School of Human Sciences
Family Life Education
HDFS 2301.501 – Online
Summer 2022

Instructor: Rachel Jumper, Ph.D.  
Office Phone: (936) 468-2209  
Office Hours: Wednesdays 9-11am (CST) via Zoom  
Prerequisites: None

Course Time & Location: Online course – all modules  
Email: jumperr@sfasu.edu or through D2L  
Credits: 3

I. Course Description:  
This course is designed to introduce students to the field of family life education and expose students to the philosophy and principles of family life education. Topics to be discussed include planning, implementing, and evaluating family life education programs in community and educational settings.

Course Justification: Students will receive extensive course content information either in-class or via online content modules equivalent to 2390 hours over the six week semester and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Course Delivery Modality: Course is delivered 100% online – asynchronously.

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course related 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 describe the nature and focus of family life education
2. Be able to describe the ten major content areas of family life education certification
3. Be able to describe the process of obtaining and maintaining a family life education certification
4. Identify the key components in designing, implementing, and evaluating community family life education programs
5. Demonstrate professionalism in communication

**III. Certification Competencies:**

**Family Life Educator Certification:**
Information from this class should be retained to use for review purposes for the Child Family Life Education exam (CFLE). Please visit the NCFR for more information. The course content in this course (HDFS 2301) emphasizes these specific areas associated with the NCFR Family Life Education Content (# 10).

- **Area 10: Family Life Education Methodology** - An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such education programs.

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

**Course Assignments & Activities:**

1. **Course Content Exams.** There will be 2 Course Content Exams on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

   Important notes on content quizzes:
   
   a. **As with the entire course, exams will be taken online via D2L.** For the midterm, the exam can be found in D2L in the Quizzes section and will be open Monday at 12:01am through Sunday at 11:59pm the week it is assigned. The final comprehensive exam will be assigned during Finals Week and will be open from Monday at 12:01am through Wednesday at 11:59pm.

   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 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. Avoid waiting until the last moment to take the quiz.

c. Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason. Because the exam is open for multiple days, a student must have a compelling reason for every day that the quiz is open (in other words, sickness on Sunday is not a compelling reason to make-up the exam) Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date without prior permission from the professor means that a student will earn a zero for the given exam.

2. **Course Activities.** There will be five general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names and due dates.

3. **Community Lesson Plan Rough Draft.** You will submit a rough draft of the community lesson plan assignment to D2L by the assigned due date. Your rough draft will need to include a cover page and at least one reference. In order for the instructor to provide as much feedback as possible, it is crucial that you include as much information as you can in each component.

4. **Community Lesson Plan.** Each student will create a detailed lesson plan designed to facilitate a community-based workshop for a specific community audience. The lesson consists of 5 different components that must be addressed. The completed lesson plan components must be developed in a word document using 12-inch font, Times New Roman or Arial writing style, doubled-spaced and use relevant APA standards. Be sure to read and pay attention to requirements per component. The file should include a cover page, corrected lesson plan components and reference list(s). The reference list(s) must be created according to APA guidelines.

The lesson plan must include the following components:

- **Cover page & title** (not including a cover page or title will result in a five (5) point deduction from your grade.
- **Topic/Scope & Rationale/Purpose (48pts):** You may choose a topic of choice related to some aspect of family life. The scope of the lesson plan identifies a family-based issue impacting upon an individual’s or family’s well-being. The rationale/purpose provides an explanation discussing the reasons for selecting the family-based issue(s) and the need for a specific prevention/intervention strategy to address the identified needs to the targeted audience. The scope & rationale/purpose must be supported by 3 scholarly research articles between 2010-present. Include a description of the audience members that may potentially attend the workshop.
- **FLE Content Area(s) (6pts):** Identify and state the content areas listed in the course text that pertains to the targeted population. Include a discussion for selecting the FLE content area and how the content area matches the identified characteristics of the targeted audience.
- **Objectives (8pts):** List at least 3 objectivities that demonstrate the learning activities that will take place during the community based workshop.
- **Theoretical Framework: Explaining the Structure and Function of Families (30 pts):** Select a family-based theory that provides an explanation of the function of the family. Include citations demonstrating the use of at least 3 current research articles within the last 5 years discussing the theory you have chosen.
For an example: A student is interested in conducting a workshop for Parents identified by Child Protective Services (CPS) as abusive. The goal of the workshop is to help parents learned effective parenting strategies to minimize the risk for future abusive parenting practices. The student selects the Family stress theory because the theory provides explanation of the family dynamics related to abusive parenting behaviors and how these factors can lead to stressful relations and interactions between the family members. This theory further explains how stress is experienced by the family members involved and how stress may impact upon the well-being of the family.

- **Procedures (8pts):** Provide a detailed description of the procedures, materials and resources used to execute the lesson plan for targeted audience members. This description must include the step-by-step actions taken by the facilitator ensure the objectives of the workshop are achieved. The procedures must match the identified objectives. Include the following components:
  - A list of scheduled activities
  - Materials needed for the workshop (ie. Paper, pencils, tables, chairs, audio/visual equipment)
  - Location and time the planned workshop will be offered and frequency such as one-time only, monthly, etc.
  - Registration process (on-line registration, face-to-face registration, etc.) fees and the format for payment
  - Discuss added services (ex. Childcare, transportation, refreshments and/or meals, etc.)
  - Participants dress code
  - Community referral list of available services for the participants
  - Issuance of certificates for attending the workshop
  - Marketing Plan- discuss in detail how you plan to advertise and market the workshop to the public

- **References:** A minimum of six (6) academic references should be used. Ten points will be deducted for each source less than 6. References should be in APA format and five points will be deducted for each citation not in APA format.

