



School of Human Sciences
Family, School, & Community Relations
HMS 242.001 – Face-to-Face
Spring 2018

Instructor: Rachel Jumper, Ph.D.

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Office Hours: Monday 9:00-10:00am,

Tuesday 8:15-9:15am & 10:50- 11:50am,

Thurs 8:15-9:15am, & Friday 8:30-9:30am

Course Time & Location: Office: TR 9:30-10:45am
EDAN 126

Credits: 3

Prerequisites: None

I. Course Description:

Investigative study of the interrelationships among the young child, the home, school and community. Emphasis on parental involvement in schools.

This course covers theory of partnerships, research on parent, teacher, and student feelings about parental involvement in schools, as well as policy related to parental and community involvement with schools. This course also has two service learning projects requiring time outside of class to complete.

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, social justice and continued professional and intellectual development in an interconnected global society.

Additional information about the College of Education vision, mission, and core values can be found at <http://coe.sfasu.edu/about-us>.

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

1. Learners will identify social and 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 demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

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

III. Certification Competencies:

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 the 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.

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

Course Assignments & Activities:

1. **Syllabus Quiz:** A quiz will be given within the first three weeks of class over the syllabus (available online in D2L "Quizzes" module). Please review the syllabus and take the quiz. **Not completing the quiz by the due date may result in you being dropped from financial aid!!!!**

2. **Service learning.** Students will document 10 hours' worth of volunteering in a community setting that involves direct interaction **with school-age children, ages 5 through 17**. As part of this assignment, students will also complete a reflection report about both their experiences volunteering and a topic in child-development that interests them and that they see exemplified during their volunteering. ****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 settings (also see Nacogdoches Chamber of Commerce for ideas).
 1. If a faith-based organization is of interest, please make sure that the service involves direct contact with school-age children.
 2. A relative **may not** be your direct supervisor and/or sign your volunteer hour's log.
 3. If you are not in Nacogdoches and need help finding a location to volunteer, feel free to notify me and I will help you search for opportunities in your area.
- 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 and early to avoid not completing service commitments.

Point breakdown for service learning portion of assignment (see schedule for due dates):

- a. **Initial Volunteer Form** completed in its entirety with signatures; downloaded from D2L and uploaded into Dropbox = 40 Points
- b. **Volunteer Check-In** Students will inform professor of how many volunteer hours completed up to this time period by showing a copy of volunteer log with signatures. You must have at least four hours to receive points = 30 Points
- c. **Volunteer Time-Log** completed in its entirety with signatures; download from D2L filled out then submit to D2L dropbox. = 30 Points

3. **Volunteer Reflection Report.** Upon finishing your service hours, you will complete a worksheet about your experiences. Your answers will be long answer in paragraph form. You will use your experiences volunteering at a community organization as well as current academic research (years 2006-2017) to answer some of the questions.

Important notes on assignment:

- a. Worksheet will be posted on D2L as well as instructions for completing the assignment. Also, you must use APA formatting, so refer to the course required APA manual and/or lecture from the course to ensure proper formatting of your poster.
- b. You will be expected to utilize the online academic articles available on the SFA library website.
- c. Note: Failure to provide relevant resources to support your ideas will result in a zero earned for the final submission—because the references are critical to ensuring the validity of in-text citations and information presented.
- d. The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference but all others should

be academic articles obtained from the SFA library or Google Scholar. Do not use newspapers or magazines to support your ideas.

- e. DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go directly 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 may be used.
- f. When using scholarly material for your reflection, DO NOT quote—but instead summarize in your own words (paraphrasing) and then apply correct APA in-text citations (e.g., note author and year published either before, during, or after a given sentence).

4. **Course Content Quizzes (Exams).** There will be 3 Course Content Quizzes (Exams) on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

Important notes on content quizzes:

- a. Quizzes will be taken online via D2L. Content Quizzes will be open from 5am-5pm on the day they are assigned. We will not meet face-to-face the days that an exam is assigned so that you may use the class time to take the exam. Exams are to be taken as individuals.
- b. 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 the end of the time allotted 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. Avoid waiting until the last moment to take the quiz.
- c. 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.

5. **Group Bulletin Board Design.** You will be assigned to a group to complete a bulletin board for the Boys & Girls Club of East Texas in Nacogdoches or Lufkin. You will be randomly assigned to a group for this project. Together you will pick a community or school aged oriented theme and design a bulletin board for the Boys & Girls Club. Supplies can be purchased from a variety of locations including dollar stores, Wal-Mart, & Target. A limited number of supplies are available from the instructor for your use at no charge.

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 with improper formatting. 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. 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 a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, take your quizzes, check

your grades, and communicate with both your classmates and with me. 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 log-on to D2L on a daily basis to check for notices. 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 willing to discuss ways you can improve your future 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.

Attendance:

Class attendance is beneficial to your grade. While your general attendance is not part of your course grade, you have a group project with two workdays for which you will earn individual points for your group project grade by attending. These days are marked on the calendar and you will be notified in class and via D2L should any changes arise in dates. Additionally, we will do many in-class activities that relate to the topic discussed in class. Being present and actively participating in these activities (no social media, texting, off-topic side conversations, etc.) can earn you up to 10 points of extra credit on your final exam (enough to raise your overall course grade by 2 points!). These points are not available for make-up for any reason and must be completed in class on the day they are given. Finally, I will take attendance daily for records purposes. It is your responsibility to sign the roll sheet daily. Forgetting to sign the roll will record that you did not attend all classes.

