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 LSC: App-4/3/14
 UWUCC: App-4/8/14
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Sally M. McCombie

Department Human Development and Environmental Studies

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Course FCSE 350 Teaching Family Life Education

Please provide answers to these questions on the next page:

Received

JAN 27 2014

Liberal Studies

Received

APR 2 2014

1. Include the most recent syllabus for the Type II course.

Liberal Studies

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)	<i>Sally M. McCombie</i>	4-1-14
Department Chair	<i>Fredalene B. Bowers</i>	4-1-14
College Dean	<i>M. J. ...</i>	4.2.14
Director of Liberal Studies	<i>D. N. ...</i>	4/3/14
UWUCC Co-chair(s)	<i>Gail Steinhilber</i>	4/8/14

TYPE II DEPARTMENT COMMITMENT

FCSE Program Coordinator: Dr. Sally M. McCombie

Department: Human Development &
Environmental Studies

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The "statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

In the Family and Consumer Sciences Education Program, FCSE 350W Teaching Family Life Education is one of two capstone and teaching methodology courses. This course emphasizes teaching family life education in classrooms and community agencies. It is a nationally approved course for the Certified Family Life Educator designation provided by the National Council on Family Relations. The other capstone course, FCSE 450 Teaching Vocational Family and Consumer Sciences emphasizes teaching in the K-12 classroom. Both courses have been offered as writing intensive courses for over 13 years.

In addition to meeting IUP's Writing Intensive requirements, both courses are required and approved by the Pennsylvania Department of Education for a teaching certificate in *Family- Consumer Science K-12*. The courses also contain Key Assessment Ratings (KARS) which are employed for NCATE Accreditation.

The HDES Department Chairperson monitors any faculty teaching writing intensive courses, meets or exceeds all requirements, and follows the course syllabus and writing assignments.

The student outcomes for FCSE 350 Teaching Family Life Education are assessed each year. The specific student outcomes that are writing intensive include:

- A 2-3 page evaluation of a commercially produced curriculum material.
- A 5-10 page review of a professional journal article.
- A 4-6 page lesson plan that incorporates an academic subject into one of the Ten Family Life Content areas.
- A 3 page project that accommodates a special need student (Internet Lesson/Special Needs).
- A comprehensive term project that requires students to create a curriculum unit for covering at least one week of instruction (Approximate length, 30-40 pages).
- Final examine requires one written lesson plan (4-6 pages).

Feedback is given to students on a weekly basis. All submitted assignments are returned one week after submission in order to provide students with information regarding their strengths and weaknesses especially in analyzing and synthesizing information into lesson plans that are appropriate for the intended audiences. This also provides the student with information and guidance regarding conceptualizing, organizing and presenting written materials. It assures that students understand correct teaching mythologies and curriculum writing. Seventy-five percent of the course grade is based on writing assignments (exceeding the required 50%).

Indiana University of Pennsylvania
Department of Human Development and Environmental Studies
FCSE 350 Course Syllabus
Fall Semester 2013
Instructor: Dr. Sally M. McCombie
Office Hours:

OFFICE HOURS: Monday -6:00-9:00PM; Tuesday-5:30-6:30PM;

Wednesday- 8:00-9:00 PM

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I. Catalog Description

FCSE 350 - Teaching Family Life Education

Emphasis on teaching family life education in family and consumer sciences classrooms and through community organizations and agencies. Lessons are planned and implemented using a variety of instructional methods incorporating adaptations and modifications for special needs learners, basic skills, global concerns, and use of a problem-solving/decision-making approach. Planning of content, learning activities, instructional materials, and evaluation based on clearly stated objectives are emphasized. A microcomputer spreadsheet is utilized to manage a department budget and a gradebook. Participation in professional organization activities is expected.

