Instructor: Jennifer Newquist, Ph.D., CFLE
Course Time and Location: Online
Office: EDAN 133
Office Phone: (936) 468-1082
Mail: Only through D2L Mail
Office Hours: Mondays 1-3pm, Tuesdays 2-4pm, Thursdays 11am-12pm

COVID 19 Statement: As of August 1, 2021, campus has returned to normal operations; however, SFA strongly encourages all students, faculty, and staff to get vaccinated, wear a mask in public indoor settings, and maintain physical distance when possible (CDC recommends at least 6 feet or two arm lengths away). For more information you can visit https://www.sfasu.edu/covid19

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.

Course Justification: HDFS 2301 “Family Life Education” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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

Program Learning Outcomes

- Learners will identify social & cultural influences affecting family life (CFLE content area #1)
- The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
- The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will analyze the cognitive and physical development of children and adolescents.
- The student will explain the impact adults have on the social/emotional development of children and adolescents

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

Family Life Educator Certification

Course content in HDFS 2301 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

X: 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 educational programs.

Notes from HDFS 2301 should be retained to review for the CFLE exam.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. HDFS 2301 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.

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 335 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C=69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Please be aware this is a fully online, half-term course. This means that this course doesn’t meet in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the course calendar. I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as “study time”). Most universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

Self-care statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is
an important part of skill building for creating trauma-informed services and systems. Please do
not hesitate to contact the instructor at any time during the course if you would like to discuss,
privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Student Introduction** = 10 points. Students must post introduction to class directly to the discussion board. No credit will be given for responses sent by email unless arrangements are made with the instructor.

- **Discussion Board** = 60 total points (3x20pts). Discussion questions will relate to course content. Including principles of family life education and theories used in family life education. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses sent through email or posted incorrectly unless arrangements are made with the instructor.

- **Dropbox Assignments** = 60 total points (3x20pts). Assignments will pertain to the course content, investigating the CFLE and principles of family life education. All assignments must be submitted in the Dropbox as Word.doc, do-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** = 100 total points. The lesson plan consists of 5 different components that must be addressed. Each component has its own due date. Students are expected that each assignment submitted will address all requirements Be sure to read and pay attention to requirements per component. Each of 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. The final lesson plan 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) (See Timeline for due date): 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) (10pts) (See Timeline for due date): 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) (See Timeline for due date): List at least 3 objectives that demonstrate the learning activities that will take place during the community-based workshop.

  - Theoretical Framework: Explaining the Structure and Function of Families (15pts) (See Timeline for due date): 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 learn 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) (See Timeline for due date): 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 to 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) 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 Final Draft (30pts) (See Timeline for due date): Submit a final draft of your community lesson plan to D2L by the assigned due date. Your final draft will need to include the title of your workshop, a cover page, each of the components of the lesson plan (taking to account feedback given by instructor), as well as an APA reference page with at least 6 scholarly journal references-three for rationale and three for theory.

- **Midterm Exam**= 50 points. Midterm exam will be accessible on online. Students are expected not to use notes or text during exam. Exams are timed. A score of zero (0) will be given for students who exceed the time limit. If you exceed the time limit due to technical difficulties, you will need to consult the instructor in regards to changing your exam grade.
- **Final Exam**= 50 points. Final exam will be accessible online. Students are expected not to use notes or text during exam. Exams are timed. A score of zero (0) will be given for students who exceed the time limit. If you exceed the time limit due to technical difficulties, you will need to consult the instructor in regards to changing your exam grade.
- **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:

**All due dates are in Central Time.**

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to HDFS 2301 Module</td>
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<tr>
<td>Aug 23-30</td>
<td><strong>Student Introduction</strong></td>
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<td>due Sunday 8/29 at 11pm</td>
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<td>Module 1: What is Family Life Education?</td>
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<td>Module 2: Family Life Profession</td>
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<td>Chapter 1: What is FLE</td>
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<td>Chapter 2: Family Life as a Profession</td>
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<td><strong>What is Family Discussion</strong></td>
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<td>due Sunday 8/29 at 11pm</td>
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<td>Week 2</td>
<td>Module 3: Researching Information as Professional</td>
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<td>Aug 30-Sept 5</td>
<td>Module 4: Certified Family Life Educators</td>
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<td>Chapter 2: Family Life as a Profession</td>
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<td><strong>CFLE Exploration Assignment</strong></td>
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<td>due Sunday 9/12 at 11pm</td>
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<td>Week 3</td>
<td>Module 5: Understanding Your Audience</td>
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<td>Sept 6-12</td>
<td>Module 6: Theories of FLE</td>
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<td>Chapter 3: Understanding Your Audience</td>
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<td>Chapter 8: Relating Theory to Practice</td>
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<td><strong>Needs Assessment Assignment</strong></td>
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<td>due Sunday 9/12 at 11pm</td>
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<td><strong>Topic/Scope &amp; Rationale/Purpose</strong></td>
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<td>due Sunday 9/12 at 11pm</td>
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<td><strong>Theory Discussion</strong></td>
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<td>Week 4</td>
<td>Module 7: Diverse Settings</td>
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<td>Sept 13-19</td>
<td>Chapter 4: Settings in FLE</td>
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<td><strong>Theoretical Framework due</strong></td>
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<td><strong>Wednesday 9/15 at 11pm</strong></td>
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| Week 5 | Module 8: Program Design  
Module 9: Implementation of Programs  
Chapter 5: Program Design in FLE  
Chapter 6: Implementation of Programs  
Objectives due  
Sunday 9/26 at 11pm |
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| Week 6 | Module 9: Implementation of Programs  
Module 10: Evaluation of Programs  
Chapter 6: Implementation of Programs  
Chapter 7: Evaluation of Programs  
Procedures due Wednesday 9/29 at 11pm  
What's My Presentation Style Discussion due Sunday 10/3 at 11pm  
Longitudinal Evaluation Assignment due Sunday 10/3 at 11pm |
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<td>Sept 27-Oct 3</td>
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| Week 7 | Module 11: Considering Culture  
Readings in Module  
Final Community Lesson Plan Final Draft  
CLOSES 10/8 at 11pm  
Final Exam  
CLOSES 10/8 at 11pm |
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VI. Readings:

**Required:**


**Suggested:**


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: These policies are found at https://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 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.

**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 Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Background Check Statement:

For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.