

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS **PROPOSED EFFECTIVE SEMESTER:** Summer 2017 **COLLEGE:** CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes

- ☒ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
(attach current & proposed)
- ☐ General education (select one)
Not Applicable
- ☐ Other (explain**)

Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: FCS 2170 Credit hours: 3

Existing course title:

Proposed course title: Diverse Children, Families & Communities

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites? C

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Diverse Childrn, Fmlies & Comm

b. Multi-topic course: ☒ No ☐ Yes

c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☒ Lecture 3. ☐ Lecture/lab/discussion 5. ☐ Independent study
2. ☐ Lab or discussion 4. ☐ Seminar or ☐ studio 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Chair, College Curriculum Committee

Dean Mark Feltz

Date: 10/28/16 Graduate Dean:

Curriculum Manager: Return to dean ☐ Date

Forward to:

Chair, COGE/ PEB / FS President

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Create course: FCS 2170 Diverse Children, Families & Communities

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Currently the Family Studies and Child & Family Development undergraduate students take FCS 5680 Gender, Culture and Families to support their emerging cultural competence in working with diverse families. This has created problems for the required FCS 5680 graduate course because the population of undergraduates is more than graduates (routinely 70-80% undergraduate students). The proposed FCS 2170 Diverse Children, Families & Communities course will provide an appropriate course for the undergraduates.

A 2000-level "topics" version of the course was created and offered in summer, 2015 and summer 2016; the classes filled.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No effect; the FCS 5680 course will continue to be offered at the graduate level.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Benefit to the Master's in Family and Consumer Sciences – Family Life Education concentration and Child Life concentration, as well as some other graduate programs in CEHD that offer FCS 5680 as an elective option (e.g., Counseling, Higher Ed.) because FCS 5680 will provide graduate-level instruction and expectations without disruption.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No effect; the proposed course is a direct replacement (for FCS 5680) for the undergraduate students.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

All students in the Family Studies, Child & Family Development, and Youth and Community Development (proposed) majors will take the course.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Based on undergraduate enrollment in the FCS 5680 graduate course, the proposed FCS 2170 course will be offered every semester (fall, spring, and summer) and will fill to capacity. Current family science faculty resources are adequate for this course.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Students in this course will:

- Explain how culture influences individual identity, socialization of children, family structure and relationships, and societal systems.
- Explore their own identities, stage of cultural awareness, and biases.
- Examine the social construction of culture, and the dominance and subordination between groups in our society.
- Relate reciprocal influences of the major social institutions, and diverse individuals and families.
- Explore strength-based strategies for working effectively with culturally diverse children and families as human service professionals.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The proposed course will impact three of the six core competency outcomes in the family science program area (Family Studies and Child & Family Development majors) assessment plan: 1. Content Knowledge – area 1 (families and individuals in societal contexts), 2. Cultural Awareness and Emerging Competence, and 3. Competent/Professional Attitudes and Skills.

The NCFR requires “children, families and individuals in societal contexts” knowledge to maintain CFLE approval status.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

No expected affect on current articulation agreements.

CATALOG COPY

FCS 2170 – Diverse Children, Families, and Communities

This course examines gender, ethnic, and cultural variations in children and families and their communities. Students will focus on the historical and social forces that helped to establish relations of dominance and subordination between groups in our society, examine how their own culture has shaped their perceptions and values, and explore best practices for effective human service work in our diverse society.

Credits: 3 hours

See syllabus attached

FCS 2170: DIVERSE CHILDREN, FAMILIES AND COMMUNITIES
3 credit hours CRN

Instructor:		Email:	
Phone:		Office:	
Hours:			

I. Course Description

This course examines gender, ethnic, and cultural variations in children and families and their communities. Students will focus on the historical and social forces that helped to establish relations of dominance and subordination between groups in our society, examine how their own culture has shaped their perceptions and values, and explore best practices for effective human service work in our diverse society.

II. Educational Goals and Objectives

Students in this course will:

- Explain how culture influences individual identity, socialization of children, family structure and relationships, and societal systems.
- Explore their own identities, stage of cultural awareness, and biases.
- Examine the social construction of culture, and the dominance and subordination between groups in our society.
- Relate reciprocal influences of the major social institutions, and diverse individuals and families.
- Explore strength-based strategies for working effectively with culturally diverse children and families as human service professionals.