II. Course Objectives

Students will be able to:

1. Develop curriculum using the design down process.
2. Select and/or prepare instructional materials (including multi-media kits, curriculum guides, software, and self-made materials)
3. Plan, set-up, and evaluate displays
4. Develop and implement lessons using a variety of learning activities
5. Adapt and modify lessons for students with special needs
6. Integrate reading and writing skill into family and consumer sciences
7. Integrate math and science skills into family and consumer sciences
8. Integrate multi-cultural and global concepts into family and consumer sciences

9. Utilize a decision making/problem solving approach in helping students analyze practical problems encountered in family life and in making consumer decisions
10. Plan the following types of instruction:
 - a. Direct field trips
 - b. Conduct group and panel discussion
 - c. Employ brainstorming, buzz group and question box techniques
 - d. Employ stimulation techniques
 - e. Guide student study
 - f. Direct student laboratory experience
 - g. Direct students in applying problem-solving techniques
 - h. Employ motivation and reinforcement techniques
 - i. Present an illustrated talk
 - j. Present information with chalkboard and flip chart
11. Develop individualized instructional materials
12. Use current research in planning for teaching
13. Develop a unit of instruction and sequence learning activities
14. Develop assessment devices for the psychomotor domain
15. Assess student attitudes
16. Participate in professional organizations and activities
17. Use a computer spreadsheet to create and keep a gradebook
18. Contribute to class discussion and activities in a professional manner
19. Use course assignments to improve writing skills

III. Course Outline

- A. Standards-Based Education
 1. Design Down Process
 2. Philosophy
- B. Framework for Family Life Education
 1. Changing demographics of schools and communities
 - a. Needs of students and families
 - b. Special groups (ex. teen parents, single parents, handicapped, disadvantaged)
 2. Utilizing family and consumer sciences subject matter in meeting family needs
- C. Planning and implementing instruction
 1. Selecting or developing objectives
 2. Lesson planning
 - a. Motivating students and communicating objectives
 - b. Selecting content, learning
 - c. Addressing PA Academic Standards
 3. Adapting and modifying lessons for special needs
 - a. Handicapped

- b. Disadvantaged
- c. Limited English proficient
- 4. Incorporating basic skills
 - a. Reading
 - b. Writing
 - c. Mathematics
 - d. Science
- 5. Incorporating global concerns
 - a. Current Global Issues
 - b. Multi cultural project
- 6. Decision making/problem solving
 - a. Encouraging students to analyze practical problems
 - b. Assisting individuals and families to solve their own problems
- 7. Instructional execution techniques
 - a. Field trips
 - b. Group and panel discussions
 - c. Brainstorming, buzz groups, question box
 - d. Simulation techniques
 - e. Student study
 - f. Laboratory experiences
 - g. Problem-solving
 - h. Oral questioning
 - i. Motivation and reinforcement
 - j. Illustrated talk
 - k. Chalk board, flip chart, PowerPoint, teaching aids
- 8. Selecting or preparing instructional materials
 - a. Evaluating materials in relation to objective achievement
 - b. Preparation of materials
 - c. Developing individualized materials
- 9. Unit plan development
 - a. Sequencing learning
 - b. Identifying what to include, what to omit
 - c. Organizing for learning
- 10. Establishing performance criteria and assessing learning
 - a. Knowledge
 - b. Skills
 - d. Attitudes

IV. Evaluation Methods

The final grade calculations will be made according to the following formula:

Bulletin Board (or display case)	100 possible points (group project)
Final Exam	200 possible points (100-lesson plan 100-presentation)
Curriculum Evaluation	100 possible points
Journal Article	50 possible points
Academic subject	100 possible points
Instructional unit	300 possible points
Instructional technique	50 possible points
Internet lesson/ Special Needs	100 possible points

1000 Total points

The final grade calculation will be based on a 10% spread of total available points, i.e.

<u>Final Grade</u>	<u>Total Points</u>
A	900-1000
B	800-899
C	700-799
D	600-699
F	Below 600

Keep in mind that this is a Writing-Intensive Course. Throughout this course, you should use all course assignments to improve your writing skills. Use the criteria on the rubric provided by the instructor to guide you as you create this unit of instruction.

