Originating Course Information

Offering of Human Dev and Family Science 3200: Foundations of Family Science
Fiscal Unit/Academic Org Human Development & Family Sci - D1251
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Undergraduate
Rationale for proposing this offering Instructor will not be in town for the entire summer.
Description for this offering Course to be offered the first four weeks of the summer session in an accelerated format.

Attachments

• OneTimeSupplement.doc
  (One Time Form Supplement, Owner: Folden Jr, H Eugene)
• 560SYLSU.doc
  (Syllabus, Owner: Folden Jr, H Eugene)

Comments

Workflow Information

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<thead>
<tr>
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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Folden Jr, H Eugene</td>
<td>04/11/2012 09:23 AM</td>
<td>Submitted for Approval</td>
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<td>Serovich, Julianne Maria</td>
<td>04/12/2012 10:17 AM</td>
<td>Unit Approval</td>
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<td>Achterberg, Cheryl L</td>
<td>04/12/2012 10:17 AM</td>
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<td>Blount, Jackie Marie</td>
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<td></td>
<td>Zircher, Andrew Paul</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ____NA_____________
2. Enrollment Capacity 60____________________
3. Waitlist Capacity 999____________________
4. Final Exam:
   - [ ] Yes  [ ] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
     - a. Exam Seat Spacing NA _______________
5. Special Instructions or Additional Information
   None

6. Class Search Title (18 character limit) FoundationsFamSci ______________________

7. Display in Class Search:
   - [ ] Yes  [ ] No

8. Credit Hours 03____________________

9. Course Components (check all that apply):

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Independent Study
   - [ ] Recitation

10. Graded Component (check one):

    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Laboratory
    - [ ] Lecture
    - [ ] Independent Study
    - [ ] Recitation

11. Campus of Offering (check all that apply):

    - [X ] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. **Prerequisites and Exclusions**  
   Prereq: 2200. Not open to students with credit for 560.

13. **Permission to Enroll in this course:**  
   - [x] No Consent needed  
   - [ ] Department Consent  
   - [ ] Instructor Consent

14. **General Education Details (if applicable):**  
   Attach GE model curriculum compliance statement and GE course assessment plan.

**B. Group Studies Request Information** (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

**C. Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  
   06/18/12 – 07/13/12

2. Previous quarter(s) of offering and enrollment  
   none

3. Expected enrollment for proposed quarter of offering  
   60

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  
   None

6. Will course be taught in distance learning format:  
   - [ ] Yes  
   - [x] No
### 7. Complete the following for courses offered for less than term length or for Workshops:

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<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<th>Class/Lab Contact Time:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<td>2250 minutes</td>
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<tr>
<th>Prerequisites:</th>
<th>Present Offering</th>
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<td>2200</td>
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<th>Exclusion or Limiting</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Credit for 560</td>
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<table>
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<tr>
<th>Grade Options (Check)</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>✓ Letter</td>
<td>✓ Letter</td>
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<tr>
<td>□ S/U</td>
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<tr>
<td>□ Progress</td>
<td>□ Progress</td>
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<table>
<thead>
<tr>
<th>Number of Hours of out-of-class preparation required:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tr>
<td>333</td>
<td>36</td>
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<table>
<thead>
<tr>
<th>Total hours of class meetings:</th>
<th>36</th>
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</table>

<table>
<thead>
<tr>
<th>Length of each class:</th>
<th>170</th>
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### 8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor ___________________________ Rank ___________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings

Student Services (explain how they will be provided to off-campus students):

Registration ___________________________

Office Hours ___________________________

Academic Advising _______________________

### D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] Flexibly Scheduled
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [X] MON [ ] TUE [X] WED [ ] THR [X] FRI [ ] SAT [ ] SUN

4. Meeting start time: __8:00________
5. Meeting end time: _____10:50_______

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugene Folden</td>
<td>Primary</td>
<td>Post</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [X] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
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<td>5</td>
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</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   [ ] Clinical          [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study [ ] Seminar
   [ ] Lab               [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience [ ] Flexibly Scheduled
   [ ] Computer taught       [ ] In Person
   [ ] Distance Learning     [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
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<tr>
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<th>Role</th>
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<tbody>
<tr>
<td></td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

