

# University of North Texas at Dallas

Fall 2025

## SYLLABUS

CDFS 4413 Family Life Education-3 semester credit hrs.

<b>Department of</b>	Child Development and Family Studies
<b>Instructor Name</b>	Dr. Janice F. Moore, CFLE
<b>Office Location</b>	Dallas Hall Suite 105 M
<b>Office Phone</b>	Microsoft Teams
<b>Zoom</b>	<a href="https://unt.zoom.us/j/7897915421">https://unt.zoom.us/j/7897915421</a>
<b>Email Address</b>	<a href="mailto:Janice.moore@untDallas.edu">Janice.moore@untDallas.edu</a>
<b>Office Hours</b>	Monday, 7:45 a.m.-10:45 a.m., Tuesday, 8:00 a.m.-12:00 p.m.
<b>Virtual Office Hours</b>	Tuesday 6:30 p.m.-8:30 p.m.
<b>Course Format/Structure</b>	100% Online
<b>Classroom Location</b>	Online
<b>Class Meeting Days &amp; Times</b>	Tuesday 8/25, 10/28, 11/11 from 7:00 p.m.-7:45 p.m. Central Standard Time.
<b>Course Catalog Description</b>	The practice and process of family life education and training of professionals in the child development and family field. Curriculum and program development and evaluation. Teaching strategies and professional responsibilities.
<b>Prerequisites</b>	Must be senior-level status.
<b>Corequisites</b>	Completed required university courses.
<b>Required Reading</b>	American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.  Walcheski, M. J. & Reinke, J. S. (Eds.) (2015). Family life education: The Practice of Family Science. National Council on Family Relations.

	Duncan, S. F. & Goddard, H.W. (2016). Family life education: Principles and practice for effective outreach (3rd.). Sage Publications, Inc.
<b>Recommended Reading &amp; References</b>	Wiley, A. R., & Ebata, A. (2004). Reaching American Families: Making Diversity Real in Family Life Education. Family Relations, 53(3), 273–281.
<b>Access to Learning Resources</b>	<b>UNT Dallas Library:</b> Phone: (972) 338-1616; Website URL: <a href="http://www.untDallas.edu/library">http://www.untDallas.edu/library</a> <b>UNT Dallas Bookstore:</b> Phone: (972) 780-3652; Website URL: <a href="http://www.untDallas.edu/bookstore">http://www.untDallas.edu/bookstore</a> Email: <a href="mailto:untDallas@bkstr.com">untDallas@bkstr.com</a>
<b>Canvas Resources</b>  <b>Supported Browsers:</b> <ul style="list-style-type: none"> <li>• Chrome</li> </ul> <b>Supported Devices:</b> <ul style="list-style-type: none"> <li>• iPhone</li> <li>• Android</li> <li>• Chromebook</li> </ul> <i>Note: Tablet users can use the Canvas app</i>  <b>Screen Readers:</b> <ul style="list-style-type: none"> <li>• VoiceOver (Safari)</li> <li>• JAWS (Internet Explorer)</li> <li>• NVDA (Firefox)</li> </ul> <i>Note: There is no screen reader support for Canvas in Chrome</i>	<b>Getting Help with Canvas:</b>  <b>Canvas 24/7 Phone Support for Students: 1-833-668-8634</b>  <b>Canvas Help Resources:</b>  <b>Canvas Student Guide -</b> <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a>  For additional assistance, contact UNT Dallas Distance Learning: DAL1, Room 157 Email: <a href="mailto:distancelearning@untDallas.edu">distancelearning@untDallas.edu</a>  <b>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</b>  <b>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</b>

## Course Overview

### Course Goals/Overview:

The goal of this course is to introduce students to the field of family life education and expose students to the philosophy and principles of family life education. Topics to be discussed include planning, implementing, and evaluating family life education programs in community and educational settings.