All lesson plans and other assignments must be typed.

Lesson plans and presentations will be graded according to the attached criteria.

All lesson plans must address one of the ten family life education substance areas (attached) of the National Council of Family Relations (NCFR). You must list the substance area your lesson plans. Preschool level lesson plans will not be accepted.

For FCS Education majors, lesson plans must also address a Pennsylvania FCS Standard (s). You must list the standard(s) on your lesson plans.

In order to complete course requirements, all assignments must be done. Failure to complete any assignment(s) will result in a total letter grade reduction on your final course grade.

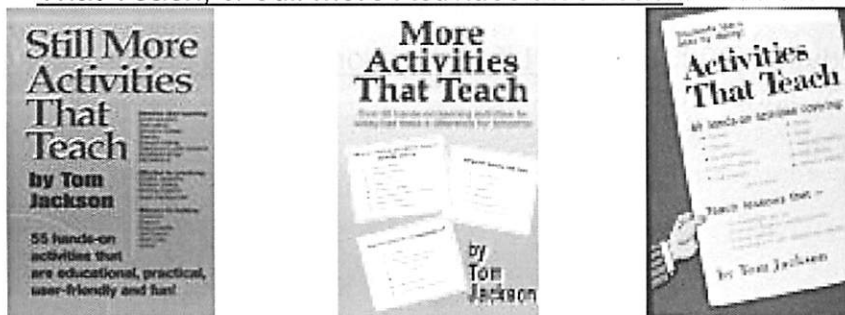
Final Exam: - Tuesday December 10- 7:15-9:15pm

V. Attendance Policy

Attendance will be taken on a daily basis. Up to three hours of excused absences are permitted without point deduction. For this semester, that is equal to ONE class. Illnesses and other excuses must be documented. For other absences, ten points per class will be taken off total number of points. Class activities will be conducted that will make it possible for those present to earn additional points toward their final grade. These activities cannot be made up.

VI. Required one of these suggested books (You must purchase one of these books. They are inexpensive and can be found on Amazon.com)

Jackson, T. (,2000, 1995, 1993). Still More Activities That Teach; More Activities That Teach, & Still More Activities that Teach. Red Rock Publishing.



Resources provided by instructor for class activities:

Center for Vocational Education Modules. (1977). University of Georgia Athens,GA: American Association for Vocational Instruction Materials.

- B-2 Develop Student Performance Objective
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher Made Instructional Materials
- C-12 Employ Oral Questioning Techniques
- D-4 Assess Student Performance: Skills
- L-2 Identify and Diagnose Exceptional Students
- L-3 Provide Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Technical Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-5 Assist Students in Improving Their Math Skills

VII. Bibliography

- Cruickshank, D.R., Jenkins, D. B. & Metcalf, K. K. , (2006). The Act of Teaching. New York: McGraw-Hill.
- Bredehoft, D. J. & Walcheski, M. J. (Eds.). (2003). Family Life Education: Integrating Theory and Practice. Minneapolis: National Council on Family Relations.
- Canary, A. J. (2001). The Importance of Reading in Family and Consumer Sciences. Ellensburg, WA: Family and Consumer Sciences Education Association, Central Washington University.
- Lowe,V. & Howell, L. (2001). How Do We Know They Know? Ellensburg, WA: Family and Consumer Sciences Education Association, Central Washington University.
- Moore, K.D. (2001). Classroom Teaching Skills. New York: McGraw-Hill.
- Ornstein, A.C. & Lasley, T. J. (2004) Effective Teaching. New York: McGraw-Hill.
- Powell, L., & Cassidy, D. (2006). Family Life Education (second edition), Long Grove, IL: Waveland Press.

