TIPS FOR APPLYING FOR CFLE* PROGRAM APPROVAL

Deb Gentry, Ed.D., CFLE
NCFR Academic Program Liaison

(Certified Family Life Educator)
Certification of Family Life Educators

- National Council on Family Relations (NCFR) sponsors the only program to certify family life educators.
Two Paths to Certification

• The CFLE Exam

• The CFLE-Approved Program process (formerly Abbreviated)
The CFLE-approved process is available to graduates of CFLE-approved academic programs.

In order to become CFLE-approved, an academic program must go through a peer-review process.
Purpose

• The Academic Program Review recognizes schools offering undergraduate and/or graduate degree programs that include coursework that follows the Standards and Criteria needed for approval as a Provisional Certified Family Life Educator.
CFLE Standards and Criteria

• Applications are reviewed by NCFR Academic Program Review (APR) Committee members. The APR will approve programs that meet the CFLE Standards and Criteria.

• The CFLE Standards and Criteria are based on the ten Family Life Content Areas.
Approved Academic Programs

• There are currently 127 graduate and undergraduate programs approved as offering coursework that meets the CFLE Standards and Criteria.

Visit [www.ncfr.org](http://www.ncfr.org) for a complete list of approved programs.
BENEFITS OF ACADEMIC PROGRAM APPROVAL
Benefits of Program Approval

• Students receive comprehensive training in the ten content areas which make up family life education.

• Program approval allows schools to offer their students the opportunity, upon their graduation, to apply for Provisional Certification through the CFLE-approved Program process.

• Students graduating from a CFLE-Approved Program do not have to take the CFLE Exam
Benefits of Program Approval continued

• Academic departments gain a competitive edge.

• As states, colleges and universities face budget cuts, department affiliations, accreditations, and designations are increasingly more beneficial.
Benefits of Program Approval continued

• Academic Program Review brings greater recognition to the profession of family life education and subsequently to family programs by defining standards

• Pursuing the CFLE designation introduces students, as well as new professionals to NCFR, their professional home.
Testimonial

“We feel that the CFLE Certification has increased our credibility and the desire for students to enter our program. We have been pleased with the support that we receive from NCFR, as well as the professional opportunities it has afforded.”

Sylvia M. Asay, Ph.D., CFLE
University of Nebraska at Kearney
THE ACADEMIC PROGRAM REVIEW APPLICATION PROCESS

See “Directions & Guidelines” document for more detailed information.

- Family Life Content Areas

- CFLE-approved programs must offer coursework that covers the ten family life content areas
Family Life Content Areas

- Families and Individuals in Societal Contexts
- Internal Dynamics of Families
- Human Growth and Development across the Lifespan
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education and Guidance
- Family Law and Public Policy
- Professional Ethics and Practice
- Family Life Education Methodology
Individuals and Families in Societal Contexts

- Structures and functions
- Cultural variations
- Dating
- Courtship
- Marital choice
- Kinship
- Cross-cultural and minority families
- Changing gender roles
- Demographic trends
- Historical issues
- Work-family relationships
- Societal relations
Internal Dynamics of Families

- Internal social processes and theories that help to explain them
- Communication
- Conflict management
- Family stressors and crises
- Special needs in families
- Decision-making and goal-setting
Human Growth & Development Across the Lifespan

- Stages
- Elements
- Transitions
- Challenges
- Influences
- Theories
- Variations
Human Sexuality Across the Lifespan

• Aspects
  • Biological / Physiological
  • Emotional
  • Psycho – social
• Variations in behavior
• Sexual values and decision-making
• Impact on relationships
• Influences
Interpersonal Relationships

- Developmental stages
- Types and variations
- Behaviors and skills that enhance relationships
- Behaviors and influences that endanger relationships
- Theories that shed light on relationship dynamics
Family Resource Management

- Goal-setting and decision-making
- Acquisition and allocation of monetary and other resources
- Social environment influences
- Life cycle and family structure factors
- Consumer issues and policies
- Financial literacy resources
Parent Education & Guidance

- Parenting rights and responsibilities
- Parenting practices and processes
- Parent-child relationships
- Variation in parenting approaches
- Changing parenting roles over the life cycle
- Other meaningful adult-child relationships
Family Law and Public Policy

• Levels / arenas for policy-making
• Policy-making processes
• Advocacy approaches
• Current and proposed laws and policies and their impact on families
• Family policy resources
• Communicating with families, communities, and policy-makers
Professional Ethics & Practice

- Formation of values
- Diversity of values in pluralistic society
- Examining ideologies
- Social consequences of value choices
- Ethics and technological change
- Ethics of professional practice
- Ethical standards and behavior
- Ethical dilemmas
Family Life Education Methodology

• Variations in settings and contexts
• Facets of designing educational experiences
  • Identifying needs
  • Planning and implementing
  • Assessing and evaluating outcomes
• Innovative instructional strategies and techniques
• Sensitivity to diversity and community concerns
• Securing evidenced-based resource materials
• Promoting FLE programs
• Ethical considerations
Internship/Practicum

- 2-3 credit field experience practicum/internship in family life education
- Minimum of 120 hours
- Ample opportunity to observe, plan, develop, implement, assess and evaluate family life education programming
www.ncfr.org

• Application for first time approval and subsequent renewal are made electronically with access code supplied by the Academic Program Liaison.

