Instructor: Jennifer Newquist, Ph.D., CFLE  
Office: EDAN 133  
Office Phone: (936) 468-1082  
Mail: Only through D2L Mail  
Office Hours: Mondays and Wednesdays 9-11am, Fridays 9-10am  
Course Time and Location: Online  
Credits: 3  
Prerequisites: None

I. Course Description:  
This course is designed 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.

II. Intended Learning Outcomes/Goals/Objectives:  
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:  
- Academic excellence through critical, reflective and creative thinking  
- Life-long learning  
- Collaboration and shared decision making  
- Openness to new ideas, culturally diverse people and innovation and change  
- Integrity, responsibility, diligence, and ethical behavior, and  
- Service that enriches the community

This course enhances student learning in the area of human development and serves as one of the foundation courses in the Human Development and Studies Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships

Program Learning Outcomes  
- Learners will identify social and cultural influences affecting family life.
• Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
• Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
• Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
• Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
• Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

• Students will be able to describe the nature and focus of family life education
• Students will be able to describe the ten major content areas of family life education
• Students will be able to describe the process of obtaining and maintaining a family life education certification
• Students will identify the key components in designing, implementing, and evaluating community family life education programs
• Students will demonstrate professionalism in oral and written communication

This course prepares students seeking certification in Family Life Education to meet Family Life Education Content Area 10 as identified by the National Council on Family Relations: An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such education programs,

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. HMS 201 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m. Online help and tutorials are available by going to https://community.brightspace.com/s/

2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.
IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 550 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C= 70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before final examination time period.

Students are responsible for all assignments and notices posted on the home page, and all messages sent to students via e-mail. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment by the due date. Do not request to submit an assignment late for any of these reasons.

Course points are earned through:

- **Student Introduction** = 20 points. Students must post introductions to the class through the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly.
- **Discussion Board** = 120 total points (6x20pts). Discussion questions will relate to course content, principles of family life education, theories used in family life education, and family education program development. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly.
- **Class Assignments** = 160 total points (4x40pts). Assignments will pertain to the course content, investigating the CFL, principles of family life education, and program development and evaluation. All assignments must be submitted in the Dropbox as Word.doc, doc-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.
- **Community Education Workshop Lesson Plan LiveText Assessment** = 100 points This assignment serves as a LiveText assessment, which requires you to submit an assignment to your LiveText account and D2L. Each student will create a detailed lesson plan designed to facilitate a community based workshop for a specific community audience. The lesson consists of 5 different components that must be addressed. You will submit a rough draft of the assignment to D2L by the assigned due date. At the end of the course, you will submit your completed assignment including references as a word document to both D2L and your LiveText account. **Failure to upload this assignment to both LiveText and D2L results in a zero recorded for this assignment.** The completed lesson plan components must be developed in a word document using 12 inch font, Times New Roman or Arial writing style, doubled-spaced and use relevant APA standards. Be sure to read and pay attention to requirements per component. The file should include a cover page, corrected lesson plan components and reference list(s). The reference list(s) must be created according to APA guidelines. The lesson plan must include the following components:
  - **Topic/Scope & Rationale/Purpose (15pts):** You may choose a topic of choice related to some aspect of family life. The scope of the lesson plan identifies a family-based issue impacting upon an individual’s or family’s well-being. The rationale/purpose provides an explanation discussing the reasons for selecting the family-based issue(s) and the need for
a specific prevention/intervention strategy to address the identified needs to the targeted audience. The scope & rationale/purpose must be supported by 3 scholarly research articles between 2010-2015. Include a description of the audience members that may potentially attend the workshop.

FLE Content Area(s) (15pts): Identify and state the content areas listed in the course text that pertains to the targeted population. Include a discussion for the selecting the FLE content area and how the content area matches the identified characteristics of the targeted audience.

Objectives (10pts): List at least 3 objectivities that demonstrate the learning activities that will take place during the community based workshop.

Theoretical Framework: Explaining the Structure and Function of Families: Select a family-based theory that provides an explanation of the function of the family. Include citations demonstrating the use of at least 3 current research articles within the last 5 years discussing the theory you have chosen.

For an example: A student is interested in conducting a workshop for Parents identified by Child Protective Services (CPS) as abusive. The goal of the workshop is to help parents learned effective parenting strategies to minimize the risk for future abusive parenting practices. The student selects the Family stress theory because the theory provides explanation of the family dynamics related to abusive parenting behaviors and how these factors can lead to stressful relations and interactions between the family members. This theory further explains how stress is experienced by the family members involved and how stress may impact upon the well-being of the family. More information related to this assignment is posted under the Content Area of D2L.