Student Outcomes Matrix for FCSE

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
	Principles 1,3,4,7	II.B,C	1	Curriculum Review Paper
	Principle 7	II.B	2	Bulletin Board
	Principles 1,2,3,4,7,10	I.D, II.B,C,D	3	Lesson Plan
	Principles 1,2,3,4,7,10	I.D,II.B,C,D	4	Lesson Plan
	Principles 1,3,4,7	II.B,C	5	Lesson Plan
	Principles 1,3,4,7	II.B,C	6	Lesson Plan
	Principles 3,7,8,9	I.F,II.B	7	Lesson Plan
	Principles 3,7,8,9,10	I.C,F,II.B	8	Paper
	Principles 1,3,4,7,9,10	II.A,B,C	9	Instructional Technique Presentation
	Principles 1,2,3,4,7,10	I.D,II.C,D	10	Internet Project

Syllabus Addendum

Bulletin Board Assignment

You are required to create a bulletin board using one of the boards in the classroom or a display using the display case in the hallway. You will choose a date and sign-up on a schedule that will be circulated in class. Your bulletin board must be up by the sign-up date. It will remain there until the instructor evaluates it. The evaluation sheet is included with this packet. You should complete the top information and submit it to the instructor on the day you put up your bulletin board. Only one evaluation sheet should be submitted for each group. Make sure you include all group members' names on the evaluation sheet. This must be an original creation. Commercial bulletin boards are not acceptable. This project is worth 50 points.

Internet Lesson Plan

Print a lesson plan from the Internet (it should be attached to this assignment). It may be on any topic but it must address one of the ten family life education substance areas of the National Council of Family Relations (NCFR). Create an accommodation for a special need student that you could use with the lesson plan. It may be a special worksheet, an assessment device or a manipulative (**it must be the actual device, not a description of it**). Include a detailed description of the special need student that could benefit from the accommodation (FCS Majors must address a PA FCS Standard). Your description of the student must be very in depth. Include a fictitious name, age, physical appearance, personality, etc. Tell why this accommodation helps this student. You should not say the accommodation is for the entire class. It is only for the one student you describe. This project is worth 100 points.

(Tentative Due Date: Nov. 5)

Academic Subject

Create a lesson plan that integrates an academic subject into a FLE topic. Some examples would be:

Parent Education and Reading
Human Development and Biology
Conflict Management and Writing
Consumer Issues and Social Studies
Resource Management and Math

This lesson plan should be one that addresses one of the ten family life education substance areas of the National Council of Family Relations. FCSE majors must address a PA Academic Standard. This project is worth 100 points. (Tentative Due Date: November 12)

Curriculum Evaluation- Review and evaluate a commercially produced curriculum material or a textbook. You will be given a list of questions to answer about the curriculum material. You may either supply answers for each question or answer them in prose format. One-word answers are not acceptable. You must supply an explanation for each answer. This project is worth 100 points. (Tentative Due Date: September 17)

Journal Article- Choose a reading from a professional journal. There are many in the resource room adjacent to our classroom. You will be given written instructions to guide your written report. This should be typed in prose format. This project is worth 50 points. (Tentative Due Date: Draft Due Sept. 24. Final paper due Oct. 8)

Instructional Techniques- This is a group project. You will prepare and present an instructional technique. Each group will be given a different technique. (Tentative Due Date: Oct. 15)

Unit of Instruction- This is the culminating project. You will create a unit of instruction for one of the Family Life topics. Instructions are attached. (Tentative Due Date: December 3)

Final Exam

The final exam will be a lesson plan that you create and present to your classmates. The instructor must approve the lesson plan topic. This lesson plan should be one that addresses one of the ten family life education substance areas of the National Council of Family Relations. FCSE majors must address a PA Academic Standard. You will turn in the lesson plan (100 points) and present (100 points) the lesson either during the last 2 weeks of class or during the final exam period. You will be assigned a 10-minute block of time to present your lesson. An evaluation form is included in this packet.

