I. Course Description

Emphasis on demands of successful living as an aid in coping effectively with the problems of family life

Course Justification: Students in this course receive extensive course content information online content modules. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, online discussions, academic papers, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments. Total faculty/student contact is minimum of 2250 minutes.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

• Academic excellence through critical, reflective and creative thinking
• Life-long learning
• Collaboration and shared decision making
• Openness to new ideas, culturally diverse people and innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community

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

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

Certification Competencies

Educator Standards for Family & Consumer Science Composite 6-12:

Course content in HDFS 4315 emphasizes the following TExES Standard:

TExES Standard III:

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 service.

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/

Notes from HDFS 4315 should be retained to review for the TExES Exam.

Family Life Educator Certification

Course content in HDFS 4315 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

II: Internal Dynamics of Families

An understanding of family strengths and weaknesses and how family members relate to each other

V: Interpersonal Relationships

An understanding of the development and maintenance of personal relationships

Notes from HMS 459 should be retained to review for the CFLE exam.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:
• Apply theoretical models to aid in understanding family dynamics and relationships
• Compare and contrast various family lifestyles and multicultural variations of family systems
• Understand and describe the psychosocial and economic factors that influence the course of marriage and family life
• Explain communication patterns and problems in family relationship.
• Assess the impact of divorce and remarriage among family members
• Review and analyze the research literature in regard to topical issues that impact the individual, family, and society

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

A. Course content is delivered through Four Learning Modules. Each module will outline specific chapter readings and include additional readings from Professional Journals, Secular Magazines, Newspapers, etc.

B. Homepage News - The instructor primarily uses News on the Homepage to communicate with the class. If the instructor receives several e-mails that are similar, the instructor will post to the News and will not answer each e-mail individually.

C. For specific issues related to viewing or submitting an assignment, please contact the D2L Student Help resource at 936-468-1919 which is available 8AM – 5 PM, Monday - Friday.
   a. The Course Instructor does not have information on the specifics related to your computer and the assignments. The Student Help resource is available 8 – 5, Monday – Friday at 936-468-1919.
   b. It is the student’s responsibility to plan ahead and submit assignments on time. If assistance is needed, it is available Monday – Friday, 8 AM – 5 PM at 936-468-1919. If assistance is needed, the instructor will review the times that your request was made and resolved by the Student Help Resource at 936-468-1919. Grades/Points will be determined based on the initiative that the student took to submit the assignment by the due date.

D. E-Mail: Please: INCLUDE COURSE NUMBER and “Hint” IN SUBJECT LINE
   Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar, 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. Include the course number in the Subject line.
   I typically check my e-mail at the beginning of each day (9 AM) and at the end of each day (4PM). I typically do not respond to e-mails after those hours, during the weekend, or holidays. Please plan your e-mail communication with me accordingly. If you e-mail me and do not receive a response within 48 hours, please e-mail me again.....include the course number and a one to two work “hint” of what the topic is about. For example: HDFS 4315– discussion one; HDFS 4315 – hello.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grades will be determined by a percentage of total required points for the course. Late work is not accepted.

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

Course points are earned through:

1. **Content Quizzes = 150 pts**
   a. Exam 1: Chapters 1, 2, 3; 30 pts
   b. Exam 2: Chapters 4, 5, 6, 7, 8; 50 points
   c. Exam 3: Chapters 9, 10, 11, 12, 13; 50 pts.
   d. Exam 4: Chapters 14, 15; 20 pts.

2. **Discussion Assignments 75 Pts. (3 @ 25)**
   a. Self-Introduction
   b. Why He Won’t Apologize
   c. Female Freedom Has An Expiration Date

3. **Dropbox/LiveText Assignment: 100 pts**
   a. Failure to upload into LiveText will result in dropping one letter grade from your final grade

   **Grading Scale:**
   A = 325 – 292 points
   B = 291 – 260 points
   C = 259 – 227 points
   D = 226 – 195 points
   F = 195 and below points
V. Tentative Course Outline/Calendar: **All due dates in Central time zone**

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| 1    | Aug 23 – Aug 30 | Syllabus & Course Information  
Chapter 1. Perspectives on Intimate Relationships  
Chapter 2. Cultural Diversity in Families  
Chapter 3. Understanding Family Dynamics | Discussion 1: Self-Introduction  
Exam 1: Chapters 1, 2, 3 | Aug 30 by 11 PM |
| 2    | Aug 30 – Sept 6 | Chapter 4. Communication and Intimacy  
Chapter 5. Conflict and Resolution | Discussion 2 | Sept 6 by 11 PM |
| 3    | Sept 6 – Sept 13 | Chapter 6. Sexual Intimacy | | |
| 4    | Sept 13 – Sept 20 | Chapter 7. Gender Roles and Power in the Family  
Chapter 8. Managing Economic Resources | Exam 2: Chapters 4, 5, 6, 7, 8 | Sept 20 by 11 PM |
| 5    | Sept 20 – Sept 27 | Chapter 9. Friendship, Dating and Singlehood  
Chapter 10. Dating, Mate Selection, Living Together | Discussion 3 | Sept 27 by 11 PM |
Chapter 12. Parenthood  
Chapter 13. Middle/Older Couples | Exam 3: Chapters 9, 10, 11, 12, 13  
Dropbox & LiveText Assignment | Oct 4 by 11 PM |

**Module 1: The Social Context of Intimate Relationships**

**Module 2: Dynamics of Intimate Relationships**

**Module 3: Stages of Intimate Relationships**
Module 4: Challenges of Intimate Relationships

| 7 | Oct 4 – Oct 8 |  | Exam 4: Chapters 14, 15 SFA Course Evaluation | Oct 8 by 11 PM  
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<td>Chapter 14. Stress, Abuse and Family Problems</td>
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<td>Chapter 15. Divorce, Single Parent, and Stepfamilies</td>
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VI. Readings:


**Required: LiveText/Watermark:**
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. The email will be from support@watermarkinsights.com

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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.

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. **If you complete the evaluation by the due date, you will receive 5 bonus points.**
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 (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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.
If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

_____ Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

V. Other Information:
A. E-mailing:
   i. When e-mailing me, please include the Course Number (HDFS 4315) in the Subject Line and a “hint” of what you are asking!
   ii. Also, if you have a solution to your issue, please include that in your e-mail.

B. No late assignments are accepted (this includes exams/quizzes)
C. All grade discrepancies must be addressed within 7 days of the grade being posted. Waiting until the end of the semester to address grade issues will result in the original grade being firm and the professor will not revisit the grade issue.

D. Additional times to meet with the instructor are available, please e-mail to make an appointment.
E. A polite, courteous attitude is expected and greatly appreciated

E. 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.

Additional Information Specific to Educator Preparation:

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 due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.