III. Class Policies

A major portion of our educational experiences includes exposure to ideas, perspectives, beliefs and actions with which we may differ. Sensitive topics, including oppression, gender identification, cultural differences, and spiritual beliefs will be discussed in this course. Respect for all students and faculty engaged in this course is expected.

Due to the personal nature of discussion and the sensitivity of class topics, it is assumed students will adhere to standards of confidentiality for this class. Information shared by fellow class members or faculty is to be kept private.

All work should be **double-spaced, typed in 12-point font** with standard margins unless otherwise indicated. Assignments must be completed and turned in on the due date. Late papers will automatically lose 5 % for each weekday they are late, for up to two weeks. Assignments submitted after two weeks past the due date will be considered for credit but no points will be awarded.

- A. Competent writing is a foundational skill critical to career advancement. It is an absolute requirement that all APA style formatting, citing and referencing be followed.
 - a. If more than two APA referencing errors (in-text citations and reference list) are found, the assignment will be returned ungraded. The student will have the responsibility to revise the assignment and resubmit it for fewer points.
 - b. If the quality of the writing (e.g., grammar, punctuation, spelling, sentence structure, construction of ideas, use of APA writing style) is below what is considered reasonable for university work the assignment will be returned. The student will have the responsibility to revise the assignment and resubmit it for fewer points.
 - c. Guidance for writing and APA style formatting, citing and referencing may be found at <http://owl.english.purdue.edu/owl/resource/560/01/> and www.wmich.edu/library/help/guides/style.php.
- B. You are responsible for making yourself aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment. **If you have any questions or concerns about following the guidelines of academic honesty in this class, please talk with me and gain further clarification. By remaining in this class you are indicating that you understand the importance of academic honesty and the consequences of violating academic honesty, which can include receiving a failing grade for this course, a reprimand from the Office of Student Judicial Affairs, or dismissal from the university imposed by the Office of Student Judicial Affairs.**
- C. To access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:
 - a. Office of Student Conduct www.wmich.edu/conduct
 - b. Division of Student Affairs www.wmich.edu/students/diversity
 - c. University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
 - d. Disability Services for Students www.wmich.edu/disabilityservices
- D. Students are responsible for any and all information pertaining to this class that is communicated through eLearning, email and during class sessions.

IV. Required Reading

- Textbook:

Ballard, S. M. & Taylor, A. C. (Eds.). (2012). *Family Life Education With Diverse Populations*. Los Angeles, CA: Sage Publications [ISBN 9781412991780]
- Reading available in e-learning:

Dunleavy, M. (2015). How changing sex roles affected the family unit in the United States. Retrieved from:
<http://www.yale.edu/ynhti/curriculum/units/1982/6/82.06.09.x.html>

- Articles, available from WMU Library system or webpage noted:
 Calzada, E. & Suarez-Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families, OPRE Report #2014-31. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from: <http://www.acf.hhs.gov/programs/opre/resource/enhancing-cultural-competence-in-social-service-agencies-a-promising-approach-to-serving-diverse-children-and-families>
- Heller, P. E., & Wood, B. (2000). The influence of religious and ethnic differences on marital intimacy: Intermarriage versus intramarriage. *Journal of Marital and Family Therapy* 26(2), 241-252.
- Jonas, M. (2007, August 5). The downside of diversity. *The Boston Globe*. Retrieved from http://www.boston.com/news/globe/ideas/articles/2007/08/05/the_downside_of_diversity/?page=full
- McCarthy, K. (2007). Pluralistic family values: Strategies for living with religious difference. *The ANNALS of the American Academy of Political and Social Science*, 612, 188-208.
- Marks, J., Bun, L. C., & McHale, S. M. (2009). Family patterns of gender role attitudes. *Sex Roles* 61(3-4): 221–234. doi: 10.1007/s11199-009-9619-3 . Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3270818/>
- Phillips, K. W. (2014, September 16). How diversity makes us smarter. *Scientific American*. <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- Zimmerman, K., Smith, J., Simonson, K. & Myers, W. (2105). Familial relationship outcomes of coming out as an Atheist. doi: 10.5334/snr.aw
<http://www.secularismandnonreligion.org/articles/10.5334/snr.aw/>.
- Book section provided to you:
 McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2003). *Ethnicity & family therapy* (3rd ed.). NY: The Guilford Press.