Instructional Technique Assignment

Your group has been given an assignment involving an instructional technique. According to the instructions outlined on the index card, you are to research and present that topic to your fellow class members. It is important that you relay the information in a way that your “students” clearly understand the technique. You may prepare handouts, transparencies or any other instructional materials that would help to make your presentation effective.

This assignment is worth 50 points. All members of your group will receive the same score since this is a group effort. You do not need to turn anything into the instructor.

Your presentation should take between 15-20 minutes. Be prepared to present on October 15.

**FCSE 350 TEACHING FAMILY LIFE EDUCATION
EVALUATION OF LESSON PLAN**

Student teacher _____ Date _____

Lesson Title _____

Areas for Evaluation Excellent Good -2 Fair -5 Poor -10 Comments

1. Format is consistent with IUP FCS lesson plan style					
2. Introduction is written in verbatim and is interesting					
3. All materials needed are listed					
4. All references are listed					
5. Content is detailed, sequential and adequate for achievement of objectives					
6. Oral questions are included					
7. Types of activities are varied					
8. A summary or review of learnings is included					
9. Evaluation (written, oral, etc. is part of learning process)					
10. Objectives contain conditions, performance, and criteria					

Additional Comments:

10 points will be deducted if you do not address a PA Family and Consumer Sciences Standard (Education Majors only).

10 points will be deducted if you do not address one of the topics from the NCFR ten substance areas.

EVALUATION OF TEACHING

Student teacher _____ Date _____

Lesson Title _____

Areas for Evaluation Excellent Good-2 Fair-5 Poor-10

Comments

1. Personal Appearance (Fits teaching role)					
2. Communication (voice, volume, and tone adequate)					
3. Introduction (gets attention of students)					
4. Lesson Development (orderly sequence)					
5. Questions (cause students to think/analyze, apply learning's)					
6. Multi-Media Materials (materials and equipment well used)					
7. Room Arrangement (fitted to learning situation)					
8. Appropriate Homework Assignment					
9. Evaluation (written, oral, etc. is part of learning process)					
10. Summary (ties learning's together)					

Additional Comments:

BULLETIN BOARD OR DISPLAY EVALUATION
FCSE 350

Student teacher _____ Date _____

Title of bulletin board _____

Objective of bulletin board _____

Areas for Evaluation Excellent Good Fair Poor Comments

10 pts 9 pts 7-8 pts 0-6 pts

Areas for Evaluation	Excellent 10 pts	Good 9 pts	Fair 7-8 pts	Poor 0-6 pts	Comments
Definite center of interest					
Attracts attention					
Harmonious colors					
Clear, neat lettering					
Unity of thought					
Good proportions					
Objective is achieved-FLE Area					
Timely, topic under study					
Aids teaching					
Motivates further learning					

Additional Comments: 10 = Target
7-9= Satisfactory
0=Unsatisfactory
Total points: 100- Target
 70-90=Satisfactory
 0-60=Unsatisfactory

FCSE 350 TEACHING FAMILY LIFE EDUCATION JOURNAL ARTICLE REVIEW ASSIGNMENT

Choose a reading from a professional journal. There are many in the resource room adjacent to our classroom. Your report should be between 5-10 pages, double-spaced in 12 point *Times New Roman* font and typed in prose format. You will turn in a first draft for review by September 25. Final draft is due by October 9. Your paper should include all of the following information:

- Author
- Title of Article
- Name of Publication
- Volume
- Date of Publication
- Page Numbers
- Basic Concepts of the Article
- Critical Analysis of the Article
- Reason for Choosing the Article

