

Application for a New Course v9

Course ID <i>Subject and Number</i>	FAM 485
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Alan Wages
2	Course Teacher	Dr. Alan Wages
3	Course Title	Ethics and Professional Development
4	Course Abbreviation (if title is over 30 characters)	Ethics & Professional Dev.
5	College	College of Biblical Studies
6	Department	Marriage and Family Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	3
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	3
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course is designed to foster the personal and professional development of Family Studies majors via the integration of faith and learning, the process of ethical decision making, and the

		requisite professional skills required by careers in family life education and social services. Satisfies capstone and writing intensive course requirements.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Family Studies Major, Senior status
19	List any co-requisites	n/a
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	0
23a	How often will it be offered? Spring	Every Spring
23b	How often will it be offered? Summer	0
23c	How often will it be offered? Fall	0
24	Frequency?	1 time per academic year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	No significant overlap is evident. FAM 495: Family Studies Practicum also includes elements of professional development not covered in this course. FAM 251: Introduction to Family Studies provides a brief introduction of Emotional Intelligence, but does not explore personal development and professional applications.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Increases major requirements from 45-48 hours.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Critical thinking and understanding diverse value systems are necessary skills for the family life professional who will work with diverse populations and need to understand the role of values in marriage and family life. Students acquire these skills by examining relational ethics as defined by the National Council on Family Relations. In addition, the new course contains capstone requirements and meets NCFR's CFLE Academic-Approved program requirements for ethical competency. The new course also allows intense focus on family studies related professional development, increasing student preparation for excellence in employment and leadership in the field of family services.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is intended for Family Studies majors, as the ethical component specifically relates to the NCFR Family Life Educator's process for ethical decision-making.
2	State the overarching course goal(s) in performance terms.	SLO 9.1 Demonstrate an ability to identify and apply appropriate strategies to address conflicting values, ethical issues and dilemmas. SLO 9.2 Demonstrate an ability to identify and model professional ethics as promulgated in the NCFR Code of Ethics. SLO 11.1 Demonstrate computer literacy skills including basic word processing, the use of internet resources, the preparation of powerpoint presentations, and the conduct of library research. SLO 11.2 Demonstrate technical composition and writing skills including adherence to APA guidelines appropriate to the discipline. SLO 11.3 Demonstrate an awareness of relevant professional organizations/associations. SLO 11.4 Demonstrate an ability to identify specific career opportunities appropriate to the discipline. Capstone 1- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study. Capstone 2- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study. Capstone 3- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

2. Competencies and Measurements

Course Competencies	Assessments
1. Identify personal values about families, including barriers and contributing factors towards respective diverse family value systems.	Values Reflection DB
2. Evaluate the advantages and disadvantages of respecting diverse value systems in families.	Values Reflection DB
3. Apply biblical principles and faith beliefs to a child and family services vocation.	Faith and Vocation Paper
4. Explain and apply ethical principles and ethical processes to formulate a decision.	FLE Ethics Paper Parts B
5. Create solutions to scenarios using a relational ethics approach.	FLE Ethics Paper Part B
6. Analyze ethical processes and evaluate solutions in terms of impact on relationships, the organization, and societal/family context.	FLE Ethics Paper Part C
7. Effectively write in the discipline of Family Studies.	FLE Ethics Paper Part A
8. Effectively use internet and academic journal databases to identify high quality sources.	FLE Ethics Paper Part A Job Search DB
9. Efficiently search and identify a selection of potential career interests related to child and family services.	Job Search DB
10. Articulate and apply components of emotional intelligence to your personal and professional life, including your personal strengths and weaknesses of EQ.	Emotional Intelligence 2.0 DBs
11. Identify the mission, structure, and function of professional organizations.	Professional Organization DB
12. Articulate a comprehensive skills and accomplishments inventory through use of an online professional portfolio.	Online Professional Portfolio

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

1 - Bradberry, T. (2009). Emotional Intelligence 2.0. San Diego, CA: TalentSmart

2 - National Council on Family Relations. (1999). *Tools for ethical thinking and practice in family life education*. Minneapolis, MN.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