### Learning Objectives/Outcomes:

At the end of this course, the student will be able to:

1. SLO- Explain the purpose, history, and components of family life education.
2. SLO- Develop self-understanding as a family life educator.
3. SLO- Demonstrate knowledge of learning styles and group processes.
4. SLO-Assess family life education needs of diverse individuals and groups with awareness of their unique values and beliefs.
5. SLO- Develop and use a variety of educational techniques and strategies to present family life education.
6. SLO- Evaluate family life education program models, materials, and program effectiveness.
7. SLO- Demonstrate communication skills and sensitivity to others to enhance educational effectiveness
8. SLO- Demonstrate sensitivity to community concerns and values, and an understanding of the public relations process from the perspective of a family life educator.
9. SLO- Describe ethical and legal responsibilities of family life educators.
10. SLO- Participate in family life education professional development opportunities.

<b>11. Family Life Educator Certification</b>	
Course content in CDFS 4413 emphasizes the Family Life Content Area X as identified by the National Council of Family Relations (NCFR).	<b>Family Life Education Content Area X:</b> 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.
<i>The notes from this class should be retained to use for review purposes for the CFLE exam if needed.</i>	

**Course Outline and Discussion Topics**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topic	Readings/Activities/Assignments/ Due Date
<p>Week 1 Aug. 25-31</p> <p>Zoom Online Class Meeting Aug. 26 7:00 p.m.- 7:45 p.m.</p>	<p>Course Overview</p> <p>Historical Perspective of Family Life Education</p>	<p>Zoom Online Meeting 8/26</p> <p>Syllabus Review</p> <p>Team Project Assignments</p> <p>Ch.1: Historical and Philosophical Perspectives Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Ch. 2: Designing Comprehensive Family Life Education Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Self-Introduction Video and 8/31 Responses 8/31</p>
<p>Week 2 Sept. 1- Sept. 7</p>	<p>Family Life Education Overview</p>	<p>Ch. 1: The Science of Family Life Education: History, Status, and Practice Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 2: The Art of Family Life Education: Getting Our Hearts Right Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 3: Family Life Education: Wisdom in Practice Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 3: Principles of Program Evaluation Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Discussion Board 1 Post 9/7 Discussion Board 1 Responses 9/7</p>

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 3 Sept. 8-14	Family Involvement and Cross-Cultural Experiences	<p>Ch. 4: Family Life Education and the Practice of Cross-Cultural Competence Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 5: The Levels of Family Life Involvement Model: 20 Years Later for Marriage Education Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 6: Reconceptualizing the Domain and Boundaries of Family Life Education Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Team Scholarly Article Review 1    9/14</p>

Timeline	Topic	Readings/Activities/Assignments/ Due Date
<p>Week 4 Sept. 15-21</p>	<p>Effective Instruction</p>	<p>Ch. 7: Family Coaching: An Emerging Family Science Field Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 8: Community Engaged Parent Education: Strengthening Civic Engagement Among Parents and Parent Educators Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 9: Examining the Early Evidence for Self-Directed Marriage and Relationship Education: A Meta-analytic Study Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 4: Designing Effective Instruction Duncan, S. F. &amp; Goddard, H. W. (2016)</p> <p>Ch. 5: Engaging an Audience Duncan, S. F. &amp; Goddard, H. W. (2016)</p> <p>Ch. 6: Teaching Skills and Tools in Family Life Education Duncan, S. F. &amp; Goddard, H. W. (2016)</p> <p>Team 7.1 Community Workshop Topics and Scope/Purpose/Rationale 9/21</p>

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 5 Sept. 22-28	Family Life Educator Development	<p>Ch. 10: Opportunities and Challenges in Coparenting Education Walcheski, M. J. &amp; Reinke, J. S. (Eds.) (2015)</p> <p>Ch. 11: Misperceptions of Work-Life Balance: The Five Secret Strategies for Family Life Educators Walcheski, M. J. &amp; Reinke, J. S. (Eds.) (2015)</p> <p>Ch. 16: Marketing Family Life Principles and Programs Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Ch. 18: Helping Others Find Their Place in Family Life Education Duncan, S. F. &amp; Goddard, H.W. (2016)</p>



Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 6 Sept. 29- Oct. 5	Designing Family Life Education Programs	<p>Ch. 12: Family Life and Technology: Implications for the Practice of Family Life Education Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 13: Strategies for Designing Online Family Life Education Programs Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 14: Family Life Education Content Areas: Content and Practice Guidelines Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 8: Education for Personal Well-Being: Flourishing People Make Better Family Members Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>NCFR/CFLE Assignment 10/5 Community Workshop 7.2 CFLE Content Area &amp; 10/5 7.3 Objectives 10/5</p>

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 7 Oct. 6-12	Family Life Education Content Areas	<p>Ch. 15: Families and Individuals in Societal Contexts Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 16: Internal Dynamics of Families Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 17: Human Growth and Development across the Lifespan Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 11: Sexuality Education Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Discussion Board 2 Post 10/12 Discussion Board 2 Responses 10/12</p>

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 8 Oct. 13-19	Family Life Education Content Areas	<p>Ch. 18: Human Sexuality Across the Lifespan Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 19: Interpersonal Relationships Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 20: Professional Ethics and Practice Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 19: Improving the Practice of Family Life Education Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Ch. 20: Family Resource Management Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Professional Development Field Activity 1 in Canvas 10/19</p> <p>Community Workshop 10/19 7.4 Family Theory</p>

<b>Timeline</b>	<b>Topic</b>	<b>Readings/Activities/Assignments/ Due Date</b>
Week 9 Oct. 20-26	Parent Education and Guidance	Ch. 21: Parent Education and Guidance Walcheski, M. J. & Reinke, J.S. (Eds.) (2015) Discussion Board 3 Post 10/26  Discussion Board 3 Responses 10/26  Team Scholarly Article Review 2 10/26
Week 10 Oct. 27- Nov. 2  Zoom Online Class Meeting Oct. 28 7:00 p.m.- 7:45 p.m.	Community Workshop	Zoom Online Team Community Workshop Activities Presentations  Ch. 22: Family Law and Public Policy Walcheski, M. J. & Reinke, J.S. (Eds.) (2015)  Ch. 23: Professional Ethics and Practice Walcheski, M. J. & Reinke, J.S. (Eds.) (2015)  Ch. 24: Family Life Education Methodology Walcheski, M. J. & Reinke, J.S. (Eds.) (2015)  Ch. 14: Writing for the Lay Audience Duncan, S. F. & Goddard, H.W. (2016)  Ch. 15: Creating Effective Collaborative Partnerships Duncan, S. F. & Goddard, H.W. (2016)  Team Community Workshop Activities via Zoom (Teams 1-4) 10/28  7.5 Procedures & 7.6 Professional Reflection /Critique 11/2

Timeline	Topic	Readings/Activities/Assignments/ Due Date
<p>Week 11</p> <p>Nov. 3-</p> <p>Nov. 9.</p>	<p>Family Life Education, Technology, and the Media</p>	<p>Ch. 25: Principles for Improving Family Programs: An Evidence-Informed Approach Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 26: Marketing Family Life Education Programs: Building Relationships Instead of Selling Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>The Family Life Educator Ch. 27: Preparing for your Profession Walcheski, M. J. &amp; Reinke, J.S. (Eds.) (2015)</p> <p>Ch. 12: Family Life Education on the Technological Frontier Duncan, S. F. &amp; Goddard, H.W. (2016)</p> <p>Ch. 13: Working with the Media in Family Life Education Duncan, S. F. &amp; Goddard, H.W. (2016)</p>

<b>Timeline</b>	<b>Topic</b>	<b>Readings/Activities/Assignments/ Due Date</b>
Week 12 Nov. 10-16  Zoom Online Class Meeting Nov. 11 7:00 p.m.- 7:45 p.m.	Decades in Review	Decades in Review 11/11 Presentations Ch. 32: Ethical Thinking and Practice for Parent and Family Life Educators Walcheski, M.J. & Reinke, J. S. (Eds.) (2015)  Begin Decades in Review Peer Reviews In Class 11/11 Upload All Decades in Review PowerPoints in Canvas 11/13  Team Decades in Review Peer Review Upload in Canvas 11/13  Discussion Board 4 Post 11/16 Discussion Board 4 Responses 11/16  Team Scholarly Journal Article Review 3 11/16