Component	Excellent	Good	In Progress
Structure	<p>Variety of sentences in correct order.</p> <p>Paragraphs are made up of several sentences.</p> <p>Transitions between sentences and paragraphs are smooth and logical.</p>	<p>Simple, related sentences in correct order.</p> <p>Paragraphs structure is evident.</p> <p>Most of the transitions between sentences and paragraphs are smooth and logical.</p>	<p>Lacks simple sentence structure.</p> <p>No paragraphs structure or unrelated sentences in same paragraph.</p> <p>Sentences and paragraphs are unrelated causing the reader confusion.</p>
Organization	<p>Information is clearly stated, complete, organized and understandable.</p> <p>Content is significant; concepts are in order.</p>	<p>Organization of the material is evident to the reader.</p> <p>Most of the content is significant with a few unimportant or irrelevant ideas.</p>	<p>Logic in organization of information is insufficient.</p> <p>Content is trivial with concepts that are not logical.</p>
Grammar and Mechanics	<p>No grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct.</p> <p>Contains a variety of levels of appropriate vocabulary.</p>	<p>Contains few grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct in most cases.</p> <p>Vocabulary is appropriate to information.</p>	<p>Contains numerous grammatical errors.</p> <p>Capitalization, punctuation and spelling are incorrect in many cases.</p> <p>Inappropriate or incomprehensive vocabulary.</p>

Curriculum Materials Evaluation

In your written evaluation, address the following questions concerning the educational materials that you have chosen:

1. What is the name and author/producer of the curriculum material?
2. How are the materials designed and organized?
3. Are the materials up-to-date? On what did you base your decision? If they are not up-to-date, how could you adapt them for current use?
4. How could use of these materials aid in improvement of individual and family life?
5. How could you promote higher-level thinking while using these materials? (i.e. What questions could you ask students, or what problem situations would you pose?)
6. Develop one objective for a class in which you would use these materials. Be sure you write the objective in proper format.
7. Are the illustrations clear, appropriate and related?
8. Is the material free of bias of any kind?
9. Do the materials address the topic from a multi-cultural perspective?
10. What is your overall general opinion about this educational product?

Grading: You can earn up to 8 points on each question plus 20 points for neatness, spelling, grammar, appearance, etc.

Instructional Unit Assessment Guide

Name: _____

Total Possible Points: **300 points**

Block plan format include:

- ✓ Lesson titles, field trips, or any assessments that would be administered during the unit of instruction.

- ✓ You should also include rationale paragraph.

- ✓ The rationale paragraph should state who your target audience would be and a description of the unit. The rationale and title should be typed.

- ✓ The unit topic must address one of the seven interdependent topics of the National Council of Family Relations (NCFR) Family Life Education Framework. Preschool level lesson plans will not be accepted.

- ✓ For FCS Education majors, lesson plans must also address a Pennsylvania FCS Standard (s). You must list the standard(s) on your lesson plans.

- ✓ Objectives are in proper format.

- ✓ Block plan is in a logical sequence.

- ✓ Lesson plans are written properly.

This project is worth **250 points**.

GRADE _____ points

Assessment Device

- ✓ Could be used in future job setting.
- ✓ Correlates with unit of instruction.
- ✓ Is age-appropriate.

This assignment is worth **50 points**:

GRADE _____ points

UNIT OF INSTRUCTION ASSESSMENT CRITERIA

1. All essential components listed above are included.
2. The objectives are appropriate for the needs of the learners.
3. Instructional techniques are appropriate for the content and the needs of the learner.
4. A list of references is included.
5. Work is neat and professional in appearance.
6. At least two instructional techniques covered in this course are effectively implemented.
7. Writing assessed according to the rubric criteria.
8. First Draft and final document are submitted by due dates.