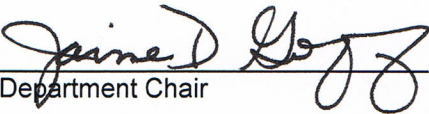
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

3/18/13

Date



Dean of the College

3-19-13

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: FAM 485

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christina R. Huta 3-19-13
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:



March 14, 2013

Dr. Alan Wages
Department of Marriage and Family Studies
Biblical Studies Building, Room 277
ACU Box 29450
Abilene, TX 79699-9450

RE: FAM 485 Ethics and Professional Development

Dear Alan –

Thank you for sending a new course application and proposed syllabus to the Adams Center for a Capstone course in the Department of Marriage and Family Studies. Three members of the Adams Center course review team met to go over these materials earlier this week.

Specific feedback on the proposed course was sent to you via email. This letter serves as a follow-up for inclusion in the new course application material for review by appropriate council(s).

Overall, the course proposal is well done. The team especially appreciated the ways that NCFR accreditation standards were tied to the course objectives. Our primary concern had to do with adding another 3-credits to the overall degree requirements. The placement of this course will need to be demonstrated by a revised degree plan, which should be included as part of the course application.

The instructional design team in the Adams Center stands ready to assist you as this course is implemented in the Department of Marriage and Family Studies. Please let us know if there are other things we can do to help.

Blessings,

Melinda (Mindi) Thompson, Ph.D.
Director of Instructional Design
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 8, 2013
TO: Dr. Alan Wages
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for FAM 485 – Ethics and Professional Development

After reviewing the course syllabus and application, the library can adequately support the proposed course. Thank you for letting us examine the course proposal.

**Abilene Christian University
College of Biblical Studies
Department of Marriage and Family Studies
FAM 485 Ethics and Professional Development
A Capstone Course, Writing Intensive Course
Spring 2014
Time: MWF 1-1:50pm, Location: BSB 115
3 Credit Hours**

Facilitator: Alan Wages, Ph.D., CFLE

Office: Bible 277

Office Phone: 325.674.2509

Email Contact: alan.wages@acu.edu

Graduate Assistant: Michelle Overman mcn06a@acu.edu

Every attempt will be made to return phone/email messages within 48 hours. Weekend communication will be delayed until the following Monday. Please put your name and course number on the subject line. E.g. 485 Jane Wildcat

Office Hours: Wednesday 9-11am, 1-3:30pm, Thursday 1-3:30pm **Other:** by appointment

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic interventions, while cultivating Christian leadership and character in each student. The undergraduate program in Family Studies achieves this mission by:

- emphasizing the formation of healthy relationships and the promotion of optimal human development;
- examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- creating opportunities for students to design, implement, and evaluate family life education programs;
- providing diverse practicum experiences that prepare students for future employment.

Courses are designed to provide the knowledge and skills needed for employment in family service careers, the establishment of Christian homes, and for graduate study.

Course Description

This course is designed to foster the personal and professional development of Family Studies majors via the integration of faith and learning, the process of ethical decision making, and the

requisite professional skills required by careers in family life education and social services. Satisfies capstone and writing intensive course requirements.

Course Goal

The goal of this course is to enhance your personal and professional skills necessary to attain employment, pursue excellence in a career, and make ethical choices when working with diverse populations. Additionally, this course intends to build upon your personal and professional strengths, while encouraging growth in self-identified areas of need.

Faith and Learning

The instructor views this course as an opportunity to explore personal and professional skills. Thus the design of the course is to provide you with the tools necessary so that you can increase your skills. In this course, faith is considered an integral part in respecting diverse values and making ethical choices. When the writer of Colossians notes "Whatever you do, work at it with all of your heart, as working for the Lord, and not for others" (3:23) it suggests our work and our ethical choices are a reflection of our faith and work for the Lord. In our discussion of professional development, we will consider how our work as family professionals meets a Biblical calling to meet the needs of others.

