



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for IFL, Individual and Family Life.

ABOUT THE EXAM

The examination consists of 5 matching, 4 multiple choice, and 40 short-answer questions. Space will be provided on the exam for you to write your answers. You will have three hours to complete the exam.

The examination is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. You must review all of the concepts listed in this letter. If you do not have a textbook or any other study material available locally, you may contact the Outreach & Distance Education Bookstore. The bookstore carries the textbook used with our IFL Distance Education course. The textbook is *Families Today*, 4th edition, from Glencoe/McGraw-Hill (2004).

To help you better prepare for the exam, a list of concepts to review is included with this letter. Study these concepts along with the material listed in the TEKS.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/> or see your course Policies & Forms Guide.

Good luck on your examination!

IFL Concepts and Objectives

As you prepare for the Individual and Family Life CBE, please keep in mind that you will be asked to show mastery of the following concepts:

- characteristics of families today;
- building and maintaining relationships;
- managing individual and family life;
- changes and challenges within the family;
- relationship development outside your family;
- personal development;
- the transition toward independence;
- forming your own family;
- career preparation.

You should be able to:

- evaluate factors related to personal development;
- determine short-term and long-term implications of personal decisions;
- analyze considerations related to the transition to independent adulthood;
- analyze the family's role in relationship development;
- analyze relationship development outside the family;
- determine factors related to marital success;
- determine methods that promote an effective family unit;
- determine how changes occurring throughout the family life cycle impact individuals and families;
- analyze types of needs and crises experienced by individuals and families;
- determine effective methods of stress management for individuals and families;
- determine opportunities and preparation requirements for careers in the field of family studies and human services;
- explain employability skills;
- analyze management practices that help individuals assuming multiple family, community, and wage-earner roles.

TEKS Coverage: IFL

TTU: Individual and Family Life TEKS Coverage Per Exam	
TEKS: §122.22. Individual and Family Life (One-Half Credit)	
TEKS Covered	TEKS Requirement (Secondary)
	§122.22. Individual and Family Life (One-Half Credit).
	(a) General requirements. This technical course is recommended for students in Grades 10-12.
	(b) Introduction. The relationships between individuals and among family members significantly affect the quality of life. Individuals use knowledge and skills in family studies and human services to enhance personal development, foster quality relationships
	(c) Knowledge and skills.
	(1) Personal development. The student evaluates factors related to personal development. The student is expected to:
✓	(A) describe factors that affect personal identity, personality, and self-esteem;
✓	(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and
✓	(C) propose strategies that promote physical, emotional, intellectual, and social development.
	(2) Personal development. The student determines short-term and long-term implications of personal decisions. The student is expected to:
✓	(A) summarize the decision-making process;
✓	(B) discuss consequences and responsibilities of decisions; and
✓	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.
	(3) Personal development. The student analyzes considerations related to the transition to independent adulthood. The student is expected to:
✓	(A) describe adjustments related to achieving independence; and
✓	(B) determine responsibilities of living as an independent adult.
	(4) Interpersonal relationships. The student analyzes the family's role in relationship development. The student is expected to:
✓	(A) describe the development of relationships;
✓	(B) explain the family's role in fostering the abilities of its members to develop healthy relationships; and
✓	(C) analyze effects of cultural patterns on family relationships.
	(5) Interpersonal relationships. The student analyzes relationship development outside the family. The student is expected to:
✓	(A) describe ways to promote friendship;
✓	(B) describe the influence of peers on the individual;
✓	(C) determine appropriate responses to authority figures;
✓	(D) propose ways to promote an appreciation of diversity;
✓	(E) assess the importance of attitude in relationships; and

✓	(F) discuss functions and roles of dating.
	(6) Interpersonal relationships. The student determines factors related to marital success. The student is expected to:
✓	(A) analyze components of a successful marriage; and
✓	(B) determine communication skills and practices that strengthen marriage.
	(7) Effective individual and family functioning. The student determines methods that promote an effective family unit. The student is expected to:
✓	(A) describe family structures;
✓	(B) explain the role of the individual within the family;
✓	(C) compare functions of families in various cultures;
✓	(D) predict the effects of societal, demographic, and economic trends on individuals and the family;
✓	(E) appraise ways to strengthen functions in varied family structures;
✓	(F) determine procedures for meeting individual and family needs through resource management;
✓	(G) explain how technology influences family functions and relationships; and
✓	(H) determine the impact of effective family functioning on community and society.
	(8) Effective individual and family functioning. The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:
✓	(A) describe the stages of the family life cycle;
✓	(B) describe roles and responsibilities of individuals and family members throughout the family life cycle;
✓	(C) analyze financial considerations related to the family life cycle; and
✓	(D) predict the benefits of technological advances on families throughout the family life cycle.
	(9) Effective individual and family functioning. The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:
✓	(A) categorize types of crises and their effect on individuals and families;
✓	(B) determine strategies for prevention and management of individual and family problems and crises;
✓	(C) identify resources and support systems that provide assistance to families in crisis;
✓	(D) determine management strategies and technology available to meet special needs of family members; and
✓	(E) summarize laws and public policies related to the family.
	(10) Effective individual and family functioning. The student determines stress management effective for individuals and families. The student is expected to:
✓	(A) describe the impact of stress on individuals and relationships;
✓	(B) identify factors contributing to stress; and
✓	(C) practice techniques for managing stress.
	(11) Career preparation. The student determines opportunities and preparation requirements for careers in the field of family studies and human services. The student is expected to:

✓	(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of family studies and human services;
✓	(B) determine how interests, abilities, and personal priorities affect career choice; and
✓	(C) propose short-term and long-term career goals.
	(12) Career preparation. The student exhibits employability skills. The student is expected to:
✓	(A) practice effective verbal, nonverbal, written, and electronic communication skills;
✓	(B) analyze the influence of cultural background on patterns of communication;
✓	(C) practice positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;
✓	(D) demonstrate effective techniques to secure, maintain, and terminate employment;
✓	(E) determine ethical practices in the workplace; and
✓	(F) utilize leadership and team member skills in problem-solving situations.
	(13) Career preparation. The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles. The student is expected to:
✓	(A) determine the impact of career choice on family life;
✓	(B) describe the effect of family life on workplace productivity;
✓	(C) determine employment practices and trends that support families; and
✓	(D) explain how technology impacts career options and family roles.
	(14) Career preparation. The student completes a supervised career-connections experience applying knowledge and skills developed in the study of individual and family life. The student is expected to:
✓	(A) determine home and business applications of knowledge and skills developed in the study of individual and family life; and
✓	(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of individual and family life.
	<i>Source: The provisions of this §122.22 adopted to be effective September 1, 1998, 22 TexReg 5031.</i>