- **Formatting:** Lesson plan should be submitted in final draft form. Having significant typos, incorrect use of words, or other distracting grammatical errors will result in a deduction of up to 20 points from the overall grade of the assignment.

**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.

**Re-taking the Course:** If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

**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 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

Attendance:
While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

Mistakes in the Course: If you see a mistake in the course, aren’t able to open a document that should be open, see a due date that is incorrect, etc., please contact me ASAP!!! I check and double check the course, but I am still human, and as such, I make mistakes. Please do not be afraid to let me know. The sooner you notify me, the sooner I can fix it — and the better the course becomes.
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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>SLOs/PLOs Addressed</th>
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</thead>
<tbody>
<tr>
<td>Course Exams</td>
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<tr>
<td></td>
<td>Midterm Exam</td>
<td>100</td>
<td>20%</td>
<td>1, 2, 3, 4, &amp; 5</td>
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<tr>
<td></td>
<td>Final Exam</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Course Activities</td>
<td></td>
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<tr>
<td></td>
<td>What is Family Discussion</td>
<td>20</td>
<td></td>
<td>1, 2, 3, 4, &amp; 5</td>
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<tr>
<td></td>
<td>CFLE Exploration</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Needs Assessment</td>
<td>20</td>
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<tr>
<td></td>
<td>Theory Discussion</td>
<td>20</td>
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<td></td>
<td>Presentation Style</td>
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<td><strong>TOTAL</strong></td>
<td>100</td>
<td>25%</td>
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<td>Community Teacher</td>
<td>Lesson Plan</td>
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<td>Rough Draft</td>
<td>100</td>
<td>10%</td>
<td>SLOs 4 &amp; 5</td>
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<td>Final Lesson Plan</td>
<td>100</td>
<td>20%</td>
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<td><strong>TOTAL</strong></td>
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<td>100%</td>
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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.
Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Course Module &amp; Book Readings</th>
<th>Activities &amp; Assignments</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>July 5-10</td>
<td>Welcome to the Course</td>
<td>Course Module 1 Chapter 1</td>
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<td>Family Life Profession</td>
<td>Module 2 Chapter 2</td>
<td>Course Activity 1: What is Family Discussion</td>
<td>July 10</td>
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<td>Certified Family Life Educators</td>
<td>Module 3 Chapter 2 cont.</td>
<td>Course Activity 2: CFLE Assignment</td>
<td>July 10</td>
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<tr>
<td>2</td>
<td>July 11-17</td>
<td>Understanding your Audience</td>
<td>Module 4 Chapter 3</td>
<td>Course Activity 3: Needs Assessment</td>
<td>July 13</td>
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<td>Theories of Family Life Education</td>
<td>Module 5 Chapter 8</td>
<td>Course Activity 4: Theory Discussion</td>
<td>July 17</td>
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<td>Researching Information as a Professional</td>
<td>Module 6 Online Readings</td>
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<td></td>
<td>Midterm Exam</td>
<td>Module 7</td>
<td>Midterm Exam Chapters 1, 2, 3, &amp; 8</td>
<td>July 17</td>
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<td>3</td>
<td>July 18-24</td>
<td>Community Lesson Plan Overview</td>
<td>Module 8</td>
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<td>Diverse Settings</td>
<td>Module 9 Chapter 4</td>
<td>Community Lesson Plan Rough Draft Due</td>
<td>July 20</td>
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<td>Program Design</td>
<td>Module 10 Chapter 5</td>
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<td>Implementation of Programs</td>
<td>Module 11 Chapter 6</td>
<td>Course Activity 5: What’s my Presentation Style Activity</td>
<td>July 24</td>
</tr>
<tr>
<td>4</td>
<td>July 25-31</td>
<td>Evaluation of Programs</td>
<td>Module 12 Chapter 7</td>
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<td>Family Life Education: Considering Culture</td>
<td>Module 13 Chapter 12</td>
<td>Final Community Lesson Plan Due</td>
<td>June 31</td>
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<tr>
<td>5</td>
<td>August 1-4</td>
<td>Course Wrap-up &amp; Review</td>
<td>Module 14</td>
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<td>Final Exam</td>
<td>Module 15</td>
<td>Comprehensive Final Exam DUE BY NOON August 3rd</td>
<td>August 3</td>
</tr>
</tbody>
</table>
VII. Course Readings (Required): You may purchase digital copies if available.
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, it will be announced in class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

VIII. 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 [http://www.sfasu.edu/policies/](http://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 (including the first 12 day attendance report) 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/](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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. 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.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

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

X. Other Relevant Course Information:

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. 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. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

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.
Zoom Office Hours
I conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a “waiting room.” You’ll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I’m with someone. Don’t worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I’ll get to everyone who logs on! So if you have to wait, please be patient and know that I haven’t forgotten you are there.

Background Check Statement:
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.