School of Human Sciences
Family Life Education
HMS 201.501 – Online
Spring 2019

Instructor: Rachel Jumper, Ph.D.
Office: EDAN 130
Office Phone: (936) 468-2209
Office Hours: Monday 9:00-11:00am, Tuesday 8:15-9:15am & 10:45am-12:15pm, & Thurs 8:15-9:15am
Prerequisites: None

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week. All content is online in D2L.
Email: jumperr@sfasu.edu or through D2L
Credits: 3

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.

Live Text Assignment: HMS 201 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText. If you do not already have a LiveText account, please be on the lookout in you SFA email for an email with registration instructions. You do not have to purchase your own LiveText account, SFA will provide you with a registration code.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

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

This course related to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

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

Student Learning Outcomes:
Upon successful completion of this course, the student will:
1. Be able to describe the nature and focus of family life education
2. Be able to describe the ten major content areas of family life education
3. Be able to describe the process of obtaining and maintaining a family life education certification
4. Identify the key components in designing, implementing, and evaluating community family life education programs
5. Demonstrate professionalism in communication

III.   Certification Competencies:

Family Life Educator Certification:
Information from this class should be retained to use for review purposes for the Child Family Life Education exam (CFLE). Please visit the NCFR for more information. The course content in this course (HMS 201) emphasizes these specific areas associated with the NCFR Family Life Education Content (# 10).

> **Area 10: Family Life Education Methodology -** 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.

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

Course Assignments & Activities:

1. **Course Content Exams**. There will be 2 Course Content Exams on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

   Important notes on content quizzes:
   a. As with the entire course, exams will be taken online via D2L. For the midterm, the exam can be found in D2L in the Quizzes section and will be open Monday at 12:01am through Sunday at 11:59pm the week it is assigned. The final comprehensive exam will be assigned during Finals Week and will be open from Monday at 12:01am through Wednesday at 11:59pm.
   b. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. **NOTE: if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing quizzes. Avoid waiting until the last moment to take the quiz.

    c.   Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason. Because the exam is open for multiple days, a student must have a compelling reason for every day that the quiz is open (in other words, sickness on Sunday is not a compelling reason to make-up the exam) Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date without prior permission from the professor means that a student will earn a zero for the given exam.

2. **Course Activities.** There will be five general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names and due dates.

3. **Community Lesson Plan Rough Draft.** You will submit a **rough draft** of the community lesson plan assignment 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.

4. **Community Lesson Plan.** 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. 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.

   This assignment must be uploaded into LiveText and D2L Dropbox to receive credit! Please make sure that you load the paper into both. Not loading the paper into both will lead to a grade of "0" for the assignment. A link and instructions for using LiveText will be provided in D2L and you will be reminded to upload your paper to both locations when the paper is due.

   The lesson plan must include the following components:

   - Cover page & title (not including a cover page or title will result in a five (5) point deduction from your grade.
   - Topic/Scope & Rationale/Purpose (48pts): 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-present. Include a description of the audience members that may potentially attend the workshop
   - FLE Content Area(s) (6pts): 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 (8pts): 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 (30 pnts)**:** 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.*
- Procedures (8pts): 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 list of scheduled activities
    - Materials needed for the workshop (ie. Paper, pencils, tables, chairs, audio/visual equipment)
    - Location and time the planned workshop will be offered and frequency such as one-time only, monthly, etc.
    - Registration process (on-line registration, face-to-face registration, etc.) fees and the format for payment
    - Discuss added services (ex. Childcare, transportation, refreshments and/or meals, etc.)
    - Participants dress code
    - Community referral list of available services for the participants
    - Issuance of certificates for attending the workshop
    - Marketing Plan- discuss in detail how you plan to advertise and market the workshop to the public
- References: A minimum of six (6) academic references should be used. Ten points will be deducted for each source less than 6. References should be in APA format and five points will be deducted for each citation not in APA format.
- Formatting: Lesson plan should be submitted in final draft form. Having significant typos, incorrect use of words, or other distracting grammatical errors will result in a deduction of up to 20 points from the overall grade of the assignment.

General Note on Late Assignments:
Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a "0" for the assignment. If you have

questions or are in doubt about what you are producing, please talk with me about the assignment.

Use of Technology:
Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both myself and your classmates. Internet access is an essential part of the course.

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

Attendance:
While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a "0" for that week's activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

V.   **Evaluation & Assessments (Grading):**
The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

A = 89.5% -100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs/PLOs Addressed
Course Exams				1, 2, 3, 4, & 5
	Midterm Exam	100	20%	
	Final Exam	100	25%	
Course Activities				1, 2, 3, 4, & 5
	What is Family Discussion	20		
	CFLE Exploration	20		
	Needs Assessment	20		
	Theory Discussion	20		
	Presentation Style	20		
	TOTAL	**100**	25%	
Community Lesson Plan				SLOs 4 & 5
	Rough Draft	100	10%	
	Final Lesson Plan	100	20%	
TOTAL			**100%**	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing.

VI. **Tentative Course Outline**

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, <u>unless otherwise noted</u>!!

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments
1	Jan 22-27	Welcome to the Course	Course Module 1	Introductory Discussion
2	Jan 28-Feb 3	What is Family Life Education?	Module 2 Chapter 1	
3	Feb 4-10	Family Life Profession	Module 3 Chapter 2	Course Activity 1: What is Family Discussion
4	Feb 11-17	Certified Family Life Educators	Module 4 Chapter 2 cont.	Course Activity 2: CFLE Assignment
5	Feb 18-24	Understanding your Audience	Module 5 Chapter 3	Course Activity 3: Needs Assessment
6	Feb 25-Mar 3	Theories of Family Life Education	Module 6 Chapter 8	Course Activity 4: Theory Discussion
7	Mar 4-10	Researching Information as a Professional	Module 7 Online Readings	Extra Credit Assignment
8	Mar 11-17	Midterm Exam	Module 8	Midterm Exam Chapters 1, 2, 3, & 8
	Mar 18-24	SPRING BREAK	SPRING BREAK	SPRING BREAK
9	Mar 25-31	Community Lesson Plan Overview	Module 9	
10	Apr 1-7	Diverse Settings	Module 10 Chapter 4	Community Lesson Plan Rough Draft Due
11	Apr 8-14	Program Design	Module 11 Chapter 5	

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments
12	Apr 15-21	Implementation of Programs	Module 12 Chapter 6	Course Activity 5: What's my Presentation Style Activity
13	Apr 22-28	Evaluation of Programs	Module 13 Chapter 7	
14	Apr 29-May 5	Family Life Education: Considering Culture	Module 14 Chapter 12	Final Community Lesson Plan Due
15	May 6-12	Course Wrap-up & Review	Module 15	
16	May 13-15	Final Exam	Course Module 16	**Final Comprehensive Exam CLOSES WEDNESDAY AT 11:59PM**

VII. **Course Readings (Required):** You may purchase digital copies if available.
1. Darling, C.A., & Cassidy, D. (2014). *Family life education: Working with families across the lifespan.* Long Grove, IL: Waveland Press.
2. Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

Course Readings (Recommended):
You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered, it will be announced in class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

LiveText/Watermark Statement:
This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VIII.   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: Found at http://www.sfasu.edu/policies/

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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;

- 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;
- 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX.   **Other Relevant Course Information:**

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that

your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.