



School of Human Sciences
Home, School, & Community Relations
HMS 242.001
Spring 2016

Instructor: Rachel Jumper, Ph.D.

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Class Time: Tuesdays/Thursdays 9:30am-10:45am

Class Location: EDAN (Education Annex) Rm 127

Office Hours: D2L Mondays 12-1pm or by appointment

Credits: 3

Prerequisites: None

I. Course Description:

This course examines the inter-relationships among the young child, the home, the school, and the community, with a particular emphasis on parent involvement in schools. This course has an official program learning outcome assignment designated to it.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

- be able to articulate the role of parent involvement in schools and the community.
- be able to define family and explain the diversity of family forms as related to the school and community environment.
- be able to develop resources for working with families in school and community settings.
- be able to discuss research issues related to parenting and/or parent education.
- be able to articulate strategies for involving parents in their child's education.
- have gained experience in participating in a volunteer capacity related to family, school, and community involvement.

Family Life Educator Certification:

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9), there are a total of ten content areas in all—but primarily only four are covered in this course:

Area I:Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

Area VII: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

Area IX: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

Specific to Teacher Certification:

National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 242) provides information related specifically to following standard noted below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TexES

NAEYC Standard II: Candidates know about, understand, and value the importance and complex characteristics of children, families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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

Course Assignments & Activities:

1. **Service learning** (20% of grade). Students will document 6 hours' worth of volunteering in a community setting that involves direct interaction with school-age children, ages 5 through 17. ***Students are not allowed to volunteer in a school setting during normal school hours. ***

Important notes on choosing a location:

- a. Volunteering site examples include, but are not limited to the following: SFA Gear Up Program, Boys' and Girls' Club, 4-H, SFA Big Jacks, Helping House in Nacogdoches, Solid Foundation (an after school mentoring program), or other community non-public school setting (also see Nacogdoches Chamber of Commerce). If a faith-based organization is of interest, please make sure that the service involves direct contact with school-age children.
- b. Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization.
- c. Select your service learning site carefully to avoid not completing service commitments.

Important dates & point breakdown:

- a. **Initial Volunteer Form** (completed in its entirety with signatures; downloaded from D2L and brought to class) is due on February 12th in-class (no exceptions). = 15 Points
 - b. **Volunteer Check-In** on March 10th in-class (no exceptions). Students will inform professor of how many volunteer hours completed up to this time period by showing a copy of volunteer log. = 10 Points
 - c. **Volunteer Time-Log** (completed in its entirety with signatures; download from D2L fill out then submit to D2L) is due on April 26th by 9pm (no exception). = 25 Points
 - d. **Volunteer Reflection Report** (completed in its entirety; filled out then submitted to D2L) is due on April 26th by 9pm (no exception). = 50 Points
2. **Scholarly Digital Poster** (20% of grade). This project will be completed in an assigned group. As a group, you will select an issue and discuss strategies for involving multiple stakeholders (e.g., can refer to parents, teachers, students, and community members), the impact of such involvement, and current relevant scholarly research related to your group's topic. As a general guide, you will primarily use Google Scholar and apply years 2005-2015 to gather published research journal articles and published research reports.

Important notes on assignment:

- a. Overview, Instructions, and Rubric can be found on D2L. Also, you must thoroughly review the APA manual (a required textbook for this course; see chapter 7 of that textbook for APA referencing). You can also review the APA Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> .
- b. If an article is not accessible to the public—copy/paste the title into SFA's Library search engine and our Library may have the journal. If you are off campus (or if you are using a device that is not automatically synced with SFA's library) you should first start by logging into MySFA and click on SFA Library this will get you into the Library's official system. Then open another browser that has Google Scholar.
- c. Note: Failure to provide relevant resources to support your Digital Poster will result in a zero earned for the final submission—because the references are critical to ensuring in-text citations and information presented is valid.
- d. The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference.
- e. Two examples of a scholarly research journal versus a research report are the following:
 1. Journal Article: Aalsvoort, J. V. (2007). Activity theory as a tool to address the problem of chemistry's lack of relevance in secondary school chemical education. *International Journal of Science Education*, 26(13), 1635-1651.
 2. Research Report: Amelia, K., Little, M., & Rich, L. (2006). What do bystanders do when children are being bullied and why do they do it? Chicago, IL: Chapin Hall Center for Children
- f. DO NOT select an article from a general ".com website", "newspaper or news site", or ".orgs". If you do go to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization then this can be used.
- g. When using scholarly material for your poster, DO NOT quote—but instead summarize in your own words and then apply correct APA in-text citations (e.g., simply note author and year published either before, during, or after a given sentence).

Important dates & point breakdown:

- a. **Poster (15% of course grade, 100 points possible):**
 1. **Group Topic Submission** (upload word doc; typed 200 word description) is due on February 4th by 9pm = 10points
 2. **Purpose, Problem, and Theoretical Link** (upload ppt. slide to D2L) is due March 8th by 9pm. = 20 points
 3. **Literature Review and Short-Term/Long-Term Impacts** (upload ppt. slide to D2L) is due on March 12th by 9pm. = 20 points
 4. **Final Submission** (upload ppt. slide to D2L) is due March 21st by the start of class. = 50 points
 - b. **Group Presentations (5% of course grade, 100 points possible)** March 21st-May 5th.
3. **Syllabus Quiz:** A quiz will be given within the first three weeks of class over the syllabus (available online in D2L "Syllabus" module). Please review the syllabus and take the quiz. **Not completing the quiz by the due date will result in you being dropped from financial aid!!!!**
 4. **APA Formatting Quizzes.** There will be 3 short APA formatting Quizzes, please see course timeline for dates.
 5. **Course Content Quizzes.** There will be 3 Course Content Quizzes on information relevant to our textbook and lecture.

