School of Human Sciences  
HMS 146.502 (HDFS 1346) Introduction to Human Development and Family Studies  
Spring 2020

Instructor: Lynsey Cortines, M.S.  
Office: EDAN 119B  
Office Phone: 936-468-2449  
Credits: 3 hours

Course Time & Location: HMS 146 is an online course  
Office Hours: T, 9:30-11:30; W, 12:30-2:30; F, 9:30-10:30

Other Contact Information: Email: Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar above, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name. Students should expect a response to emails within 24-48 hours. Please note that emails sent to the instructor after 5:00 p.m. on Fridays will receive a response on the following Monday.

I. Course Description

This course serves as an introduction to the history and development of the profession, with particular emphasis on exploring the diversity of job opportunities in the field of human development and family studies.

HMS 146 “Introduction to Human Development and Family Studies” (3 credits). Students will receive extensive course content information via online content modules equivalent to 150 minutes per week for 15 weeks. Students in the course will have weekly readings from the content modules and will participate in a variety of activities which may include: discussions, assignments, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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.

Prerequisites: None

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 areas of human development and family studies and serves as one of the foundation courses in the Human Development and Family Studies (HDFS) program in the School of Human Sciences. HMS 146 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 human development and family relationships.

### Program Learning Outcomes

1. Learners will identify social & 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 develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

### Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Identify the major theories regarding human development and family life.
- Describe various career opportunities for working with families and children.
- Identify professional publications, organizations, and service agencies in the field.
- Identify and discuss research methods and APA (American Psychological Association) referencing format utilized in professional publications.
- Identify the sequencing of courses in the Human Development and Family Studies (HDFS) program.

### III. Certification Competencies
**Educator Standards for Family & Consumer Science Composite 6-12:**
These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

**Standard I.** Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards: 1.8s, 1.15s).

**Standard II.** Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 2.1k, 2.2k, 2.5k, 2.1s, 2.15s, 2.22s, 2.23s).

**Standard III.** Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Specific Sub-Standards: 3.4k, 3.12s).

The Educator Standards are addressed in the following assessments:

- Discussion 1-(2.1k, 2.2k, 2.5k, 2.1s, 2.22s, 3.4k, 3.12s)
- Discussion 2-(1.8s, 1.15s, 2.1k, 2.2k, 2.5k, 2.1s, 2.22s, 3.4k, 3.12s)
- Discussion 3-(2.1k, 2.2k, 2.1s, 2.15s)
- HDFS Degree Plan Assignment-(2.1k)
- Career Investigation Assignment-(1.15s, 2.1k, 2.5k, 2.22s, 2.23s, 3.4k, 3.12s)
- CFLE Assignment-(1.15s, 2.1k, 2.5k, 2.22s, 2.23s, 3.4k, 3.12s)
- Scholarly Research Journal Assignment-(1.15s, 2.1k)
- Theoretical Frameworks Assignment-(2.1k, 2.2k, 2.1s)
- APA Assignment-(1.15s)
- Quiz 1-(1.15s, 2.1k, 2.2k, 2.5k, 2.1s, 2.2s, 3.4k, 3.12s)
- Quiz 2-(1.8s, 1.15s, 2.1k, 2.2k, 2.5k, 2.22s, 2.23s, 3.4k, 3.12s)
Quiz 3-(2.1k, 2.2k, 2.1s, 2.15s)

Quiz 4-(1.15s)

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

1. HMS 146 is an online course. Class attendance and participation are crucial as students are expected to log into the course daily to stay current with course assignments, quizzes, discussions and course information. Students experiencing technical difficulties accessing the course homepage, assignments, discussions, or quizzes should call SFA's D2L Support Team at (936) 468-1919. The D2L Support Team is available Monday–Friday, 8 a.m.–5 p.m.

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

3. Course content is delivered via Brightspace/D2L, which includes: instructor content notes, assignments, quizzes and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content and completing all posted assignments, discussion questions, and quizzes by the due dates/times.

V. Evaluation and Assessments (Grading)

The course is graded on a letter grade basis (A-F). There are tentatively 510 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 the final examination period.

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer, failing to view the assignments/discussions/quizzes, and submitting assignments via e-mail to professor are unacceptable reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion/quiz late for any of these reasons. Students should always review any document that is uploaded to the Dropbox to ensure that it is readable and that it is the most appropriate document for the given assignment.