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    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
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2. Instruction Mode. (Choose only ONE):
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3. Meeting Pattern
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   - [ ] THR
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</table>

9. Notes: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

9a. Notes print location relative to class listing:
   - [ ] Do not Print
   - [ ] Before
   - [ ] After
THE OHIO STATE UNIVERSITY
College of Education and Human Ecology
Department of Human Development and Family Science
HDFS 3200: Foundations of Family Science
(Formerly HDFS 560--Advanced Family Development
Summer Semester 2012
Monday, Wednesday, & Friday 8:00 to 10:50, in CM 167

Instructor: Dr. H. Eugene Folden, Jr.
Office: 129 A Campbell Hall
Telephone: 292-5676
E-Mail Address: Folden.1@osu.edu
Office Hours: Mondays from 12:00 to 1:00 (and by appointment)


COURSE DESCRIPTION:

This course is an advanced study of family development over the lifespan with an emphasis on family research and theory. Particular attention will be paid to the development of relationships, ideas and values from an intergenerational and systems perspective.

The course will cover a broad range of topics including cultural and historical influences on family life, family theories, transitions in families, intergenerational relations, and diversity in families.

COURSE OBJECTIVES:

1. To examine several major theoretical approaches used to study families;
2. To identify adaptations in family structure and interaction patterns during times of transition;
3. To consider diversity in families as influenced by gender, ethnicity, and structure;
4. To gain an understanding of intergenerational family dynamics;
COURSE REQUIREMENTS:

1. **EXAMINATIONS:** There will be two examinations in this class, a midterm and a final. Format of the examinations will be a combination of essay, true/false and multiple choice questions. Examinations will cover lectures, readings, and other media presented in class. Each examination will be worth 95 points.

2. **QUIZZES:** There will be two quizzes in the class. One quiz will be announced (end of class on June 27). The other quiz will be a “pop” quiz. The “pop” quiz will be announced and will be totally extra credit. Each quiz will be worth 10 points.

3. **DISCUSSION:** Class participation is expected, and includes (but is not limited to) partaking in class discussions, written responses and occasional class summaries. Students will earn 3 points per class session (not including examination days or holidays) in which he/she participates (up to a maximum of 21 points).

CLASS POLICIES

1. **PROFESSIONALISM & COURTESY:**
   - Attending class regularly
   - Being on time for class
   - Turning off cell phones, pagers, and other beeping devices before class begins
   - Scheduling due dates, exam dates, etc and adjusting other schedules accordingly.

2. **RULES FOR EXAMS, QUIZZES, ETC.:**

   Students are expected to take exams and quizzes/turn in assignments when scheduled. Failure to do so will result in a zero. Make-ups (may be oral and/or essay) will be given only when all 3 of these conditions are met: 1) the student notifies the instructor within 24 hours of the scheduled exam time that the exam will be/was missed, 2) the circumstances are extenuating, and 3) the student presents proof of the circumstances (original documents, no copies; a doctor's excuse is required for all medical emergencies). Personal digital assistant devices (palm pilots, etc), pagers, cellular phones and other electronic devices cannot be used during exams or quizzes.

3. **COURSE ACCOMMODATIONS:**

   Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodation and developing accommodation strategies. Please contact the Office of Disability Services at 614-292-3307 (V) or 614-292-0901.
(TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations.

4 GRIEVANCES AND SOLVING PROBLEMS:

According to University Policies, available from the Office of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor; then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Affairs. “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

5 ACADEMIC MISCONDUCT:

I strictly uphold the academic misconduct guidelines requiring that "Each instructor shall report to the committee on Academic Misconduct all instances of what he/she believes to be academic misconduct." Details regarding what constitutes academic misconduct can be found in the Ohio State University’s Code of Student Conduct (section 3335-23-05). Academic misconduct is defined as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so it is recommended that you review the Code of Student Conduct, specifically the sections dealing with academic misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu).