Text and Technology

Required:

1 - Bradberry, T. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart

You may get the book or electronic version (The kindle version is half the price of the book at \$8.62) However you must make sure your copy comes with an access code to be used for an online assessment/survey. With a book, I suggest a new book to ensure the code has not been used (as it can only be used once). For electronic copy, make sure the distributor will send an access code via email. There can be no sympathy for lack of a code. I purchased my copy via Amazon. <http://www.amazon.com/Emotional-Intelligence-2-0-Travis-Bradberry/dp/0974320625>

2 - National Council on Family Relations. (1999). *Tools for ethical thinking and practice in family life education*. Minneapolis, MN.

3- Other Assigned Readings as designated by the instructor.

Course Competencies

As a result of your participation in this course you will be able to:

1. Identify personal values about families, including barriers and contributing factors towards respective diverse family value systems. (SLO 9.1, Capstone 1)
2. Evaluate the advantages and disadvantages of respecting diverse value systems in families. (SLO 9.1, Capstone 1)
3. Apply biblical principles and faith beliefs to a child and family services vocation. (SLO 11.2, Capstone 3)
4. Explain and apply ethical principles and ethical processes to formulate a decision. (SLO 9.1, 9.2, Capstone 1 and 2)
5. Create solutions to scenarios using a relational ethics approach. (SLO 9.1, 9.2 Capstone 1-2)
6. Analyze ethical processes and evaluate solutions in terms of impact on relationships, the organization, and societal/family context. (SLO 9.1, 9.2, Capstone 1-2)
7. Effectively write in the discipline of Family Studies. (SLO 11.2)
8. Effectively use internet and academic journal databases to identify high quality sources. (SLO 11.1)
9. Efficiently search and identify a selection of potential career interests related to child and family services. (11.4)
10. Articulate and apply components of emotional intelligence to your personal and professional life, including your personal strengths and weaknesses of EQ.
11. Identify the mission, structure, and function of professional organizations. (SLO 11.3)
12. Articulate a comprehensive skills and accomplishments inventory through use of an online professional portfolio. (SLO 11.2, Capstone 1)

Course Competencies	Assessments
1. Identify personal values about families, including barriers and contributing factors towards respective diverse family value systems.	Values Reflection DB
2. Evaluate the advantages and disadvantages of respecting diverse value systems in families.	Values Reflection DB
3. Apply biblical principles and faith beliefs to a child and family services vocation.	Faith and Vocation Paper
4. Explain and apply ethical principles and ethical processes to formulate a decision.	FLE Ethics Paper Parts B
5. Create solutions to scenarios using a relational ethics approach.	FLE Ethics Paper Part B
6. Analyze ethical processes and evaluate solutions in terms of impact on relationships, the organization, and societal/family context.	FLE Ethics Paper Part C
7. Effectively write in the discipline of Family Studies.	FLE Ethics Paper Part A
8. Effectively use internet and academic journal databases to identify high quality sources.	FLE Ethics Paper Part A Job Search DB
9. Efficiently search and identify a selection of potential career interests related to child and family services.	Job Search DB
10. Articulate and apply components of emotional intelligence to your personal and professional life, including your personal strengths and weaknesses of EQ.	Emotional Intelligence 2.0 DBs
11. Identify the mission, structure, and function of professional organizations.	Professional Organization DB
12. Articulate a comprehensive skills and accomplishments inventory through use of an online professional portfolio.	Online Professional Portfolio