• Directions for the application process can be downloaded from the NCFR website.
REQUIREMENTS

AND BEST PRACTICE SUGGESTIONS
Requirements

• At least one CFLE faculty member on staff
• At least one NCFR member on staff
• Institutional accreditation held by a regional accrediting association such as:
  • Middle States Association of Colleges and Schools
  • New England Association of Schools and Colleges
  • North Central Association of Colleges and Schools
  • Northwest Commission on Colleges and Universities
  • Southern Association of Colleges and Schools
  • Western Association of Schools and Colleges
Contents of a CFLE APR application

• A completed Application Form
• Academic Program Review Fee
• Program Narrative, which includes an overall description of the program and a list of major/degree requirements (from catalog or bulletin)
• A current course syllabus for each course that will appear on the “checklist”
• This information is submitted through an electronic portfolio process
Draft Curriculum Checklist

Appendix E: Curriculum Checklist

A blank template (Word document) will be provided to create your draft Curriculum Checklist. Your draft version is not binding, the final version will be edited by the Academic Program Liaison and provided to the institution for local use. The final version will also appear on the NCFLR website for access by students.

This chart displays sample courses aligned with the Content Areas.

<table>
<thead>
<tr>
<th>✓ NCFR Content Area</th>
<th>Proposed coursework for Approved Program/Abbreviated Application</th>
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<tbody>
<tr>
<td>1. Families &amp; Individuals in Societal Contexts</td>
<td>FAM 301: Family in Society (spring 2016) OR SOC 212: Diversity Among Families (summer 2016)</td>
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<tr>
<td>2. Internal Dynamics of Families</td>
<td>COMM 302: Family Communication (spring 2016) AND FAM 402: Study of Family Dynamics</td>
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<td>3. Human Growth &amp; Dev Across the Life Span</td>
<td>FAM 403: Lifespan Human Development (spring 2016)</td>
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<td>5. Interpersonal Relationships</td>
<td>FAM 205: Interpersonal Relationships and Communication (summer 2016)</td>
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<td>8. Family Law &amp; Public Policy</td>
<td>FAM 408: Family Public Policy (spring 2016)</td>
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<td>10. Family Life Education Methodology</td>
<td>FAM 410: Family Life Education (spring 2016)</td>
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<tr>
<td>Internship/Practicum</td>
<td>FAM 490: Senior Practicum (spring 2016)</td>
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Also include a completed checklist

<table>
<thead>
<tr>
<th>CFLE Content Area</th>
<th>CFLE-Approved Program (Abbreviated) Coursework</th>
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<tbody>
<tr>
<td>1. Families &amp; Individuals in Societal Contexts</td>
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<td>Internship/Practicum (minimum 320 hours)</td>
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Best (but not the only) practices:

• Courses are required, rather than elective, for major/degree

• Courses are provided by home department

• One or two courses per Content Area

• A given course appearing in no more than two Content Areas

• A solid plan for informing/mentoring/advising native and transfer students is utilized
Syllabi should feature the following components

- Course description
- Course objectives and/or student learning outcomes
- Topical content outline, particularly if the course calendar or schedule does not identify topics to be studied
- Fully cited list of required and supplemental readings
- Detailed description of key learning activities and assignments
- Detailed description of means of assessment and/or evaluation of student learning and performance
- Course calendar or schedule, hopefully with concepts/topics shown
Consider relevant level of cognitive rigor for student learning outcomes

http://smithinfosearch.files.wordpress.com/2013/10/bloomsrevisedtaxonomy.jpg
Three members of the APR Committee and the Liaison review submitted syllabi…

…with these criteria in mind:

• content that matches Content Area expectations
• objectives, outcomes, assignments, activities, and means of assessment / evaluation that correspond with one another, are meaningful, and reflect adequate rigor
• readings and resources that are current and scholarly
• time devoted to critical topics and issues is suitable
• internships/practicums involve significant emphasis on FLE tasks and duties
When reviewers and Liaison have completed their work, what happens next?

• The Liaison…
  • combines reviewers’ comments and her own into one well-synthesized document
  • sends the feedback document to the program contact and schedules a time to discuss that feedback with the program contact

• The program contact…
  • shares review feedback with colleagues
  • prepares a response to reviewers’ feedback and submits it to the Liaison

• The Liaison (and perhaps original reviewers) consider the program’s response and a decision about approval is made
Once approved, what happens next?

• Celebration, followed by implementation of good marketing/publicity plan

• Program faculty conduct regular and varied assessment of the program for purposes of improvement

• Formal renewal of approved status every five years

• “Updates” can occur between renewals, if need be

• Within 2 years of graduation, graduates complete and submit the CFLE-Approved Program Application for Provisional CFLE status (Note: No more than 2 substitutions for approved courses is allowed.)
Questions?

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• (309) 530-5690
Thank you for your interest in CFLE APR!