V. 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	SLOs Addressed
Syllabus Quiz				
	Syllabus Quiz	100	5%	
Service Learning Project				6
	Initial Volunteer Form	40		
	Volunteer Check-in	30		
	Volunteer Time Log	30		
	TOTAL	100	15%	
Service Learning Reflection				4, 5, 6
	Service Learning Research Report	100	20%	
Course Content Quizzes				1, 2, 3, 4, 5
	Course Content Quiz 1	100	10%	
	Course Content Quiz 2	100	15%	
	Course Content Quiz 3 (Cumulative)	100	20%	
Group Bulletin Board Design				2, 3, 6
	Work Day (Worksheet #1)	10		
	Work Day (Worksheet #2)	10		
	Bulletin Board	60		
	Peer Review	20		
	TOTAL	100	10%	
Group Bulletin Board Presentation				2, 3, 6
	Presentation			
	TOTAL	100	5%	
TOTAL			100%	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your *weighted* grade for you throughout the semester.

VI. Tentative Course Outline

NOTE: All submissions, unless otherwise noted are to be uploaded to D2L Dropbox by 9pm (that means finished by 9pm Central Standard Time (CST)) on the day that they are due!! On the following calendar a “*” indicates a topic or assignment that specifically includes issues related to diversity.

Week	Date	Topics/Content	Readings	Assignments Due
1	Jan 16	Welcome to Class	Course Syllabus	
	18	Family-School-Community Partnerships	Introduction (pgs. 3-17)	
2	23	Theory	2.1 (pgs. 25-41)	
	25	Partnerships	2.2 (pgs.42-66)	
3	30	Teacher Thoughts on Parent Involvement	3.1 (91-114) & 3.2 (pgs. 115-128)	Syllabus Quiz Due by 9pm!!!!
	Feb 1	Influences on Teacher Thoughts of PI	3.3 (129-149)	
4	6	Bulletin Boards Work Day	None	Work Day #1 Worksheet Completed in Class
	8	Parent Involvement	3.4 (150-170) & 3.5 (171-199)	Initial Volunteer Form completed
5	13	Parent Attitudes & Contexts	3.6 (200-215)	
	15	Bulletin Board Work Day	None	Work Day #2
6	20	Reading Academic Research & APA Formatting	Online Readings in D2L	
	22	Content Quiz 1	No Readings	Content Quiz 1 (D2L) Bulletin Boards should be completed by February 26th
7	27	Presentation Work-Day	No Readings	
	Mar 1	Bulletin Board Presentations	No Readings	Peer Review & Individual Reflection due for presenters
8	6	Bulletin Board Presentations	No Readings	Peer Review & Individual Reflection due for presenters
	8	Bulletin Board Presentations	No Readings	Volunteer Check-In Peer Review & Individual Reflection due for presenters

Week	Date	Topics/Content	Readings	Assignments Due
	12-16	SPRING BREAK	SPRING BREAK	SPRING BREAK
9	20	Student Achievement	3.7 (216-230)	
	22	Student Behavior & Reactions	3.8 (231-246) 3.9 (247-256)	
10	27	Homework Debate	In-Class readings	
	29	Policy Implications & State & District Policy	4, 4.1 (299-311) & 4.2 (312-330)	
11	Apr 3	Policy & Practice	4.3 (331-346)	
	5	Content Quiz #2	No Readings	Content Quiz #2 Due by 9PM
12	10	Partnerships	5 & 5.1 (387-414)	
	12	Lone Star Legislative Summit	No Readings	More details will be announced as the time gets closer
13	17	Research Report Workday & APA Review	Review available materials & rubric	
	19	Interactive Homework	6 & 6.1 (493-520)	
14	24	Teachers Involve Parents in Schoolwork (TIPS)	6.2 (521-540)	Final Volunteer Time-Log & Volunteer Reflection Worksheet
	26	TIPS Volunteers	6.3 (555-561)	
15	May 1	TIPS Application & Content Wrap-Up	7 (573-575)	
	3	Course Review	None	
16	10	FINAL EXAMS	None	Content Quiz 3 from 8:00am-10:00am

VII. 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. ****Please note that in previous semesters, the library has had a digital copy that could be used with internet access for no cost. This may or may not continue to be available and the bookstore has hard copies of the book.**
2. Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

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.**

Course materials: You will be using or purchasing materials for your group bulletin board project. Materials can be purchased inexpensively at locations like dollar stores and Wal-Mart. Additionally, some materials may be available from your professor. Boards should be decorated for less than \$20.

VIII. **Course Evaluations:**

Course evaluations are relevant and helpful for designing future courses. Your completion of the evaluation sent to you through D2L at the end of the semester is strongly encouraged. You will be reminded in class to complete the evaluation. I take the evaluations very seriously and use them to design my courses.

“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.

IX. **Student Ethics and Other Policy Information: Found at <https://www.sfasu.edu/policies>**

Class Attendance and Excused Absence: Policy 6.7

Note: In an online course, submission of assignments by their respective deadlines communicates regular appropriate attendance. For online courses, the information below can still be applied particularly for several policies noted.

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 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 Martin 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information:

Acceptable Student Behavior

In a face-to-face course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

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.