NCFR Objectives and Corresponding Student Learning Outcome for CFLE Academic Approved Program		
Objective 9: Ethics - Demonstrate an understanding of the character and quality of human social conduct and the ability to critically examine ethical questions and issues.		
NCFR Outcome for CFLE Academic – Approved Program	Course Competencies	Assessments
Outcome 9.1 Demonstrate an ability to identify and apply appropriate strategies to address conflicting values, ethical issues and dilemmas.	1- Identify personal values about families, including barriers and contributing factors towards respective diverse family value systems. 2- Evaluate the advantages and disadvantages of respecting diverse value systems in families. 4- Explain and apply ethical principles and ethical processes to formulate a decision. 5- Create solutions to scenarios using a relational ethics approach. 6- Analyze ethical processes and evaluate solutions in terms of impact on relationships, the organization, and societal/family context.	FLE Ethics Paper Part B FLE Ethics Paper Part C Values Reflection DB
Outcome 9.2 Demonstrate an ability to identify and model professional ethics as promulgated in the NCFR Code of Ethics.	4- Explain and apply ethical principles and ethical processes to formulate a decision. 5- Create solutions to scenarios using a relational ethics approach. 6- Analyze ethical processes and evaluate solutions in terms of impact on relationships, the organization, and societal/family context.	Professional Portfolio Part G FLE Ethics Paper Part B
Objective 11: Professional Development – Understanding and skill demonstrated in computer literacy, composition and writing skills, awareness of relevant professional organizations and career opportunities.		
Outcome 11.1 Demonstrate computer literacy skills including basic word processing, the use of internet resources, the preparation of powerpoint presentations, and the conduct of library research.	8- Effectively use internet and academic journal databases to identify high quality sources	FLE Ethics Paper Part A Job Search DB
Outcome 11.2 Demonstrate technical composition and writing skills including adherence to APA guidelines appropriate to the discipline.	7-Effectively write in the discipline of Family Studies. 12- Articulate a comprehensive skills and accomplishments inventory through use of an online professional portfolio	FLE Ethics Paper Part A Faith and Vocation Paper Professional Portfolio
Outcome 11.3 Demonstrate an awareness of relevant professional organizations/associations.	11- Identify the mission, structure, and function of professional organizations	Professional Organizations DB
Outcome 11.4 Demonstrate an ability to identify specific career opportunities appropriate to the discipline.	9- Efficiently search and identify a selection of potential career interests related to child and family services.	Job Search DB
Capstone Course Student Learning Outcomes		
1- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.	See All Competencies in SLO 9.1 12- Articulate a comprehensive skills and accomplishments inventory through use of an online professional portfolio.	FLE Ethics Paper Part B FLE Ethics Paper Part C Professional Portfolio Values Reflection DB
2- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.	See All Competencies in SLO 9.2	FLE Ethics Paper Parts A, B, C
3- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.	3- Apply biblical principles and faith beliefs to a child and family services vocation.	Faith and Vocation Paper FLE Ethics Paper Part B
	10- Articulate and apply components of emotional intelligence to your personal and professional life, including your personal strengths and weaknesses of EQ.	Emotional Intelligence DBs

Exercises to Promote Personal and Professional Growth

1. Integration of Faith in Child and Family Services* (Capstone Faith and Vocation Req.) 15%

In order for your faith to be intentionally experienced and expressed in your vocation, you must have a clear and critical awareness of the intersection between your faith and your work. As a family studies major, your career will likely be in the helping profession. Many of you indicate having a heart for helping others, but to experience our faith in action, you must articulate this intersection. To assist you in this articulation, you will produce a Philosophy of Faith and Vocation using 1000-1100 words. For this paper you will identify a minimum of 4 Biblical scriptures which you can use to explain how your faith impacts your work with children and families, and/or contributes to your long-term career goals. You will also add additional faith beliefs and, using specific examples, express the manifestation of these beliefs in work with child and families. You should include personal examples of how your faith has been integrated into a work setting, such as your practicum experience. **Meets Capstone Learning Outcomes**

3 Submit via Open Class

**This assignment will serve as your Writing Intensive Course Assignment.*

2. FLE Ethical Decision Making Process and Analysis of Impact 30% (Capstone Research Req.) 30%

You will be required to analyze 1 case study involving an ethical or moral situation/dilemma or value judgment that you could be confronted with in a family service organization/agency. You will follow the guidelines provided by the NCFR Ethical Guidelines document, outlining steps to be taken towards an ethical decision. You will be given a number of scenarios related to a work environment as well as family situations. The student will complete a thorough and detailed examination through paper submission. The instructor will provide a list of Workplace ethical scenarios and Family ethical scenarios. **Meets Capstone Learning Outcomes 1-3. Submission via Open Class**

Part A) Literature Review (1000 + words)

To prepare for the ethical scenarios, you will complete a literature review of current articles related to how values impact decision-making, particularly related professional decision-making. In addition, you will explore the role of the professional in relation to children, families, colleagues, the organization, and the community.