6 STATEMENT ON DIVERSITY:

The Department of Human Development and Family Science affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

7 DEPARTMENT STATEMENT:

Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this classroom.
### GRADING SCALE:

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<tr>
<td>208-221 (95%-100%)</td>
<td>A</td>
</tr>
<tr>
<td>197-207 (90%-94%)</td>
<td>A-</td>
</tr>
<tr>
<td>188-196 (86%-89%)</td>
<td>B+</td>
</tr>
<tr>
<td>182-187 (83%-85%)</td>
<td>B</td>
</tr>
<tr>
<td>173-181 (79%-82%)</td>
<td>B-</td>
</tr>
<tr>
<td>167-172 (76%-78%)</td>
<td>C+</td>
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<tr>
<td>160-166 (73%-75%)</td>
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</tr>
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<td>151-159 (69%-72%)</td>
<td>C-</td>
</tr>
<tr>
<td>145-150 (66%-68%)</td>
<td>D+</td>
</tr>
<tr>
<td>138-144 (63%-65%)</td>
<td>D</td>
</tr>
<tr>
<td>below 137 (62% or less)</td>
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<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
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### GRADING SYSTEM:

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<th>Points</th>
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<tr>
<td>A-</td>
<td>95</td>
</tr>
<tr>
<td>B+</td>
<td>10</td>
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<tr>
<td>B</td>
<td>21</td>
</tr>
<tr>
<td>B-</td>
<td>221</td>
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### CLASS DATE    | TOPIC                                      | READINGS TO BE COVERED

#### WEEK 1

- **June 18**
  - Go Over Syllabus & Introduction to the Course
  - Family in Transition (Family Myths)
  - Article on Carmen
  - Family as a System
  - A & S Ch. 1
  - Family Strategies
  - A & S Ch. 2

- **June 20**
  - Structural Models of Family Functioning
  - A & S Ch. 3
  - What We Really Miss About the 1950’s
  - Article on Carmen
  - The Life Course Revolution
  - Article on Carmen

- **June 22**
  - The Life Course Revolution
  - Article on Carmen
  - Intergenerational Models of Family Functioning
  - A & S Ch. 4

#### WEEK 2

- **June 26**
  - Global Revolution in Family and Personal Lives
  - Article on Carmen
  - Mate Selection and Family Development
  - A & S Ch. 7
  - Decline of the Date and the Rise of the College . . .
  - Article on Carmen
  - The Transition to Marriage
  - A & S Ch. 8
  - Quiz

- **June 27**
  - Dating and Romantic Relationships GLB Youth . . .
  - Article on Carmen
  - Communication and Intimacy
  - A & S Ch. 9
  - The Deinstitutionalization of American Marriage
  - Article on Carmen
  - Conflict in Marriage
  - A & S Ch. 10
  - Domestic Violence: The Intersection of . . .
  - Article on Carmen
June 29  
**EXAMINATION I**  
Adolescence to Adulthood  
A & S Ch. 6

A Longer Road to Adulthood  
Article on Carmen

**WEEK 3**

July 02  
Families with Young Children  
A & S Ch. 11

New Families: Modern Couples as New . . .  
Article on Carmen

The Parent-Child Relationship  
A & S Ch. 12

Beyond Sentimentality: American Childhood . . .  
Article on Carmen

July 04  
**Holiday in Observance of the 4th of July**

July 06  
Families in Middle Adulthood  
A & S Ch. 13

The Four Facets of Fatherhood  
Article on Carmen

Families in Later Life  
A & S Ch. 14

**WEEK 4**

July 09  
How Families Still Matter  
Article on Carmen

Death Loss & Bereavement  
A & S Ch. 15

Divorce  
A & S Ch. 16

Children’s Adjustment to Divorce  
Article on Carmen

July 11  
Remarriage & Step-Parenting  
A & S Ch. 18

The Modern American Stepfamily  
Article on Carmen

Single Parent Household  
A & S Ch. 17

Unmarried with children  
Article on Carmen

July 13  
**EXAMINATION II**