American Public University System

The Ultimate Advantage is an Educated Mind

School of Education
Child and Family Development

CHFD350
Family Life Education
Credit Hours 3
Length of Course 8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

The course offers a philosophical and historical perspective on family life education across the lifespan. Practice in curriculum development including content, objectives, and teaching strategies for diverse social groups and settings is stressed.

(Note to Students: The course resources, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and
career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.

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Course Scope

CHFD 350 Family Life Education is divided into 8 weeks and designed to provide students with an entry level understanding of the skills and content required to be a Family Life Educator. To this end, the format of this class will involve the engagement of active applied reasoning and analyses for each of the topic areas.

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Course Objectives

Upon completion of this course students will be able to:

- Explain what constitutes family life education and why the field is important
- Identify the best practices of family life education
- Compare and contrast the ethical issues in family life education and how best to resolve them
- Demonstrate proper course development and facilitation for diverse groups and social settings

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be made available to each student. Online assignments include Forum questions (accomplished in groups through a threaded discussion), examinations and quizzes (graded electronically), and individual assignments.

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Course Materials

EVALUATION TECHNIQUES AND COURSE REQUIREMENTS

Students are expected to maintain routine contact with faculty throughout the course. And while the number of these may vary according to the specific course and individual student need, the University requires periodic weekly contacts during the semester. The method of discussion will be through the issues of assignments, quizzes, and research papers, and serve as the primary rationale for contact and discussions.

ACADEMIC WEEK: The academic week goes from Monday to Sunday.

IMPORTANT NOTE: All submission due dates/times are on Eastern Standard Time, so please plan accordingly. Deadlines cannot be set for individual time zones.

FORUMS:

We will have weekly Forums Assignments. This is an opportunity for you to demonstrate understanding of the readings and application of the content. Each Forum will be available from Day 1 of the course. If you wish to work ahead on your initial posts off line you may, but YOU MAY NOT POST PRIOR TO EACH FORUM’S ASSIGNED WEEK. Each forum will be comprised of two parts: an initial reply and response postings. Your initial reply to the question/topic will be due by Wednesday at 11:59 PM ET and two peer response posts are due by Sunday 11:59PM ET. Discussion Board 1 is the exception; all initial and response postings are due by Sunday 11:59PM ET. All initial posts should be substantive in nature and include a reference (using appropriate APA format) from the text book or outside resources and end with a question related to the topic for the group. Students are required to select to new questions from the group for the response postings. Again, the postings should incorporate expanded thought and detail. Short or superficial posts will have points deducted. References are encouraged in the response postings. Additional instructions for the discussion boards can be found in the discussion board instructions.

NOTE: Participation in the first forum is mandatory. Failure to post a complete and timely initial response to Forum 1 may result in an automatic drop from the course. Please refer to the policies listed at the end of the course syllabus for details.

QUIZZES:

We will have six quizzes covering the material under review for that week. Each quiz will consist of 10 Multiple Choice/True or False questions. All quizzes will activate early Sunday morning and remain active until Sunday at 11:59PM ET of the week assigned (seven days). To access each quiz, please go to the “Exams” section of this course. Remember, these quizzes will be theoretical and or applied applications of the material for that week.

MID-TERM AND FINAL EXAMS:

A Midterm will be given during Week 4 and a Final during Week 8. Both exams will activate early Sunday morning and remain active until Sunday at 11:59PM ET of the week assigned (seven days). To access each exam, please go to the “Exams” section of this course. Remember, as with the
quizzes, your Mid-Term and Final will be theoretical and or applied applications of the material for that week.

**FINAL PAPER:**

There will be one academic paper required during the course of this session. The paper must be 5-7 full pages in length and encompass a cumulative program design addressing one of the Certified Family Life Educator (CFLE) content areas required by the National Council on Family Relations (NCFR). A specific description of the paper and format requirements can be found within the “Course Tools” section of this class. You will find information in the Lessons, Resources and the Student Lounge Forum.

NOTE: The paper is due on Sunday at 11:59PM ET of the eighth week.

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**Evaluation Criteria**

The points earned on course assignments will determine the course grade. The final grade in the course will be based on **500 total points**. Grades will be assigned based on the following term composite scores:

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<th>Grade Instruments</th>
<th>Points Possible</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Forum Discussions</td>
<td>144 (24pts each)</td>
<td>29%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60 (10 pts each)</td>
<td>12%</td>
</tr>
<tr>
<td>Mid-Term and Final Exam</td>
<td>200 (100 pts each)</td>
<td>40%</td>
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<tr>
<td>Research Paper</td>
<td>96</td>
<td>19%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>500 Points</td>
<td>100%</td>
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Professors have **7 days** from the end of the course term to submit final course grades to the University.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Due Date</th>
<th>Assigned Reading</th>
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</thead>
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<tr>
<td>2</td>
<td>“Quiz #1”</td>
<td>Due by 11:59PM ET on Sunday of Week 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>“Forum #2”</td>
<td>Due by 11:59PM ET on Wednesday and Sunday of Week 2</td>
<td>Assigned Reading: Chapters 2 &amp; 3</td>
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<tr>
<td>3</td>
<td>“Quiz #2”</td>
<td>Due by 11:59PM ET on Sunday of Week 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>“Forum #3”</td>
<td>Due by 11:59PM ET on Wednesday and Sunday of Week 2</td>
<td>Assigned Reading: Chapter 4</td>
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<tr>
<td>3</td>
<td>“Quiz #3”</td>
<td>Due by 11:59PM ET on Sunday of Week 3</td>
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<tr>
<td>4</td>
<td>“Mid-Term Exam”</td>
<td>Covers Chapters 1-6</td>
<td>Assigned Reading: Chapters 5 &amp; 6</td>
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<td>4</td>
<td></td>
<td>Due by 11:59PM ET on Sunday of Week 4</td>
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<tr>
<td>5</td>
<td>“Forum #4”</td>
<td>Due by 11:59PM ET on Wednesday and Sunday of Week 5</td>
<td>Assigned Reading: Chapter 7</td>
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<tr>
<td>5</td>
<td>“Quiz #4”</td>
<td>Due by 11:59PM ET on Sunday of Week 5</td>
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<tr>
<td>6</td>
<td>“Forum #5”</td>
<td>Due by 11:59PM ET on Wednesday and Sunday of Week 6</td>
<td>Assigned Reading: Chapters 8 &amp; 9</td>
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<tr>
<td>6</td>
<td>“Quiz #5”</td>
<td>Due by 11:59PM ET on Sunday of Week 6</td>
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<tr>
<td>7</td>
<td>“Forum #6”</td>
<td>Due by 11:59PM ET on Wednesday and Sunday of Week 7</td>
<td>Assigned Reading: Chapter 10 &amp; 11</td>
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<tr>
<td>7</td>
<td></td>
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<td>END OF WEEK 7</td>
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| 8       | “Quiz #6
Due by 11:59PM ET on Sunday of Week 7 | “Final Exam”
Covers Chapters 7-13
Final Exam (Open Book)
Activates 1:00 AM ET on Monday of Week 8 -
Due by 11:59PM ET on Sunday of Week 8 |
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<td></td>
<td>Assigned Reading: Chapters 12 &amp; 13</td>
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### Policies

**ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING**

**WRITING POLICY**

**WRITING STANDARDS**

**CITATION AND REFERENCE STYLE**
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

**LATE ASSIGNMENTS**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**COURSE EXTENSIONS**

**DROP/WITHDRAWAL POLICY**

**STUDENT RIGHTS AND RESPONSIBILITIES**
NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations**: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note**: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) : ), 😊

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

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