Part B) Family Life Education Ethical Decision-Making Process (1000 + words)

Using the "Tools for Ethical Thinking and Practice in Family Life Education" you will follow the 6 steps for making an ethical decision based on a relational ethics approach. You will choose a scenario from the selection provided by the instructor. For each step you will articulate your thought process towards making an ethical choice. The purpose of the assignment is not for you to articulate a solution to the ethical dilemma, but for you to appropriately attend to each step of the FLE ethical process, articulating your progress along the way.

Part C) Analysis of Impact and Evaluation of Solution (1000+ words)

With any ethical decision come a number of consequences for a variety of individuals, relationships, organizational systems, as well as exploration and refinement one's personal faith. For this paper you will analyze your solution (step 6) for how it impacts relationships between family members, family and employee/organization, as well as other pertinent relationships impacted by a solution. You will also supply future issues and questions that may be a result of the ethical solution, adding complexity to these impacted relationships (600-700 words). In addition you will provide a critical reflection of your decision, considering how this solution reflects your core values and faith, mission, life and/or professional purpose. Be sure to articulate what you have learned from prior class sessions and assignments during weeks 1-8.

3. Professional Portfolio (Capstone Skills and Accomplishments Inventory Req.) 25%

At the completion of the course you will have created a professional portfolio, which can be used to market yourself to potential employers. It is an expression and evidence of your accomplishments, learning experiences, and service and leadership during your time at ACU. Your final product will be an electronic portfolio using your assignment ACU blog site or other online portfolio application as assigned by the instructor. Instructions will be given to create your online portfolio "shell". The portfolio is meant to highlight any scholarship – research or creative activities, accomplishments, co-curricular activities (e.g. conference attendance), service and leadership experiences, and practicum experience. You will use the following components as evidence of your scholarship and service while at ACU. **Submit as Electronic Portfolio**

a. What is Family Studies?

As a Family Studies major you need to be able to express an answer to this question. You will write a 1-paragraph, single-spaced statement consisting of 6-10 sentences that articulate your response using family studies key words such as "individual and family development" "optional family functioning" "education and prevention" and others phrases found in your research of this question. You will also include a 2-page document that includes all major courses, as well as any electives related to your major that reflect your knowledge and training to work with children and families.

b. Resume

You will submit a brainstorming exercise and a pristine resume. We will have Cynthia Cooke from the ACU career center come speak to us. You will identify a family studies-related position that you would apply for after college. A resume submitted for another class is not allowed. You must use the techniques identified by Cynthia and the resources in OpenClass when completing this assignment. You will complete a brainstorming exercise where you identify all applicable experiences and all responsibilities/tasks. Submit as 1 document in OpenClass>Resume. You should save the file using a clear and

intentional file name that can be easily identified by an employer, such as "Wages_Alan_Resume_Youth Development Specialist Position".

c. Faith and Vocation Synopsis

You will take your Integration of Faith and Vocation assignment and condense it to 250-300 words. This needs to fit on 1 page.

d. Personal Inventory of Skills

You will participate in a Personal Inventory of Your Skills that will assist you in your analysis of your professional skills. You will provide documentation of the outcomes of this assessment along with a 1-page, single-spaced reflection of your strengths.

e. Emotional Intelligence Strengths

During our class time on Emotional Intelligence you will take a survey of your emotional intelligence strengths and weaknesses. In a 1-page, single-spaced document you will highlight your emotional intelligence strengths and indicate how these will aid you in your vocation.

f. FLE Project Synopsis

You will attach an edited version of your FLE Project Synopsis that was completed in your Family Life Education Methodology course. This will demonstrate your ability to design a Family Life Education that is tailored to a specific audience with unique needs.

g. Practicum Synopsis

You will attach an edited version of your Practicum Synopsis that was completed in your Practicum course. This will communicate evidence of your ability to use your family studies knowledge and skills in the workplace.

