



UNIVERSITY OF KENTUCKY

TRANSMITTAL

DATE: November 14, 2003

TO: Rebecca Scott
Senate Council

FROM: Lissa Holland
Graduate Council

The Graduate School
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Lexington, KY 40506-0027
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The Graduate Council met on October 2, 2003 and approved the following:

COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES

Family Studies

FAM 673 Family Life Education (3 credits)

Demographic, social, economic, political, and professional issues related to emerging trends in family life education will be examined. Emphasis will be placed on the development, implementation, and evaluation of family life education curriculum materials.

Prerequisites: FAM 690; FAM 652 or FAM 654; or consent of instructor.

APPLICATION FOR NEW COURSE

Signatures of Approval:

Heidi J. Hedeth
Department Chair
M. Scott
Dean of the College

3-12-03
Date
4/9/03
Date

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies
Jasmine Blackwell
*Graduate Council

Date
11/11/03
Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

APPLICATION FOR NEW COURSE

1. Submitted by College of Human Environmental Sciences Date 9/24/02
Department/Division offering course Family Studies

2. Proposed designation and Bulletin description of this course
a. Prefix and Number FAM 673 b. Title* Family Life Education
*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0
e. Studio hours per week 0 f. Credits 3

g. Course description
See attached

h. Prerequisites (if any)
FAM 690- Research Methods; FAM 652- Readings in Family Theory or
FAM 654- Life Span Human Development; or consent of instructor

i. May be repeated to a maximum of N/A (if applicable)

4. To be cross-listed as N/A
Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Fall 2002 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)
Every other year

8. Why is this course needed?
To fulfill requirements for the Certified Family Life Educator (NCFE)
and to enhance Ph.D. emphasis

9. a. By whom will the course be taught? Full-time or Adjunct faculty with CFLE
b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

Application for new course

Course description: Demographic, social, economic, political, and professional issues related to emerging trends in family life education will be examined. Emphasis will be placed on the development, implementation, and evaluation of family life education curriculum materials.

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 25/ semester
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
18. Within the Department, who should be contacted for further information about the proposed course?
Name Anqie O'Malley Phone Extension 257-1648

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

Gladya Hedrick
Department Chair
M. Scott
Dean of the College

3-12-03
Date
4/9/03
Date

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

FAM 673

FAMILY LIFE EDUCATION

COURSE DESCRIPTION:

Demographic, social, economic, political and professional issues related to emerging trends in family life education will be examined. Emphasis will be placed on the development, implementation, and evaluation of family life education curriculum materials for diverse populations.

Prerequisites: (3) FAM 690 Research Methods; FAM 652 Readings in Family or FAM 654 Life-Span Human Development); At least one age-specific graduate level developmental course (eg. child development, adolescent development, adult development); At least one graduate level course in adult education.

COURSE OBJECTIVES:

- To critically examine the history, concepts, and philosophy of family life education.
- To apply relevant theories and research literature to family life education curriculum development and evaluation.
- To increase awareness of diversity issues and professional ethics related to the planning, development, implementation, and evaluation of family life education programs.
- To increase knowledge, understanding, and skills in the marketing of family life education programs and events.
- To experience the development, delivery, and evaluation of family life education curricula.

LEARNING OUTCOMES:

Students who complete this course successfully will be able to:

- Articulate a professional philosophy of family life education.
- Critically analyze the theoretical and research bases underlying current family life education philosophy and curricula

- Develop, implement, and evaluate family life education programs for diverse populations.
- Apply principles of professional ethics to the practice of family life education
- Prepare a marketing plan, with related tools, to promote family life education programs in the community.

TEXTBOOKS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: American Psychological Association.

Arcus, M., Schvaneveldt, J., & Moss, J. (Eds.). (1993). *Handbook of family life education: Foundations of family life education, Vol. I*. Newbury Park: Sage.

Arcus, M., Schvaneveldt, J. & Moss, J. (Eds.). (1993). *Handbook of family life education: Foundations of family life education, Vol. II*. Newbury Park: Sage.

O'Malley, A.J., & Wilson, J.D. (in process). *Readings in family life education*. Minneapolis: National Council on Family Relations.