Course points are earned through:

- Quizzes = 200 total points. All quizzes will be accessible online and will relate to course content, such as; theoretical frameworks, professional organizations, professional publications, professional research articles, and use of APA reference format. Failure to access and complete the quizzes online by due date/time 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.
• Discussion Board = 60 points. Discussion questions will relate to course content, such as; theoretical frameworks, professional organizations, professional publications, professional research articles, and use of APA reference format. 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 = 240 points. Assignments will be posted during the semester and will relate to course content, such as; theoretical frameworks, professional organizations, professional publications, professional research articles, and use of APA reference format. All assignments must be submitted in the Dropbox as Word .doc or .docx files by the due date/time. No credit will be given for assignments posted incorrectly.

• Student Introduction = 10 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.

• Field Trip Opportunity (optional): A local field trip opportunity will be provided to students for the Spring 2020 semester (limited spaces will be available). The location, date/time, and number of spaces available for the field trip will be announced to the class on the course homepage. Students who attend the field trip will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. Information will be provided to the class via the course homepage regarding the specific grade replacement for HMS 146. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. IMPORTANT: ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count. You will be responsible for your own transportation to the field trip site.

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

VI. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced on the course homepage.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Content/Assignments</th>
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<tbody>
<tr>
<td>Week of January 15th</td>
<td>Introduction and overview of course</td>
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<tr>
<td>Week of January 20th</td>
<td>No Class (1/20) Martin Luther King Jr. Holiday</td>
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<tr>
<td>Week of January 27th</td>
<td>Continue Module 1</td>
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<td><strong>Student Introductions due January 21st by 11:59 p.m.</strong></td>
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<td><strong>Begin Module 1-Introduction to the Human Development and Family Studies (HDFS) Profession</strong></td>
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<td><strong>Discussion 1 due January 24th by 11:59 p.m.</strong></td>
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<td>Week of February 3rd</td>
<td>Continue Module 1</td>
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<td><strong>HDFS Degree Plan Assignment due January 31st by 11:59 p.m.</strong></td>
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<tr>
<td>Week of February 10th</td>
<td>Continue Module 1</td>
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<td><strong>Quiz 1 due February 14th by 11:59 p.m.</strong></td>
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<td>Week of February 17th</td>
<td>Begin Module 2-Overview of Professional Organizations, FLE (Family Life Educator) Certification, and Scholarly Research Journals</td>
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<td><strong>Discussion 2 due February 21st by 11:59 p.m.</strong></td>
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<tr>
<td>Week of February 24th</td>
<td>Continue Module 2</td>
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<td><strong>CFLE Assignment due February 28th by 11:59 p.m.</strong></td>
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<tr>
<td>Week of March 2nd</td>
<td>Continue Module 2</td>
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<td>Week of March 9th</td>
<td><strong>Spring Break!!!</strong></td>
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<tr>
<td>Week of March 16th</td>
<td>Continue Module 2</td>
</tr>
<tr>
<td></td>
<td><strong>Scholarly Research Journal Assignment due March 20th by 11:59 p.m.</strong></td>
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</table>
| Week of March 23rd | Continue Module 2  
**Quiz 2 due March 27th by 11:59 p.m.** |
|------------------|-----------------------------------------|
| Week of March 30th | Begin Module 3-Introduction to Theoretical Frameworks and Research Strategies in HDFS  
**Discussion 3 due April 3rd by 11:59 p.m.** |
| Week of April 6th | Continue Module 3  
**No Class (4/9-4/10) Easter Break** |
| Week of April 13th | Continue Module 3  
**Theoretical Frameworks Assignment due April 13th by 11:59 p.m.**  
**Quiz 3 due April 17th by 11:59 p.m.** |
| Week of April 20th | Begin Module 4-Introduction to APA Reference Format |
| Week of April 27th | Continue Module 4  
**APA Assignment due April 29th by 11:59 p.m.** |
| Week of May 4th | **Quiz 4 due May 4th by 11:59 p.m.** |

**VII. Readings**

There is no required textbook for this course.


**VIII. Course Evaluations**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important
purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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.

IX. Student Ethics and Other Policy Information: These policies may be found at www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Daily login to the course is vital for success in this course and is expected from all students. 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. Students missing classes, other than university-sponsored trips, may contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. If participating in university-sponsored events, announcements in mySFA constitute official notification. 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 iCare: 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.

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.


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 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information

Students are responsible for checking the course homepage on a regular basis; recommendation is at least once a day to stay current with all class work and information. All class assignments, discussions, and quizzes must be completed and submitted by the due date/time for credit. Missed assignments cannot be made up and no extra credit assignments will be given at the end of the semester after the final exam date.
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.