4-8. Discussion Board Participation Total of 30%

During the semester you will contribute to a discussion board as a learning community. There will be 4 discussion boards for you to complete. Discussion rubrics will be provided in Open Class, as well as detailed prompts for each discussion. The following is a list of discussions with brief details. **Submission via OpenClass discussion board**

a. Values Reflection DB 5%

Form our in-class discussions concerning personal values, complexities in family values and decision-making, and respecting value diversity, you will produce a 400-500 word reflection demonstrating an awareness of your own values. In addition, using the readings provided you will discuss the advantages, disadvantages, barriers, and contributing factors to respecting diverse values in families.

b. Job Search 5%

As a family studies major, it is imperative that you have exceptional job searching skills. Family Studies is not like accounting where you can type "accounting" into a search box and pull up accounting jobs. You must be specific and know key terms and job titles in order to narrow your search for jobs for which you are qualified. This discussion board will give you the opportunity to explore job searching, identifying jobs, and reading descriptions and qualifications. The end result of the discussion will provide a thorough list of job search keywords and potential jobs you are qualified to apply for.

c. What is Family Studies? 5%

As a Family Studies major you need to be able to express an answer to this question. You will write a 1-paragraph, single-spaced statement consisting of 5-6 sentences that articulate your response using family studies key words such as "individual and family development" "optional family functioning" "education and prevention" and others phrases found in your research of this question. You will need to research various responses, but craft your own response to this question.

c. Emotional Intelligence 2.0 10%

As a part of your personal and professional growth for this course, we will all read Emotional Intelligence 2.0. It is my hope that this book is transformational in understanding the role of emotions in your life, how emotions connect us with others, and how we use emotions in our work with employers, co-workers, and the families we serve. We will have a number of exercises that will require that you read through the text to make intelligent responses. One exercise will include taking an online assessment/survey. This is why you must have a code...in order to access the assessment. This book is a fascinating read filled with a number of ways to improve the skill of emotional intelligence.

d. Professional Organizations 5%

As future leaders in the profession, you need to be aware of local and national professional organizations that disseminate current research and practice, provide opportunities for networking, and allow you to contribute to the body of knowledge in a specific area of family studies. You will each research a professional organization (no duplicates) and provide a 2-3 paragraph description of benefits and features of the organization. By the end of the discussion, we will have a list of professional organizations for your consideration as you launch into your professional career.

POTENTIAL GRADE DEDUCTIONS

Class Attendance/Participation: +/-

You are responsible for signing the class roll documenting your attendance for each class period. Under no circumstances are you to sign the class roll for anyone other than yourself, doing so is considered a violation of the academic integrity policies of the class and University. With respect to your class attendance/participation grade, no distinction will be made between excused and unexcused absences (excluding recognized religious holidays, approved university functions, and extreme illness with a doctor/parent signed note) as absenteeism affects your learning experience in the class. Only excused absences will qualify a student to make-up examinations. Any exceptions to the attendance policy are made solely at my discretion. See the course policies section of the syllabus for a further explanation of class attendance policies. The class attendance portion of your grade will be determined based on the time you are absent from class as follows:

# of Absences	Actions
0	1 point added to final course average
1-2	no change to grade
3-4	1 point deducted from final course average for each absence.
5-6	2 additional points deducted from final course average for each absence.
7	If you reach this number of absences for any reason (excused or unexcused) you will be dropped from the course.
Tardies	Actions
3	This number of tardies will equal 1 absence. Above this number will require a meeting with the instructor regarding your interruption of class time.

This is a highly interactive class that benefits from your participation in group discussions and sharing of different perspectives. In addition to regular class attendance, you are expected to be attentive as well as openly participate in class discussions. To enhance your learning experience and performance on exams it is highly recommended that you take notes!! Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, or studying for other exams is not considered appropriate and you **will be called out in class.**

Your course average may be reduced by 5% or more due to a lack of class participation as indicated by repeated actions such as:

- a. working on assignments or studying for another class (i.e., multi-tasking),
- b. excessive talking/visiting with other students in class,
- c. otherwise being distractive to myself or your class mates,
- d. failure to participate in class discussions,
- e. failure to bring your course packet to class,
- f. texting or any unauthorized use of a mobile device.