VI. Requirements

Attendance and active participation during class periods is necessary in order to pass this class. There are not points awarded for attendance; it is assumed that all students will fully attend all sessions. There are no “excused” absences. Only you can determine whether you are able to attend class on any given day. **You will NOT be considered for a passing grade if you do not attend at least 85% of all class sessions (on-campus and online).**

ASSIGNMENTS	POSSIBLE POINTS	POINTS EARNED
Reflections	80	
Class content	80	
Discussion leader	90	
Gender/Ethnicity Awareness Paper	150	
Team assignment – group workshop and information packet	200	
Team individual assignment – contribution to packet	100	
TOTAL	700	

Grading scale:

Percentage	Points	Grade
94-100%	655-700	A
89-93%	620-654	BA
84-88%	585-619	B
79-83%	550-584	CB
74-78%	515-549	C
69-73%	480-514	DC
64-68%	445-479	D
0-63%	000-444	E

POINTS	%	GRADE
468 - 500	94-100	A
443 - 467	89-93	BA
418 - 442	84-88	B
393 - 417	79-83	CB
368 - 392	74-78	C
343 - 367	69-73	DC
318 - 342	64-68	D
000 - 317	00-63	E

REFLECTIONS

80 POINTS

No cover page needed.

At various times during the semester individual reflections regarding class discussions, reading material, and self-awareness exercises will be assigned. There is not advance notice of reflection paper assigned dates. **YOU MUST BE PRESENT IN CLASS TO COMPLETE A REFLECTION.** These papers are designed to help you further reflect on your awareness or understanding of topics related to gender, culture, and families. Points for each reflection will vary, but overall will total 80 points for the semester.

CLASS CONTENT

80 POINTS

No cover page needed.

No reference page needed.

It is expected that you will participate in class sessions. It is reasonable to pass on a particular activity based on personal boundaries; however, it is also reasonable to experience some discomfort and growth through class participation.

- It is expected that you will prepare adequately for each session. The value of our class depends on what you bring to it. To participate fully:
 - complete all readings before we meet in order to have meaningful class discussions regarding the textbook chapter or other assigned reading content,
 - contribute to the group without dominating the discussion, and
 - help create a climate in which others can comfortably share their opinions.
- Each student is expected to come to class with a document prepared with **at least two** thoughtful questions or comments that arose in your mind while reading the chapter and/or additional assigned reading. For each question or comment, **indicate the author(s) and referenced page(s).**

DISCUSSION LEADER

90 POINTS

No cover page needed.

You will help lead the class discussion of one of the class topics/cultures. In order to effectively add to the class discussion of your chosen culture, you will conduct research on the topic beyond the assigned readings.

- Prepare information designed to help you add to the class discussion and lead the class beyond the assigned readings. Ways to complete this include, but are not limited to the following; if you have other ideas to complete this assignment do not hesitate to suggest them.
 - (1) Share current news/laws/policies that relate to the topic; provide a source for your information.
 - (2) Read or view and briefly summarize information learned beyond the assigned reading (research, websites, videos); provide a source.
 - (3) Add depth to the understanding of the culture through sharing historical events that are pivotal to comprehension of the status or treatment of members of the culture today.
 - (4) Interview an appropriate representative of the gender/culture to be discussed and briefly summarize what you learned.
- Lead a brief class discussion about the topic/culture. Be sure to have some thoughtful questions prepared to pose based on the class readings and your own research.
- **Share a document** with the prepared information, appropriately referenced, through e-learning with all students **AT LEAST 48 HOURS PRIOR** to class on the day of the assigned discussion.
- **Submit one copy of the document** on the day of the assigned discussion.

Cover page and references needed.

Gender and race/ethnicity are often discussed as separate variables to one's identity but in the United States, these variables intersect in everyday life. You will explore the role that your identified gender and race/ethnicity, and the intersection of the two, have contributed to your self-identity and self-perceptions. There are several parts to this assignment. Be sure to complete each required part.