Important notes on quizzes:

1. All Quizzes will be taken online via D2L. The D2L Quiz will open on the date that the Quiz is scheduled (see course timeline) at 8am and close at 9pm—once you start you have 75 minutes to complete the Quiz.
2. Students must have computer access and need to log in promptly in order to take the given Quiz. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. ****NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing quizzes.
3. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the professor means that a student will earn a zero for the given quiz.

General Note on Late Assignments:

Late assignments will not be accepted (e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted and student assumed it was properly formatted—you should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment, and lastly, if you submit an assignment and did not follow all directions correctly then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:

Please make sure that you have access to a working computer that has an internet connection. You will use D2L to submit your assignments, take your quizzes, check your grades, and communicate with both myself and your classmates. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted, otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work even if the one week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

IV. Evaluation & Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

A = 89.5% -100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight
Service Learning Project			
	Initial Volunteer Form	15	
	Volunteer Check-in	10	
	Volunteer Time Log	25	
	Volunteer Reflection Report	50	
	TOTAL	100	20%
Scholarly Digital Poster			
	Group Topic Submission	10	
	Purpose, Problem, & Theoretical Link	20	
	Literature Review & Short/Long term impacts	20	
	Final Submission	50	
	TOTAL	100	20%
Scholarly Poster Presentation			
	Group Presentation	100	10%
Syllabus Quiz			
	Syllabus Quiz (You must complete this quiz by the due date or you will be dropped from financial aid!!!)	100	5%
APA Formatting Quizzes			
	APA Quiz 1	100	5%
	APA Quiz 2	100	5%
	APA Quiz 3	100	5%
Course Content Quizzes			
	Course Content Quiz 1	100	10%
	Course Content Quiz 2	100	10%
	Course Content Quiz 3	100	10%
TOTAL			100%

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in D2L for you to use to keep track of your standing.

V. **Tentative Course Outline**

NOTE: All submissions, unless otherwise noted are to be uploaded to D2L Dropbox by 9pm (that means finished by 9pm) on the day that they are due!!

Week	Date	Topics/Content	Readings	Assignments Due
1	Jan 19	Welcome to Class	Course Syllabus	
	21	Family-School-Community Partnerships	Introduction (pgs. 3-17)	
2	26	Theory	2.1 (pgs. 25-41)	
	28	Partnerships	2.2 (pgs.42-66)	
3	Feb 2	Research	Online readings in D2L "Readings" folder	Syllabus Quiz Due by 9pm!!!!
	4	Parent Involvement	3.1 (pgs. 91-114)	Group Topic Description
4	9	Parent Involvement	3.2 (pgs. 115-128)	APA Quiz 1 (D2L)
	12	School Programs	3.3 (129-149)	Initial Volunteer Form completed
5	16	Parent & Teacher Practices	3.4 (150-170)	
	18	Impact of Marital Status	3.5 (171-199)	
6	23	No class meeting!!		Content Quiz 1 Online (D2L)
	25	Parent Attitudes & Contexts	3.6 (200-215)	
7	Mar 1	No class meeting!!	Online readings in D2L "Readings" folder	APA Quiz 2 (D2L) Extra Credit Online Assignment
	3	Student Achievement	3.7 (216-230)	
8	8	Student Behavior	3.8 (231-246)	Purpose, Problem, & Theoretical Link (ppt.)
	10	Student Reactions	3.9 (247-256)	Volunteer Check-In
	14-18	Spring Break	SPRING BREAK!!!	
9	22	Policy Implications	4 & 4.1 (299-311)	
	24	Easter Holiday	None	
10	29	State & District Policy	4.2 (312-330)	APA Quiz 3 (D2L)
	31	Policy & Practice	4.3 (331-346)	
11	Apr 5	No class meeting		Content Quiz 2 (D2L)
	7	Partnerships	5 & 5.1 (387-414)	
12	12	Teachers Involvement Parents in Schoolwork	6 & 6.1 (493-520)	Literature Review & Short/Long term Impacts
	14	TIPS	6.2 (521-540)	

Week	Date	Topics/Content	Readings	Assignments Due
13	19	TIPS Application & Content Wrap-Up	6.3 (555-561) & 7 (573-575)	
	21	Group Presentations		Final Submission of Digital Poster- ALL GROUPS
14	26	Group Presentations		Volunteer Time-Log & Volunteer Reflection Report
	28	Group Presentations		
15	May 3	Group Presentations		
	5	Group Presentations		
16	May 12	FINAL EXAMS	None	Content Quiz 3 from 8:00am-10:00am

VI. **Course Readings (Required):** You may purchase digital copies if available.

1. Epstein, J.L. (2011). *School, Family, and Community Partnerships* (2nd ed.). Boulder, CO: Westview Press.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Readings (Recommended):

You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in class and offered to all students. Under no circumstances will extra credit be offered on an individual student basis.

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: 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.

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, 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 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.

VII. Other Relevant Course Information:

Acceptable Student Behavior

Classroom behavior should not interfere with the professor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

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 prohibition applies to all instructional forums, including electronic, classrooms, labs, discussion groups, field trips, etc. The professor 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.** This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Class participation

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

Cell Phones/In-class technology

Please be courteous to both the instructor and other students by refraining from excessive cell phone use (e.g. put phone on vibrate, respond to incoming calls using your best judgment, refraining from excessive texting, etc.). Students are allowed to use laptops, ipads, or tablets for note taking. An attempt will be made to have students utilize their individual devices to support their learning in-class, as such please bring your device to all class lectures.

Food Consumption

Eating and drinking is prohibited in the classrooms. Students should inform the professor if a health condition requires the eating and drinking of food at regular intervals.

