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

Course Justification: “Family Development” (3 credits) Students in this course receive extensive course content information online content modules equivalent to 281.25 minutes per week for 8 weeks and includes a two-hour final exam. 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.

Prerequisites: Junior or senior standing

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

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

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 HMS 459 should be retained to review for the TExES Exam.

**Family Life Educator Certification**

Course content in HMS 459 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.
- TEA Standards for Family and Consumer Sciences can be reviewed by following the link:
  - [https://mslivesfasumy.sharepoint.com/:w:/g/personal/strahljl_sfasu_edu/EcczVRuj6KFNi0nc_79To0QBCTv66GNTW3yRO2XjxQvOeQ?e=wq7mag](https://mslivesfasumy.sharepoint.com/:w:/g/personal/strahljl_sfasu_edu/EcczVRuj6KFNi0nc_79To0QBCTv66GNTW3yRO2XjxQvOeQ?e=wq7mag)

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

1. HDFS 4315 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 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). 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 final examination time period. Total Credit points: 280

A=252-280, B=224-251, C=196-223, D=168-195, F=Below 168
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:

- **Writing Assignments 1&2 = 40 total points** (2x20pts). Assignments will relate to course content including effectively managing stress, power dynamics in families, and family cohesion and flexibility. All assignments must be submitted in the Dropbox as Word.doc or doc-x 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. Assignments related to course content about child and adolescent biosocial, cognitive, and psychosocial will be posted during the semester.

- **Mini Quiz=20pts.** Chapter 1-5, 10 questions. 20 points.

- **Exams= 150 points** (3x50). Exams will cover major content in chapters covered in text. Failure to access and complete the exam online 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. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Writing Assignment 3 = 40 points.** For this assignment you will need to think about the NCFR content area called, INTERNAL DYNAMICS OF FAMILIES. This content area looks for you to develop an understanding of family strengths and weaknesses and how family members relate to each other.
  
  Keep this content area in mind as you respond to the following questions:

  1. As you’ve learned, families are considered a social institution. Explain how families in the U.S. are influenced by other social institutions (e.g., hospitals, prisons, schools, marriage, etc.). Also explain how families influence the social intuitions with which they interact. (150 words minimum) **10points**

  2. Explain the ways that families in the middle class differ from families in lower middle and lower class families. Be sure to include information about how class affects the internal dynamic of the family (e.g., communication, handling of stress, conflict style, divorce, substance abuse, or any of the social processes outlined above. (150 words minimum) **10points**

  3. Choose a social institution (e.g., prison system, school system, health care system, foster care system, etc.) and explain how engaging with that system can affect the internal dynamics of families. What does research show about how internal family dynamics are changed as a result of the system? (300 words minimum) **20points**

**Writing Assignment 4= 30points.** For this assignment, you will need to think about INTERNAL DYNAMICS OF FAMILIES. This content area looks for you to develop an understanding of family strengths and weaknesses and how family members relate to each other. Keep this content area in mind as you respond to the following questions:
1. As you’ve learned, families are considered a social institution. Explain how families in the U.S. are influenced by other social institutions (e.g., hospitals, prisons, schools, marriage, etc.). Also, explain how families influence the social intuitions with which they interact. (150 words minimum).

2. Explain the ways that families in the middle class differ from families in lower-middle and lower-class families. Be sure to include information about how class affects the internal dynamic of the family (e.g., communication, handling of stress, conflict style, divorce, substance abuse, or any of the social processes outlined above. (150 words minimum)

3. Choose a social institution (e.g., prison system, school system, health care system, foster care system, etc.) and explain how engaging with that system can affect the internal dynamics of families. What does research show about how internal family dynamics are changed as a result of the system? (300 words minimum). 30points

V. Tentative Course Outline/Calendar: **All due dates in Central time zone**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments/Due date</th>
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</thead>
<tbody>
<tr>
<td>1. 8/28-9/3</td>
<td>Syllabus &amp; Course Information</td>
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</tbody>
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| 2. 9/5-9/10 | Reading: Chapter 1. Perspectives on Intimate Relationships  
Chapter 2. Cultural Diversity in Families |
| 3. 9/11-9/17 | Reading: Chapter 3. Understanding Family Dynamics  
Chapter 4. Communication and Intimacy  
Chapter 5. Conflict and Resolution  
**Mini Quiz due: 9/17, 9pm**  
Ch. 1-5, 10 questions, 20points, on-line one hour multiple choices, open book |
| 4. 9/18-9/24 | Reading: Chapter 6. Sexual Intimacy  
Chapter 7. Gender Roles and Power in the Family |
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<tr>
<th>Date</th>
<th>Assignments</th>
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<tr>
<td>9/25-10/1</td>
<td><strong>Writing Assignment 1 due: 10/1, 9pm, Chapter 7-8, 500 words.</strong></td>
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<tr>
<td>10/2-10/8</td>
<td><strong>Exam 1 (Ch 1-5) due: 10/8, 9pm</strong></td>
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<td>10/9-10/15</td>
<td><strong>Reading:</strong> Chapter 9. Friendship, Dating and Singlehood</td>
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<td>Chapter 10. Dating, Mate Selection, Living Together</td>
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<td>10/16-10/22</td>
<td><strong>Writing Assignment 2 due: 10/22, 9pm, Chapter 11-12, 500 words</strong></td>
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<tr>
<td>10/23-10/29</td>
<td><strong>Exam 2 (Ch 6-10) due: 10/29, 9pm</strong></td>
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<td>10/30-11/5</td>
<td><strong>Reading:</strong> Chapter 11. Marriage: Building a Strong Foundation</td>
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<td>Chapter 12. Parenthood</td>
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<td>11/6-11/12</td>
<td><strong>Writing Assignment 3 due: 11/12, 9pm</strong></td>
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<td>11/13-11/16</td>
<td><strong>Reading:</strong> Chapter 13. Middle/Older Couples</td>
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<td>Chapter 14. Stress, Abuse and Family Problem</td>
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<td>Chapter 15. Divorce, Single Parent, and Stepfamilies</td>
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<td>11/8-11/26</td>
<td><strong>Thanksgiving Holidays</strong></td>
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<tr>
<td>11/27-12/3</td>
<td><strong>Writing Assignment 4 due: 12/3, 9pm</strong></td>
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<tr>
<td>12/4-12/10</td>
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VI. Readings:


***Required QClassroom Statement:***
This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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 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.

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other other SFA Policy Information***
Please see below as well:

https://www.sfasu.edu/sco/academic-integrity

- Full text of polices can be found at the associated links provided at https://www.sfasu.edu/policies

Course Grades (Include Withheld Grades), Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to

https://www.sfasu.edu/docs/policies/5.5.pdf

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

Final Course Grade Appeals by Students, Policy 6.3

https://www.sfasu.edu/docs/policies/6.3.pdf

Academic Accommodation for Students with Disabilities, Policy 6.1

https://www.sfasu.edu/docs/policies/6.1.pdf

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations.

For additional information, visit http://www.sfasu.edu/disabilityservices/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6

https://www.sfasu.edu/docs/policies/6.6.pdf

Attendance and Preparation for Class including SFASU Policy
Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 1 week. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced on Brightspace. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

Code of Student Conduct and Academic Integrity, Policy 10.4

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

https://www.sfasu.edu/docs/policies/10.4.pdf

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams
(additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.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 936-468-1740 or snyderke1@sfasu.edu.