COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Human Environmental Studies  Course No. CF 360
Title of Course: Family Life Education  Date: Spring 2016

Please check: ✓ New  □ Revision

I. Catalog Description: Understanding the design, development and implementation of family life education programs in a wide variety of settings. (3 credit hours)

II. Co- or Prerequisite(s): CF 209: Intro to Family Process and Systems

III. Purposes or Objectives of the Course (optional):
   A. Develop a personal philosophy of family life education
   B. Analyze frameworks for the development of family life education programs
   C. Critically evaluate existing family life education programs
   D. Demonstrate a variety of teaching methods appropriate in family life education
   E. Practice giving and receiving constructive feedback to classmates
   F. Design a family life education program

IV. Student Learning Outcomes (Minimum of 3):
   A. Students will critically evaluate existing family life education programs
   B. Students will demonstrate effective teaching strategies
   C. Students will implement a family life education program

   Add additional SLOs as needed

V. Optional departmental/college requirements:
   A.
   B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
   A. Historical and Philosophical Perspectives  3
      1. Cooperative Extension
      2. Web based family life education
      3. Philosophy towards outreach
   B. Implementing Family Life Education Programs  6
      1. The design of FLE Programs
      2. Engaging the audience
      3. Methods for teaching skills
      4. Working with diverse audiences
      5. Delivery formats
C. Content of Family Life Education Programs
   1. Personal well-being / life skills programs
   2. Relationship enrichment programs
   3. Pre-marital programs
   4. Co-parenting education programs
   5. Sex education programs
   6. Family relations programs

D. Parenting Education
   1. Understanding effective parenting
   2. Theoretical models of parenting education
   3. Qualities and competencies of an effective parent educator
   4. Evaluating parenting education resources and curriculum

E. Promoting and Evaluating Family Life Education Programs
   1. Strategies for marketing programs
   2. Evaluating the effectiveness of a program

F. Development of Family Life Education Program Project
   1. Develop and design a short family life education program
   2. Create marketing material for the FLE program
   3. Present family life education program to class
   4. Provide constructive feedback

Please Attach copy of class syllabus and schedule as an example

Signature: ________________________________________________ Date: ________________
            Chair

Signature: ________________________________________________ Date: ________________
            Dean
I. Catalogue Description and Credit Hours

Understanding the design, development and implementation of family life education programs in a wide variety of settings. (3 credit hours)

II. Prerequisite(s)

CF 209: Intro to Family Process and Systems

III. Purposes or Objectives of Course

A. Develop a personal philosophy of family life education.
B. Analyze frameworks for the development of family life education programs.
C. Critically evaluate existing family life education programs.
D. Demonstrate a variety of teaching methods appropriate in family life education.
E. Practice giving and receiving constructive feedback to classmates.
F. Design a family life education program.

IV. Student Learning Outcomes

A. Students will critically evaluate family life education programs.
B. Students will demonstrate effective teaching strategies.
C. Students will implement a family life education program.

V. Expectations of Students

A. Satisfactorily complete all class assignments.
B. Contribute to class discussion.
C. Satisfactorily pass two written examinations.
D. Design and implement a family life education program.

VI. Course Outline or Content

A. Historical and Philosophical Perspectives
   1. Cooperative Extension
   2. Web based family life education
   3. Philosophy towards outreach
B. Implementing Family Life Education Programs 6
   1. The design of FLE Programs
   2. Engaging the audience
   3. Methods for teaching skills
   4. Working with diverse audiences
   5. Delivery formats

C. Content of Family Life Education Programs 14
   1. Personal well-being / life skills programs
   2. Relationship enrichment programs
   3. Pre-marital programs
   4. Co-parenting education programs
   5. Sex education programs
   6. Family relations programs

D. Parenting Education 6
   1. Understanding effective parenting
   2. Theoretical models of parenting education
   3. Qualities and competencies of an effective parent educator
   4. Evaluating parenting education resources and curricula

E. Promoting and Evaluating Family Life Education Programs 6
   1. Strategies for marketing programs
   2. Evaluating the effectiveness of a program

F. Development of Family Life Education Program Project 10
   1. Develop and design a short family life education program
   2. Create marketing material for the FLE program
   3. Present family life education program to class
   4. Provide constructive feedback

VII. Textbook(s) and/or Other Required Materials or Equipment


VIII. Basis for Student Evaluation

   A. Class discussion 5%
   B. Two examinations 30%
   C. Program Evaluations 20%
   D. FLE Program project 40%
   E. Peer Evaluations 5%

Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated
at the beginning of the course.
IX. Civility and Academic Honesty Statement

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system. Refer to the Code of Student Conduct: http://www.semo.edu/pdf/stuconduct-code-conduct.pdf

X. Student with Disabilities Statement

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XI. Attendance / deadlines

- From the University Bulletin: “Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor’s decision to provide, or not to provide, make-up work related to absences for any other reason.”

- Attendance is strongly encouraged. Missing any classes will most certainly affect the quality of participation in the course, the quality of your understanding of the concepts, and, thus, the final grade in the class.

XII. Student Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Shelba Branscum.

XIII. Late Work

Assignments are due in class on the due dates. Assignments that are handed in late will not receive full credit. You will lose one letter grade for every week that it is late. Assignments that are over 2 weeks late will not be accepted. Extreme and unavoidable situations will be dealt with appropriately. Assignments will NOT be accepted via email.