Preparation: 1. Gendergram Worksheets

View the worksheet (available in e-learning). You need to think about two gendergrams (**two relationships - one for same gender relationships and one for other gender relationships**). First, select phase(s) in the life cycle to think about roles and themes in your own relationships as they relate to same-sex or other-sex gender development and relationships. Use the worksheet as a guide to help you organize your thoughts about those relationships in your life. Then do the same for the other gendergram. For your gendergram worksheets:

Column 1 - Identify the life cycle stage at which you are designing your gendergram.

Column 2 - List 1-2 relevant events in your life that correspond with the life cycle stage you identified that impacted your development.

Note: Columns 1 & 2 may be the same for both gendergram worksheets.

Column 3 - Identify significant same or other gender persons in your life that you had relationships with during that life cycle and indicate the strengths of those relationships to you.

Columns 4-5 - Reflect on various roles and themes present in this life cycle for your gender and the persons in your diagram.

Preparation: 2. Racial/Ethnic Identity

Go to the Racial Inventory found at <http://www.whatsrace.org/images/inventory.pdf>. Complete the inventory. Also, use the information pertinent to your identified ethnicity from the McGoldrick, Giordano & Garcia-Preto (2005) book provided to you.

Part One: Introduction (1 page)

Review the Marks, Bun and McHale (2009) article and the Dunleavy (2015) readings regarding gender. Review the Ethnic and Racial Identity Development website at http://www.actforyouth.net/adolescence/identity/ethnic_racial.cfm and the book chapter on Racial and Ethnic Identity and Development found at <http://onlinelibrary.wiley.com/doi/10.1002/ace.8405/epdf>.

Introduce the reader to the content of your paper. Use **at least three sources** to discuss gender and ethnic identity and family influence on gender and racial roles.

Part Two: Personal Narrative (3-4 pages)

Build upon your observations and write a narrative of your own gender and ethnic awareness, relating your development to scholarly sources. You must use the **family patterns** article (Marks, Bun, & McHale, 2009) and the **Racial and Ethnic Identity and Development** book chapter (Chavez & Guido-DiBrito, 1999) in addition to **at least 2 additional sources** to ground your understanding of your own experiences. Be sure to address all three sections below.

1. Use the following questions as tools for self-discovery.

- Discuss your gender awareness and development.
- What gender-related *roles* were relevant in your gendergram and do you notice yourself engaging in these at this stage in your life?
- What repetitive *themes* did you address in your gendergram, and have you followed these themes in your own life?
- Which of these roles and themes do you want to enhance and continue?
- Which of these roles and themes do you want to work to change?

2. In addition, provide thoughtful descriptions and specific examples regarding the following:
 - What implicit and/or explicit messages were conveyed for the role of your gender in your family growing up (e.g., What types of activities or behaviors were expected of you? With what toys did you play? What clothes were you assumed to wear?)
 - How was affection expressed towards genders? Were boys and girls treated similarly or differently in your upbringing?
 - How did this shape your lens and understanding of your gender?
 3. Address the following:
 - What implicit and/or explicit messages were conveyed for the role of your ethnicity in your family growing up? What did you learn from your family about expectations for your ethnicity? Were there family traditions/rituals based on your ethnicity?
 - Some statements to ponder include: Identifying and living as _____ ethnicity/race has allowed me privilege in the following ways.... Identifying and living as _____ ethnicity/race has oppressed me in the following ways... One social assumption about my race that is untrue for me is.... One social assumption about my race that is true for me is...
 - How has this shaped your understanding of race?
- I see the intersection of my gender and ethnicity/race as being _____ (fill in the blank and explain). How would you describe the impact of your culture, religion, politics, education, and/or socioeconomic status on your gender and racial identity awareness and upbringing?

Part Three: Interview (2-3 pages)

Interview someone related to your own raising (e.g., your parent, your sibling). Be prepared to share information about their ethnicity from the McGoldrick, Giordano & Garcia-Preto book. You will need to **include an in-text citation** for your interview. Provide responses regarding the following bullet points:

- In your family of origin, what did it mean to be a particular gender? What roles were expected of females and males? From whom did you learn about femininity and masculinity? Were there different messages and roles for boys and girls? How did you feel about those as a child?
- In your family of origin, what did it mean to be of your race/ethnicity? Was your race/ethnicity discussed? What roles were expected of based on your race/ethnicity? How did you feel about those as a child? Share information from the McGoldrick, Giordano & Garcia-Preto book, ask what they think about the information.
- What messages were there regarding gender, culture and relationships? What messages were there regarding cultural differences (e.g., ethnicity, class, religion) and dating or marriage?