Silberman, M. (1998). *Active training: A handbook of techniques, designs, case examples, and tips*. San Francisco, CA: Jossey-Bass/Pfeiffer.

COURSE REQUIREMENTS:

1. **Class attendance and participation:** Attendance is an essential ingredient of class participation. Each student is expected to attend all class sessions and to participate in class discussions by raising questions and issues, responding to questions, and engaging other students in discussion.
2. **Reading** as assigned throughout the semester. It is essential that students complete assignments prior to each class session. Class discussions and activities will assume that the student has control of the reading material.
3. **Brief Summaries and Reflections** of readings. The readings will include assigned readings as well as journal articles and web sites which support the curriculum project.
4. **Professional Philosophy Paper:** Each student will submit a paper, based upon scholarly research and theory, describing his/her professional philosophy of family life education and how it impacts one's work with individuals and families.

4. **Curriculum Project:** Each student will develop, implement, and evaluate a family life education curriculum based upon a needs assessment of a specific population. Each student will present his or her project to an appropriate audience, and submit the finished results (**FLE project and audience evaluations**) to a class group for critique. Submissions may be videotape, media projects in electronic or print form, or any other format agreed upon by the student and instructor. This project, along with the marketing plan (below) will serve as the final for this course.

5. **Public Relations Plan:** Each student will develop a marketing plan to publicize and promote the curriculum project (see Requirement #4) in the community.

EVALUATION OF STUDENT WORK

The final grade for the course will reflect attendance and class participation as well as the scores earned on papers, exams, and presentations. Course requirements will be weighted in the following manner:

Student activity	Percentage of final grade
Professional Philosophy Paper.....	10%
Midterm Exam	10%
Reading: Summaries and Reflections	15%
Curriculum Project.....	50%
Public Relations Plan	5%
Class Attendance and Participation.....	<u>10%</u>
Total.....	100%?

COURSE POLICIES:

Reasonable Accommodations:

If you have a documented need that may require an accommodation or assistance, please inform the instructor as soon as possible.

Academic Standards:

All members of the academic community are expected to produce their own scholastic work. When using outside sources, students are to give credit for ideas and information taken from others. The minimum penalty for cheating and plagiarism is an "E" for the course.

TENTATIVE COURSE SCHEDULE

* A-I: Arcus, Vol. I A-II: Arcus, Vol. II O: O'Malley S: Silberman

DATE	TOPIC	READING*
Session 1	Introduction to Course	Syllabus
Session 2	FLE: Theory and Research	A-I: Ch. 1 O – Unit 1
Session 3	FLE: Serving Diverse Populations	A-I: Ch. 4, 6, 7 O – Unit 2
Session 4	FLE Programs: Application of Professional Standards and Principles of Ethics	A-I: Chapter 2, 3 O: Unit 3
Session 5	Needs Assessment Curriculum Design	A-I: Ch. 5; O: Unit 4 S: Part One; Ch.1,2, 3
Session 6	Experiential Learning Approaches Designing FLE Activities	S: Ch. 4, 5, 6,7, S: Ch. 8, 10
Session 7	Midterm Exam	
Session 8	Conducting FLE Programs Presentation Skills	S: Ch. 11, 12 S: Ch. 13, 14
Session 9	Concluding and Evaluating FLE Programs	S: Ch. 15 O: Unit 5
Session 10	Public Relations: FLE and Community Issues	A-I: Ch. 8, 9 O: Unit 6
	Marketing FLE Events in the Community	O: Unit 7
Session 11	Life-Course Curriculum Projects Communication/ Problem Solving	A-II: Ch. 6 O: Unit 8
Session 12	Life-Course Curriculum Projects Family Resource Management	A-II: Ch. 5 O: Unit 9

Session 13	Life-Course Curriculum Projects Education For Marriage and Intimate Relationships	A-II: Ch. 2 O: Unit 10
Session 14	Life-Course Curriculum Projects Parent Education	A-II: Ch. 4 O: Unit 11
Session 15	Life-Course Curriculum Projects Divorce And Remarriage Education	A-II: Ch.6; O: Unit 12
Session 16	Life-Course Curriculum Projects The Middle Years and Later Life	A-II: Ch. 7 O: Unit 13
	Issues for the Future	O: Unit 14