Students' initial respond to the discussion question will be a minimum of 250 words and a minimum of 50 words to each of their peers. APA writing guidelines are required, in text citations, and a minimum of one reference in the initial post. Initial post and response must be researched based and scholarly written. Post to your peers requires in text citations and reference if it is not your idea. Stating that you agree, great post, etc. is not insightful or scholarly You must support your response with theory or empirical research. See the rubric for Discussion Board.

No late DB post will be accepted.

Discussion Board Postings and Rubric

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion **EACH week** throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

Evaluation of Assignment:

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on 13 boards is required and postings will be evaluated per board on the below scale.

Discussion Board Rubric

The following points are how the students original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment). Answer all the three questions.

Original Posting (7 points)

1. Answers one question thoroughly, minimum 250 words, APA standards, in text citations, and references. 7 points for the initial question.

Reply to Other's Postings (3 points 1.5x2)

1. Respond thoroughly to two of your peers with details. Explain thoroughly why you agree or disagree.
2. The length of your response should be a minimum 100 words in length. **No late DB accepted.**

Assignment format:

All posted writing assignments must be typed in 10 to 12 point, Times New Roman or Arial font (APA guidelines). Handwritten assignments in any part are not acceptable. All assignments must be in complete sentences and checked for spelling and grammar. **Include a standard cover page** with all written assignments, except responses to discussion board questions. Assignments **missing a cover page will receive 5 point deduction**. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email. Having problems with the computer and/or printer, or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. **No Late Assignments, Quizzes, Discussion Boards, or Final Accepted.**

Requirements: APA standards including but not limited to: cover page, headings, three citations in each half page, one direct quote per paragraph, and a reference page. You may utilize other scholarly resources to support any assignment (journal articles, books, websites, etc.). Please note .com's and Wikipedia

resources are unacceptable in this class. Please insert any outside scholarly information correctly and reference properly.

Attendance and Participation:

Attendance and participation in this class is required. You **MUST** attend class regularly. Please arrive promptly. It is **YOUR** responsibility to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken.

Writing Assignment One (SLO's 1 & 2)

Students will explore the NCFR website. (<https://www.ncfr.org/cfle-certification/what-family-life-education>) After thorough explorations, students will answer the following questions:

1. Explain the purpose of a Family Life Educator (FLE).
2. Describe the work of a Family Life Educator.
3. Why is Family Life Education important to our communities?
4. What specific training and qualifications is required to come a Certified Family Life Educator?
5. Where are Family Life Educators Employed?

All writing assignment will follow APA standards. Please utilize each question as a heading and all responses will be a minimum of one paragraph (in this class one half of a page). Please note, if your responses to each question is not a minimum of one half of a page, five points will be deducted off of each paragraph that does not me the standard. **Please see the rubric for the writing assignment criteria.**

Due Nov. 12

100 pts.

Writing Assignment Two (SLO 3, 4, 7, 8)

Students will attend a community event. The event should address challenges are issues within the family and their communities. Take notes and write down some of the challenges and issues discussed from the event. From your list, explain how a FLE can help the families and their community. What strategies are learning styles would the FLE apply based on your list of concerns? What programs or workshops are needed? What approach/strategy would the FLE implement? Should the FLE be concerned with sensitivity issues with the population? If so why? If not, why not? There should be a minimum of **four** challenges/issues in this assignment. All writing assignment will follow APA standards. Please utilize each question as a heading and all responses will be a minimum of one paragraph (in this class one half of a page). Please note, if your responses to each question is not a minimum of one half of a page, five points will be deducted off of each paragraph that does not me the standard. **Please see the rubric for the writing assignment criteria.**

Due Nov. 19

100 pts.

Writing Assignment Three (SLO 5 & 6)

Program development is a vital part of the FLE's job description. Students will create a program based on the following components.

1. Write a Situation Statement: The situation statement is a statement or definition of the issue the Center is seeking to build community awareness and support for.

2. Define Goal(s): The goal more specifically defines what the FLE is looking to achieve by engaging the community.

3. Identify Audience(s): The audience will vary greatly and will most likely fall into one of two categories: A.) Decision-makers/people with influence; and B.) Information consumers. Both audiences are equally important and can impact outcomes. Decision-makers/people with influence may include elected officials, directors of non-profit organizations, media, business leaders, and public interest groups. Information consumers may be Center volunteers and constituents, families of people with disabilities, our social media network, community leaders and interest groups not as directly involved with this issue, and others.

4. Craft a Clear Message: Your message must clearly state your position and be written in a way that will engage and motivate your audience. The Center will refer to and use this message in three ways: 1.) to rally, build and focus the coalition, 2.) in all of its communications; and 3.) as a tool to consistently focus the discussion in community forums.

Coalition partners want and need a clear and concise message. This is essential to their ability to be an effective ambassador on the issue at the center of your community education program.

5. Identify Incentives for Engaging Targeted People and Organizations: Incentivizing people's involvement is one of the most overlooked steps in community education planning. By identifying incentives we are answering the question each stakeholder will ask, some privately and other publically – WHY should I get involved with this issue?

6. Identify Your Outreach Methods: Step five provides the answer to the WHY question. Step six, is the HOW. What method or methods will the Center use to achieve its goal(s)? Community outreach typically includes multiple steps. Each method takes into account a different audience, allowing the Center to direct its message and communication appropriately.

7. Identify Your Spokesperson(s): People identify with passionate, knowledgeable people. WHO leads the community outreach program is another key to its success. The Center must identify a spokesperson and educator capable of speaking to the issue and engaging “the audiences” at all levels.