Grading Values			Grading Criteria
1.	Faith and Vocation Paper	15%	A (90-100%)
2.	FLE Ethics Paper	30%	B (80-89%)
3.	Professional Portfolio	25%	C (70-79%)
4.	Values Reflection DB	5%	D (60-69%)
5.	Job Search DB	5%	F (0-59%)
6.	What is Family Studies? DB	5%	
7.	Emotional Intelligence DBs	10%	
8.	Professional Organization DB	5%	
Total		100%	

*Any indication or evidence that a student has submitted work for this class that was submitted for a previous course will result in significant grade deductions and/or dropped from the course. Likewise, any assignment submission made in this course that is not the work of the student who submitted it (e.g. plagiarism or submitting another student's work as your own) will result in being dropped from the course. These scenarios are considered unethical behavior.

* As a professional you will be expected to complete your work when your supervisor expects it. Please do not email me 1 hour before the assignment is due to let me know about an emergency. You need to plan ahead and get your work done on time. Late Penalty, 10% up to 1 day late, 20% for 2 days, 30% for 3 days late, after that the assignment will not be accepted.

Course Policies and Procedures

APA 6th ed.

APA is the adopted writing style of the Department of Sociology and Family Studies. All assignments are expected to be formatted in accordance with APA 6th ed. The instructor will provide examples of APA writing as necessary for this course. Also see <http://www.apastyle.org>. There are many additional resources on the web for APA 6th edition. All you have to do is google it!

OpenClass and Email

All students are expected to have access to computers and ACU email. **Students are expected to check ACU email daily and to regularly view the OpenClass site for this class.** Many messages and updates will be posted on this site.

Online Participation in class

Participation by all students is both essential and valued in order to create an active learning community. The course will be conducted in a seminar style with students actively contributing to the social and learning environment. Students are required to show a professional approach in the use of language, attitudes, OpenClass posts, assignments, presentations, projects and class participation. Participation in activities is critical to the development and assessment of the course competencies that include specific knowledge, skills, and attitudes. Students will be expected to demonstrate professional attitudes and behaviors online. Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and oral communication skills.

Late Work

Here is the late work policy. 10% off for up to 1 day late, 20% for 2 days, 30% for 3 days. After 3 days, the assignment will not be accepted. This is a class intended to provide you with professional skills, and turning in work on time is required as a professional.

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. It is not the role of the instructor to constantly remind you of due dates. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events (e.g., technology problems) and other demands (e.g., assignments due in other classes, employment schedules). It is my responsibility to help you foster effective time management skills and to

hold you accountable for establishing and maintaining priorities. These skills reflect expectations and demands of most employers and are essential to performing effectively in the workplace and other settings. For example, there are serious consequences for being late for a job interview or failing to deliver a client's work on time.

Retention and Backup: Students are advised to **back up all of their work in the event of technology failure** or to aid in portfolio evidences. In the event that the instructor is unable to open a document, a request for an additional copy may be necessary. Save all your creative work to your ACU-provided space, a class folder on your personal computer or flash drive, or save to your email account.

Work submission: Class Exercises completed outside of class are due at the beginning of the class period. Other assignments due as noted on the course schedule. All typed assignments will be submitted via OpenClass, using one of the following file extensions - .doc, .docx, .rtf, or pdf file. Please do not email me your assignment or give me a hard copy unless explicitly stated. Grading of student work will be influenced by neatness and organization. APA style is expected. All submissions must be typed with 1-inch margins, double-spaced; 12 point font in Times Roman. All electronic submissions must include a header with the student name, course number, and assignment name.

Example: FAM485_Jane Doe_Activity Report Week 1

Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on the appropriateness of the answers/ responses/ projects/ posts suitable to the question. For example, if you turn in 2 pages for a 4 page minimum paper that is worth 100 points, you can only earn a maximum 50 points.