Part Four: Conclusion (1 page)

In your conclusion identify the significance of this assignment on you personally. Summarize any discoveries or thoughts you have about your experiences living as a _____ gendered and _____ ethnic/race person in the United States.

TEAM CULTURE ASSIGNMENT – GROUP WORKSHOP

200 POINTS

Cover page and references needed.

The purpose of this assignment is to inform your peers about a culture your team selects. Your team will provide a workshop to the class with the intention of providing practice-based information useful for future professional interactions with the selected culture. The structure of the workshop should be akin to a new employee orientation or an in-service, NOT a paper presentation. Plan for approximately 1.25-

1.5 hours; be sure to provide ample time for discussion and questions within the workshop. Include self-reflection and/or self-awareness activities or conversations.

You should cover the following:

- Defining the population
- Strengths and assets, including unique aspects of the population
- General needs of the population
- Barriers to participation, and environmental considerations
- Communication styles
- Gender roles, family/marital roles
- Parenting practices
- Attitude toward and access to physical health services and mental health services
- Level, type of, and access to government supports
- You may also suggest another attribute that does not appear on the list that is significant for your chosen culture; discuss this with the instructor PRIOR to the due date.

An appropriate packet of handouts, with practical information, pertinent references and resources for the population should be provided. This packet should include a workshop outline, handouts summarizing the information from the workshop with references, resources for that population in the southwest Michigan area, and other appropriate information.

FOLLOWING ARE CULTURES THAT MAY BE SELECTED FROM FOR THE TEAM ASSIGNMENTS:

Deaf culture/deaf families
Families living in poverty
Homeless families
Affluent families
Urban families
A religion that carries a culture with it
Migrant farm families

TEAM CULTURE ASSIGNMENT – INDIVIDUAL CONTRIBUTION

100 POINTS

Cover page and references needed.

Based on the attributes you researched in regards to the culture your team selected, submit a summary of the information you contributed to the information packet used during the workshop. You are expected to use between 3-5 sources to create a document that explores the characteristics of the attributes in relation to the identified culture. This assignment is to be done individually; the information learned is to be used in combination with those of your teammates in the construction of the final team culture workshop. The document you submit should be in bullet point form, with in-text citations and references for all information included.

FCS 2170: DIVERSE CHILDREN, FAMILIES & COMMUNITIES
Course Outline

Date	Topic/Class Content	Reading/Assignments
	Introduction	Text Ch 1: Best Practices in FLE
	Diversity Gender	Jonas (2007) Phillips (2014)
	<i>LGBT families</i>	<i>ONLINE DISCUSSION</i> <i>YouTube "Our families: LGBT _____"</i> <i>Text Ch 12: LGBT Families</i>
	LGBT families Gender	Marks, Bun & McHale (2009)
	<i>Cultural competence</i>	<i>ONLINE DISCUSSION</i> <i>Calzada & Suarez-Balcazar (2014)</i>
	American Indian families Latino immigrant families	Text Ch 7: American Indian Families Text Ch 8: Latino Immigrant Families
	Asian immigrant families Arab immigrant families	Text Ch 9: Asian Immigrant Families Text Ch 10: Arab Immigrant Families
	Gender Ethnicity Awareness Paper	
	<i>Black families</i>	<i>ONLINE DISCUSSION</i> <i>Text Ch 11: Black Families</i>
	Religion, religious differences Rural families	McCarthy (2007); Zimmerman, Smith, Simonson, & Myers (2015) Text Ch 2: Rural Families
	<i>Prison inmate families</i> <i>Court-mandated families</i>	<i>ONLINE DISCUSSION</i> <i>Text Ch 3: Prison Inmates and Their Families</i> <i>Text Ch 4: Court-Mandated Parents and Families</i>
	Culture workshop: • TBD Military Families	Text Ch 5: Military Families
	Culture workshop: • TBD Deaf Families	READING TBD – Deaf culture
	Culture workshop: • TBD Grandfamilies	Text Ch 6: Grandfamilies