Due Date: December 3, 2013

Component	Excellent	Good	In Progress
Structure	<p>Variety of sentences in correct order.</p> <p>Paragraphs are made up of several sentences.</p> <p>Transitions between sentences and paragraphs are smooth and logical.</p>	<p>Simple, related sentences in correct order.</p> <p>Paragraphs structure is evident.</p> <p>Most of the transitions between sentences and paragraphs are smooth and logical.</p>	<p>Lacks simple sentence structure.</p> <p>No paragraphs structure or unrelated sentences in same paragraph.</p> <p>Sentences and paragraphs are unrelated causing the reader confusion.</p>
Organization	<p>Information is clearly stated, complete, organized and understandable.</p> <p>Content is significant; concepts are in order.</p>	<p>Organization of the material is evident to the reader.</p> <p>Most of the content is significant with a few unimportant or irrelevant ideas.</p>	<p>Logic in organization of information is insufficient.</p> <p>Content is trivial with concepts that are not logical.</p>
Grammar and Mechanics	<p>No grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct.</p> <p>Contains a variety of levels of appropriate vocabulary.</p>	<p>Contains few grammatical errors.</p> <p>Capitalization, punctuation and spelling are correct in most cases.</p> <p>Vocabulary is appropriate to information.</p>	<p>Contains numerous grammatical errors.</p> <p>Capitalization, punctuation and spelling are incorrect in many cases.</p> <p>Inappropriate or incomprehensive vocabulary.</p>



FAMILY LIFE EDUCATION CONTENT AREAS

- #1. Families and Individuals in Societal Contexts** - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
- e.g., Structures and Functions; Cultural Variations (family heritage, social class, geography, ethnicity, race & religion); Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority (understanding of lifestyles of minority families and the lifestyles of families in various societies around the world); Changing Gender Roles (role expectations & behaviors of courtship partners, marital partners, parents & children, siblings, and extended kin); Demographic Trends; Historical Issues; Work/Leisure & Family Relationships; Societal Relations (reciprocal influence of the major social institutions and families, i.e., governmental, religious, educational, and economic).
- #2. Internal Dynamics of Families** - An understanding of family strengths and weaknesses and how family members relate to each other.
- e.g., Internal Social Processes (including cooperation & conflict); Communication (patterns & problems in husband-wife relationships and in parent-child relationships, including stress & conflict management); Conflict Management; Decision-making and Goal-setting; Normal Family Stresses (transition periods in the family life cycle, three-generation households, caring for the elderly, & dual careers); Family Stress & Crises (divorce, remarriage, death, economic uncertainty and hardship, violence, substance abuse); Special Needs in Families (including adoptive, foster, migrant, low income, military, and blended families as well as those with disabled members).
- #3. Human Growth and Development Across the Lifespan** - An understanding of the developmental changes of individuals in families throughout the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.
- e.g., Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.
- #4. Human Sexuality** - An understanding of the physiological, psychological, & social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.
- e.g., Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Physiological and Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships.
- #5. Interpersonal Relationships** - An understanding of the development and maintenance of interpersonal relationships.
- e.g., Self and Others; Communication Skills (listening, empathy, self-disclosure, decision-

making, problem-solving, & conflict resolution); Intimacy, Love, Romance; Relating to Others with Respect, Sincerity, & Responsibility.

- #6. **Family Resource Management** - 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.

e.g., Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions.

- #7. **Parent Education and Guidance** - An understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan.

e.g., Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles across the Lifespan.

- #8. **Family Law and Public Policy** - An understanding of the legal issues, policies, and law influencing the well-being of families.

e.g., Family and the Law (relating to marriage, divorce, family support, child custody, child protection & rights, & family planning); Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family (public policy as it affects the family, including tax, civil rights, social security, economic support laws, & regulations.)

- #9. **Professional Ethics and Practice** - An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice

e.g., Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values and the Complexity of Value Choice in a Pluralistic Society; Examining Value Systems and Ideologies systematically and objectively; Social Consequences of Value Choices; Recognizing the Ethical Implications of Social and Technological Changes, Ethics of Professional Practice.

- #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.

e.g., Planning and Implementing; Evaluation (materials, student progress, & program effectiveness); Education Techniques; Sensitivity to Others (to enhance educational effectiveness); Sensitivity to Community Concerns and Values (understanding of the public relations process).

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