Timeline	Topic	Readings/Activities/Assignments/ Due Date
Week 13 Nov. 17-23	Program Development	Program Development Ch. 7: Working with Diverse Audiences Duncan, S. F. & Goddard, H.W. (2016)  Ch. 28: Developing a World-Class Portfolio for the Family Life Educator Walcheski, M.J. & Reinke, J.S. (Eds.) (2015)  Ch. 29: Social Media and the Family Life Educator Walcheski, M.J. & Reinke, J.S. (Eds.) (2015)  Ch. 30. Family Life Educators in the Legislative Process Walcheski, M.J. & Reinke, J.S. (Eds.) (2015)  Discussion Board 5 Post 11/23 Discussion Board 5 Responses 11/23 Team Scholarly Journal Article Review 4 11/23
Week 14 Nov. 24-29	Thanksgiving	

<b>Timeline</b>	<b>Topic</b>	<b>Readings/Activities/Assignments/ Due Date</b>
Week 15 Dec. 1- Dec. 7	The Future	Ch. 17: Narratives of Family Life Educators Duncan, S. F. & Goddard, H.W. (2016)  Ch. 33: Family Life Education: Advancing the Profession Walcheski, M.J. & Reinke, J.S. (Eds.) (2015)  Ch. 34: A First-Hand Account of Implementing a Family Life Education Model: Intentionality in Head Start Home Visiting Walcheski, M.J. & Reinke, J.S. (Eds.) (2015)
Week 16 Dec. 8-13	Completion of semester	Online Final Exam Uploaded in Canvas 12/8

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Quizzes/Exams – written quizzes/tests designed to measure knowledge of presented course material
- Assignments – written assignments designed to supplement and reinforce course material
- Team Projects –team assignments designed to measure ability to apply presented course material



Grading Matrix: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Grading Matrix:**

Instrument	SLO	Value (points or percentages)	Total
Self-Introduction Video/Responses		2 assignments at 15 points each	30
Zoom Online Class Participation		2 @ 20 points	40
Discussion Board	1, 2, 3, 4, 5,	5 discussions at 30 points each	150
Team Decades in Review/Presentation	1,2,3,4,5,6, 7,8,9,10	1 @ 100 points	100
Team Decades in Review Peer Feedback	1,2,3,4,5,6	1 @ 100 points	100
CFLE Assignment	1,2, 3, 4, 5, 9	1 @ 100 points	100
Team Community Workshop	2,3,4,5,6	1@ 100 pts	100
Team Scholarly Article Review	1, 2, 3, 4, 5, 6	4 @ 25 points	100
Field Activity Professional Development Workshop	2, 4, 8, 10	1 @30 points	30
Final Exam	1, 2, 5,6,7,8,9,10	1 @ 100 points	100
<b>TOTAL</b>			850
<b>Total</b>			850

**Grade Determination:**

The following grading scale will be used to determine your final grade for the course:

*A = 765 – 850 pts; i.e. 90% or better*

*B = 680 – 757 pts; i.e. 80 – 89 %*

*C = 595 – 672 pts; i.e. 70 – 79 %*

*D = 510 – 587 pts; i.e. 60 – 69 %*

*F = 502 pts or below; i.e. less than 60%*

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.

## Course-Specific Policies

### Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>. Students are expected to attend class as indicated in the course syllabus.

### Assignment Policy:

(According to the instructor's discretion while working in concert with the division/program's guidelines). No late assignments will be accepted.

### Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

## Course-Specific Policies

### Attendance and Participation Policy:

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### Assignment Policy:

(According to the instructor's discretion while working in concert with the division/program's guidelines). No late assignments will be accepted.

#### General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the Publication Manual of the American Psychological Association (7th ed.).
2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one-inch margins.
3. Use a Title Page and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.