Department and ACU Policies

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying that represent actions contrary to the values of a Christian. The most powerful motive for honesty and truthfulness comes from our personal sense of integrity and desire to reflect God's will in our lives. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>); violations will be addressed as described in the Policy. Consequences for violations of academic integrity may include, but are not limited to (1) a lowered grade on the exam/assignment, (2) an "F" on the exam/assignment, (3) an F in the

course, and (4) possible expulsion from the University. Plagiarism and cheating will not be tolerated under any circumstances. The American College Dictionary defines plagiarism as "copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work." Cheating refers to the unauthorized use of books, notes, or otherwise securing help on a test; copying tests, assignments, and papers; representing the work of another person as one's own; collaborating without authorization with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty. Cheating also involves knowingly allowing your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, ask the instructor.

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Sciences comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Spring 2014 Tentative Course Calendar (may be modified with advanced notice)

Week	Dates	Module	Topic	Assignments	Readings
1	January 13-17	Ethics and Professional Relationships	Syllabus and Introduction		Articles as assigned by Faculty
2	January 20-24		Complexities in Family Values and Decision-Making		
3	January 27-31		Respecting Diversity of Values	Values Reflection DB	
4	February 3-7		Integration of Faith in Child and Family Services	Faith and Vocation Paper	
5	February 10-14		CFLE Relational Ethics Principles: Professional Relationships with Parents, Families, and Children		Tools for Ethical Thinking and Practice in Family Life Education
6	February 17-21		CFLE Relational Ethics Principles: Professional Relationships with Colleagues and the Community	FLE Ethics Paper Part A	
7	February 24-28		Ethics in Family Life Education		
8	March 3-7		FLE Ethical Decision-Making and Consequences	FLE Ethics Paper Parts B, and C	
	Spring Break				
9	March 17-21	Preparing for your Career	Careers in Family Life Education and Family Social Services	Job Search DB What is Family Studies DB?	Faculty Designated Reading
10	March 24-28		Professional Leadership and Organizations	Professional Organization DB	Student Generated Reading
11	March 31-April 4		Emotional Intelligence: Personal and Professional Understanding	EQ DB	Emotional Intelligence 2.0
12	April 7-11		Emotional Intelligence: Personal and Professional Understanding	EQ DB	
14	April 14-18		Your Personal and Professional Inventory	Take Personal Inventory	
15	April 21-25		Professional Preparation Skills: Interviewing, Networking, Resume writing		Faculty Generated Readings and Student Research
16	April 28-May 2		Professional Preparation Skills: Interviewing, Networking, Resume writing	Resume	
	Finals Week			Professional Portfolio Final	

Assignments are due Fridays at 5pm

All assignments will be submitted via Open Cass

Deborah B. Gentry

Mar 10 (8 days ago)

to Alan

Good afternoon, Alan...

I am impressed with the thoroughness of this syllabus draft. I like its merging of both ethics and professional development, though that does make for quite a few course competencies to give attention to and to assess. Not many programs/instructors take time to map out course competencies, objectives, and assessments as you have done. I am thrilled to see your incorporation of case study analysis, personal reflection, discussion board sharing, and portfolio development. Emotional intelligence is a good concept to weave in. I am happy to see that you are facilitating students' abilities to articulate to themselves and to others the nature of family studies. I wish I had a good self assessment to suggest that would get at a variety of professional skills. My best advice is to suggest you contact your career center staff or counseling center staff for ideas. I still stand by the idea that address...at least a little bit...the value of life-long learning and the variety of ways one can go about continued learning post graduation. Somewhere in their reflective statement and/or portfolio, even during discussion board time, students could reflect on 1) ways they have served/volunteered or been a leader in some kind of organization, committee, or effort, 2) what they have learned about themselves and others while doing so, and 3) their likelihood of continuing such service/leadership in the future and why. One way you could gather some ideas about resources/readings to use would be to put a question about such out on the CFLE listserv or on one or more of the NCFR section listservs (e.g., Educ and Enrichment, Family Science, or Religion).

All for now. I am heading off to Haiti for a week or so to see my daughter and her family who are on a mission there. Should I have other ideas when I return, I will share.

I truly think you are on the right track so far with this course.

Deb

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