Syllabus

School of Human Sciences
HDFS 1346.500 Introduction to Human Development and Family Studies
Spring 2024

Instructor: Lynsey Cortines, M.S.
Course Time & Location: HDFS 1346 is an online course
Office: EDAN 119B
Office Hours: T, 9:00-12:00; TH, 9:00-11:00
Office Phone: 936-468-2449
Credits: 3 hours

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 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.

HDFS 1346 “Introduction to Human Development and Family Studies” (3 credits). This course will meet online for 15 weeks and culminates with a quiz during week fifteen. Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the 15 week semester. 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.

Prerequisites: None

II. Intended Learning Outcomes/Goals/Objectives

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership,
social justice and continued professional and intellectual development in an interconnected
global society.

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. HDFS 1346 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).

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

1. HDFS 1346 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 discussions, assignments, quizzes, and course information. Students experiencing technical difficulties accessing the course homepage, discussions, assignments, or quizzes should call SFA’s Brightspace/D2L Support Team at (936) 468-1919. The Brightspace/D2L Support Team is available Monday–Friday, 8 a.m.–5 p.m.
2. Information notices for all discussions, assignments, and quizzes will be posted on the course homepage. The homepage includes tools for discussion board questions, assignments, quizzes and grades which will be posted in Brightspace/D2L. All coursework will be accessible online.
3. Course content is delivered via Brightspace/D2L, which includes: instructor content notes, discussions, assignments, and quizzes directly relevant to the course content. Students are responsible for reading assigned content and completing all posted discussions, assignments, 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 490 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 discussions/assignments/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 a discussion/assignment/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, use of APA reference format, HDFS careers, and HDFS degree plan. 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. (SLO’s addressed: 1, 2, 3, 4, 5).

- **Discussion Board** = 80 points. Discussion questions will relate to course content, such as; theoretical frameworks, professional organizations, HDFS careers, and HDFS degree plan. 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. (SLO’s addressed: 1, 2, 3, 5).

- **Class Assignments** = 200 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, use of APA reference format, HDFS careers, and HDFS degree plan. All assignments must be submitted in the Dropbox as Word (.doc or .docx files) or PDF files by the due date/time. No credit will be given for assignments submitted via e-mail or posted incorrectly. (SLO’s addressed: 1, 2, 3, 4, 5).

- **Student Introductions** = 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. **IMPORTANT: To avoid being dropped from this class for non-participation, you must have logged into the course and completed the Student Introduction discussion by the due date/time. Not completing the Student Introduction discussion may result in your financial aid being withdrawn and/or you being dropped from the course.**

**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 18th (Week 1)</td>
<td>Introduction and overview of course</td>
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<tr>
<td>Week of</td>
<td>Activity</td>
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<tr>
<td>January 22nd (Week 2)</td>
<td>Begin Module 1-Introduction to the Human Development and Family Studies (HDFS) Profession</td>
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<td>January 29th (Week 3)</td>
<td>Student Introductions due January 29th by Noon (12:00 p.m.)&lt;br&gt;Discussion 1 due January 29th by Noon (12:00 p.m.)&lt;br&gt;Continue Module 1</td>
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<td>February 5th (Week 4)</td>
<td>Career Investigation Assignment due February 5th by Noon (12:00 p.m.)&lt;br&gt;Continue Module 1</td>
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<td>February 12th (Week 5)</td>
<td>Discussion 2 due February 12th by Noon (12:00 p.m.)&lt;br&gt;Continue Module 1</td>
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<td>February 19th (Week 6)</td>
<td>Quiz 1 due February 19th by Noon (12:00 p.m.)&lt;br&gt;Begin Module 2-Overview of Professional Organizations, FLE (Family Life Educator) Certification, and Scholarly Research Journals</td>
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<td>February 26th (Week 7)</td>
<td>Discussion 3 due February 26th by Noon (12:00 p.m.)&lt;br&gt;Continue Module 2</td>
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<td>March 4th (Week 8)</td>
<td>CFLE Assignment due March 4th by Noon (12:00 p.m.)&lt;br&gt;Continue Module 2</td>
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<td>March 11th</td>
<td>SPRING BREAK!!!</td>
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| Week of March 18th (Week 9) | Scholarly Research Journal Assignment due March 19th by Noon (12:00 p.m.)  
Continue Module 2 |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Week of March 25th (Week 10) | Quiz 2 due March 25th by Noon (12:00 p.m.)  
Begin Module 3-Introduction to Theoretical Frameworks and Research Strategies in HDFS  
March 28th & March 29th-Easter Break (No Class) |
| Week of April 1st (Week 11) | Continue Module 3 |
| Week of April 8th (Week 12) | Discussion 4 due April 8th by Noon (12:00 p.m.)  
Continue Module 3 |
| Week of April 15th (Week 13) | Theoretical Frameworks Assignment due April 15th by Noon (12:00 p.m.)  
Continue Module 3 |
| Week of April 22nd (Week 14) | Quiz 3 due April 22nd by Noon (12:00 p.m.)  
Begin Module 4-Introduction to APA Reference Format |
| Week of April 29th (Week 15) | APA Assignment due April 29th by Noon (12:00 p.m.)  
Continue Module 4 |
| Week of May 6th (Week 16) | Quiz 4 due May 6th by Noon (12:00 p.m.) |

**VII. Readings**

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

Class Attendance
At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Dean of Students Office and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by the Dean of Students Office. The notification is only provided as a courtesy to the student and the student's instructor(s).

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/hops/02-102.pdf

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/hops/02-206.pdf.

- **Students with Disabilities**
  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, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

X: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu

- SFASU Counseling Services • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- SFASU Human Services Counseling Clinic •
  www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 936-468-1041
- The Health and Wellness Hub “The Hub”
  Location: Corner of E. College and Raguet St.

- To support the health and well-being of every Lumberjack, the
  Health and Wellness Hub offers comprehensive services that treat
  the whole person – mind, body and spirit. Services include:
  ❖ Health Services
  ❖ Counseling Services
  ❖ Student Outreach and Support
  ❖ Food Pantry
  ❖ Wellness Coaching
  ❖ Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

- Crisis Resources:
  ❖ Burke 24-hour crisis line 1(800) 392-8343
  ❖ National Suicide Crisis Prevention: 9-8-8
  ❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  ❖ Crisis Text Line: Text HELLO to 741-741

XI. Other Relevant Course Information:

Class attendance and participation are crucial. 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 coursework must be completed and submitted by the due date/time for credit.

Background Check:

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.
CFLE Approved Program:

SFASU's undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.n CFR.org/cfle-approved-program). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework.

You will not be eligible for the CFLE certificate without testing if:

a. If you transfer hours toward your major at SFA or if you substitute any major coursework.

b. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.