6. A full-page equals 22-23 lines of content.
7. Caveat for all assignments and projects: Please be careful and attend to issues of good grammar, spelling, and presentation.
8. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.
9. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second-, or first-person voice) throughout papers.
10. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire to not find the evidence. One keyway to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, students who make such efforts tend to earn higher grades.
11. Do not cite using Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (need I go on?). The instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.
12. No assignment should be submitted as a pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due at different dates throughout the semester. I recommend you download the course syllabus and record assignments in a paper planner; pay attention to assignment instructions and due dates. All assignments scheduled for this course are due on Sunday by 9:00 p.m. (unless otherwise noted). **LATE ASSIGNMENTS ARE NOT ACCEPTED!**

Turnitin: Turnitin software will be used to ensure originality of your work. As you draw on research information publicized as journal articles, books, websites, etc. Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing plagiarism.

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Word documents and submitted to Canvas must be saved utilizing the following filename format:

**Example: YourLastNameFirstInitial\_Name of Assignment**

**Moore J\_Week 1 Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)**

To save your work according to the correct filename format follow the instructions below.

- 1).Open a word document
- 2).Click on save as; Title/save the document according to the require filename format.
- 3). Example: Moore J\_AR #1
- 4).Then click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3-point deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign, at sign @, etc.

**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

**Other Course Specific Policies:**

**Use of Canvas:** It is a good practice to log onto the course several times daily to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) time per day, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets; some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment. Student must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer. It may be necessary to download an older version of Real player to be able to view the videos. Please test the videos immediately to be sure you can open them.

**Cell Phones & other Electronic Devices in the Classroom:** Students should refrain from using cell phones and other electronic devices in class. Students should leave the class briefly to take a telephone call.

**Use of Laptops:** Students should refrain from using laptops in class unless the use is related to the course assignment.

**Food & Drink in the Classroom:** Students should refrain from preparing (cooking) and consuming food in the classroom. Drinks such as water, soda, coffee, and juice are allowed in the classroom.

**Communications With Professor:** When communicating with professor using email, please send emails through Canvas instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday will not receive a response until the following Monday. If the following Monday is a holiday, then your email will receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Canvas to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: CDFS 4413 Family Life Education Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to. Example: Dr. Moore or Professor Moore. Do not state Mrs. or Ms. Moore because these suffixes are not the professor's professional title
3. In the body of the email state your question. Be clear and specific
4. Make sure emails are free of spelling, grammatical and capitalization errors

close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments. Always acknowledge everyone by their name.

Notifications: Any changes to the course schedule will be posted on Canvas Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from Canvas by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the grade Center.

### **Campus Resource**

#### **Food Insecurity**

No student should go hungry. If you face hunger, need access to immediate food, or struggle to afford food, you are not alone. Our campus offers free food and resources to students at the Trailblazer Care Pantry. For help, visit the pantry on the second floor of the Student Center (behind the speaking lab) any day between noon and 4pm. If you arrive before or after hours, please call 972-338-1816 for access or contact: [carepantry@untDallas.edu](mailto:carepantry@untDallas.edu)

Additionally, your mental health and wellbeing is critical to your success. If you have any questions, concerns, or simply need support in any way, please contact the or via email [Counseling.Wellness@untdallas.edu](mailto:Counseling.Wellness@untdallas.edu)

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

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

### **Canvas Instructure Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations,

submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

### **Artificial Intelligence Policy**

Artificial Intelligence tools will not be used for the completion of assignments in this class.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

### **Classroom etiquette:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

### **Classroom Disruption:**

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

**Course Evaluations:**

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking**

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at [titleix@untDallas.edu](mailto:titleix@untDallas.edu) or file a report [here](#).

**Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX**

**UNT Dallas** is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at [titleix@untDallas.edu](mailto:titleix@untDallas.edu). The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

**Bad Weather Policy:**

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

**Inclement Weather and Online Classes:**

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Technology Assistance:** To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.



If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>