Procedures (20pts): Provide a detailed description of the procedures, materials and resources used to execute the lesson plan for targeted audience members. This description must include the step-by-step actions taken by the facilitator ensure the objectives of the workshop are achieved. The procedures must match the identified objectives. Include the following components:

a). A list of scheduled activities
b). Materials needed for the workshop (ie. Paper, pencils, tables, chairs, audio/visual equipment)
c). Location and time the planned workshop will be offered and frequency such as one-time only, monthly, etc.
d). Registration process (on-line registration, face-to-face registration, etc.) fees and the format for payment
e). Discuss added services (ex. Childcare, transportation, refreshments and/or meals, etc.)
f). Participants dress code
g). Community referral list of available services for the participants
h). Issuance of certificates for attending the workshop
i). Marketing Plan- discuss in detail how you plan to advertise and market the workshop to the public

Submit Rough Draft (10pts) (See Timeline for due date): Submit a rough draft of your community lesson plan to D2L by the assigned due date. Your rough draft will need to include a cover page and at least one reference. In order for the instructor to provide as
much feedback as possible, it is crucial that you include as much information as you can in each component.

- **Midterm Exam= 50 points.** Midterm exam will be accessible online. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Final Exam= 100 total points.** Final exam will be accessible online. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Extra Credit (optional):** Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/ Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
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<tr>
<td>Aug 28-Sept 1</td>
<td><strong>Student Introduction due 9/1 at 11pm</strong></td>
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<tr>
<td></td>
<td>Begin Module 1</td>
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<td></td>
<td>Chapters 1 and 2</td>
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<td>Week 2</td>
<td>Continue Module 1</td>
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<td>Sept 4-8</td>
<td>Chapters 1 and 2</td>
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<td>Week 3</td>
<td>Continue Module 1</td>
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<tr>
<td>Sept 11-15</td>
<td>Chapters 1 and 2</td>
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<td></td>
<td><strong>What is Family Discussion</strong></td>
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<td></td>
<td><em>due 9/15 at 11pm</em></td>
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<td>Week 4</td>
<td>Continue Module 1</td>
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<tr>
<td>Sept 18-22</td>
<td>Chapters 1 and 2</td>
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<td><strong>CFLE Assignment</strong></td>
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<td><em>due to 9/23 at 11pm</em></td>
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<td>Week 5</td>
<td>Begin Module 2</td>
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<tr>
<td>Sept 25-29</td>
<td>Chapters 3 and 8</td>
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<td><strong>Needs Assessment Assignment</strong></td>
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<td><em>due 9/29 at 11pm</em></td>
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<td>Week 6</td>
<td>Continue Module 2</td>
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<td>Oct 2-6</td>
<td>Chapters 3 and 8</td>
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<td><strong>Rationale/Purpose Assignment</strong></td>
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<td><em>due 10/6 at 11</em></td>
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<td>Week 7</td>
<td>Continue Module 2</td>
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<tr>
<td>Oct 9-13</td>
<td>Chapters 3 and 8</td>
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<td><strong>Community Lesson Plan Rough Draft</strong></td>
<td>10</td>
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<td><em>due 10/13 at 11pm</em></td>
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Week 8  
Oct 16-20  
Continue Module 2  
Theory Discussion  
due 10/21 at 11pm  
20

Week 9  
Oct 23-27  
Begin Module 3  
Chapters 4 and 5  
Midterm Exam over Modules 1 and 2  
due 10/27 at 11pm  
50

Week 10  
Oct 30-Nov 3  
Continue Module 3  
Chapters 4 and 5  
Teaching Tools Discussion  
due 11/3 at 11pm  
20

Week 11  
Nov 6-10  
Continue Module 3  
Chapters 4 and 5  
What's My Presentation Style? Discussion  
due 11/10 at 11pm  
20

Week 12  
Nov 13-17  
Begin Module 4  
Chapters 6 and 7  
Simulated Learning Discussion  
due 11/17 at 11pm  
20

Nov 20-24  
Thanksgiving-No Class

Week 13  
Nov 27-Dec 1  
Continue Module 4  
Chapters 6 and 7  
Longitudinal Evaluation Assignment  
due 12/1 at 11pm  
40

Week 14  
Dec 4-8  
Continue Module 4  
Chapters 6 and 7  
Final Community Lesson Plan  
due to D2L and LiveText 12/8 at 11pm  
90

Week 16  
Dec 11-15  
Comprehensive Final Exam  
due 12/15 at 11pm  
100

VI. Readings:

Required:


LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins
College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year.
from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or Providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.