8. Develop Tools or Measures to Assess Progress: The evaluation of your community education program is the primary tool for deciding next steps. Measures may vary. The larger and more complex the issue, the longer it may take to see progress. Define your measureable outcomes before implementation. Define your benchmarks for progress, then be sure to

9. Develop a Timeline: Your timeline is your schedule for implementation of your outreach program.

10. Implement Your Plan! Implementation requires an understanding of each audience and the use of the appropriate methods and tools to inform and engage each audience based on situation-specific needs. The most effective community education programs take the time to make these determinations during the planning phase. Implementation is then keenly focused on 1.) the building and nurturing of relationships

on both an individual and organizational basis, 2.) effectively and consistently communicating the Center’s message; and 3.) evaluating and re-evaluating progress. You have now developed a program. Great job! I hope that you will implement this program someday within a community. **Due Dec. 2**

100 pts.
Washington

Retrieved from <http://www.ilny.org/programs/ssan/where-to-begin/ten-steps-program-development> Modified by Dr. Nedra Y.

Final (SLO 9&10)

Students will copy and paste the following link into the address bar, watch the video and answer questions based on the video and their readings.

<https://www.youtube.com/watch?v=btpmZVbGzvQ>

Each question is worth 100 points. Students will provide insight into the ethical and legal responsibilities of a FLE. APA standards apply, responses to each question will be a minimum of one page each (two paragraphs per question). View the writing assignment rubric as a guide for the expectations of your paper.

200 pts.

Tentative Course Schedule

Timeline	TOPICS	Related SLO	Readings/ Activities/Assignments
WK 1 Class Date Aug. 22- 27.	Review Syllabus		Introduction to Peers Due 8-26, 9:00 p.m.
WK 2 Aug. 29- Sept. 3	The Framework for LifeSpan Family Life Education Revisited and Revised Challenges in Family Life Education: Defining and Promoting the Profession The Rearview Mirror: Things I Wish I had Known 30 Years Ago”	1,2	DB1 Ch. 1-3 Due Sept. 2, 9:00 p.m.
WK 3 Sept. 5-10	Teaching Financial Literacy A Comprehensive Framework for Marriage Education Innovations in Marriage Education: Current Status and Challenges for the Future	3,4	DB2 Ch. 4-6 Due Sept. 9, 9:00 p.m.
WK 4 Sept. 12- 17	Work-Family Research: Learning from the “Best of the Best” Between the Career Mystique and Reality: Minding the Gap Promoting Work/Family Balance through Family Life Education	5,6	DB 3 Ch. 7-9 Due Sept. 16, 9:00 p.m.

WK 5 Sept. 19-24	Marketing Family Life Education Programs by Helping, Not Selling Preparing for your Profession	5,7,8	DB4 Ch. 10-11 Due Sept. 23, 9:00 p.m.
WK 6 Sept. 26-Oct. 1	Families and Individuals in Societal Contexts Internal Dynamics of Families Human Growth and Development across the Lifespan	1,2,3,4	DB. 5, 12-14 Due Sept. 30, 9:00 p.m.
WK 7 Oct. 3- 8	Human Sexuality Interpersonal Relationships Family Resource Management	1,2,3,4	DB6 Ch. 15-17 Due Oct. 7, 9:00 p.m.
WK 8 Oct. 10-15	Parent Education and Guidance Family Law and Public Policy Professional Ethics and Practice	2,9	DB7 Ch. 18-20 Due Oct. 14, 9:00 p.m.
WK 9 Oct. 17-22	Family Life Methodology	10	DB 8 Ch. 21 Due Oct. 21, 9:00 p.m.
WK 10 Oct. 24-29	Family Life Educators and the Development of Cultural Competency In the Best Interest of Children and Families: Merging Program Development and Program Evaluation Ethical Thinking and Practice for Parent and Family Life Educations	4,7,8,9	DB 9 Ch. 22-24 Due Oct. 28, 9:00 p.m.
WK 11 Oct 31-Nov. 5	The Development and Teaching of Ethical Principles and Guidelines for Family Scientists Boundaries Between Parent and Family Education and Family Therapy Certified Family Life Educator Exam Content Outline	3,5,9,10	DB 10 Ch. 25-27 Due Nov. 4, 9:00 p.m.
WK 12 Nov. 7-12	NCFR Website Review/The Family Life Educator	SLO 1-2	Writing Assignment One Due Nov 12, 9:00 pm.
WK 13 Nov. 14-19	Community Event	SLO 3, 4, 7, 8	Writing Assignment Two Due Nov. 19, 9:00 p.m.

WK 14 Nov. 21-26	Program Development	SLO 5, 6	Writing Assignment Three (SLO 5 & 6) Due Dec. 2, 9:00 pm.
WK 15 Nov. 28 Dec. 1	Program Development	SLO 5, 6	Writing Assignment Three (SLO 5 & 6) Due Dec. 2, 9:00 pm.
WK 16 Dec. 5-10	Final	SLO 9 & 10	

******* The time frame for a response to student inquiries is 24-48 hours. If it is an emergency, you may contact the instructor via the office number listed in the syllabus or you are welcome to stop by the instructors off during office hours. Please view the syllabus for office hours.**

*******Students, please read the syllabus carefully. Many students do not receive the grades expected simply because they fail to read the syllabus and the instructions in its entirety. I would like to encourage you to follow the directions carefully and complete and submit all assignments by the due date.**

Most of you are seniors and the expectations in this class is for you to conduct yourself in that manner. The instructor has high hopes for you.

*******Students, please note that all assignments must be completed and submitted by the due date to receive full credit. Completed defined as all components required in the assignment are present in each assignment according the rubric and/or the direction provided for each assignment. This includes every Assignment, Discussion Board, and the Final. You cannot/will not earn partial credit on incomplete assignments**

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

CoursEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)