School of Human Sciences
Parenting
HDFS 3353.501
Fall, 2023

<table>
<thead>
<tr>
<th>Instructor: Lisa Mize, Ph.D.</th>
<th>Course Time &amp; Location: This is a totally on-line course. Please note that you will have assignments due on specific days and times of the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: EDAN 120</td>
<td>Email: ONLY use D2L and include the COURSE NUMBER in the SUBJECT LINE</td>
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<tr>
<td>Office Phone: (936) 468-6720</td>
<td>Credits: 3</td>
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<tr>
<td>Office Hours:</td>
<td>Prerequisites: None</td>
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<tr>
<td>Monday 10am – noon</td>
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<tr>
<td>Tuesday 9am – noon via zoom</td>
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<tr>
<td>Meeting ID: 996 1147 2182</td>
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<tr>
<td>Passcode: 100108</td>
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I. **Course Description:**
Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence.

**Credit Hour Justification:**
HDFS 3353 “Parenting” (3 credits). Students in this course receive extensive course content information via online content modules. Students have significant weekly reading assignments. For every hour a student spends engaging with content, he/she spends at least two hours completing associated activities and assessments outside of class. Total student/Instructor contact time is minimum of 2250 minutes

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.
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 (HMS 353) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 2, 3, 5, and 7). There are a total of ten content areas in all—but primarily only five 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 II:** Internal dynamics of families – an understanding of family strengths and weaknesses and how family members relate to each other.

**Area III:** Human growth and development across the lifespan – an understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.

**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.

**Specific to Teacher Certification:**
These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit:
https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards: 1.2k, 1.3k, 1.11s, 1.12s, 1.20s)

Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 21.k, 2.2k, 2.3k, 2.4k, 2.6k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8, 2.9, 2.10s, 2.11s, 2.12, 2.18s, 2.19s, 2.20s, 2.21)

Standard III. Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Specific Sub-Standards: 3.1k, 3.2k, 3.3k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s)

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

Course Assignments & Activities:

1. **Course Content Exams.** There will be 3 Course Content Exams on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams. Refer to the Course Timeline for dates. **NO LATE EXAMS WILL BE GIVEN or AVAILABLE**

   Important notes on content quizzes:
   a. As with the entire course, exams will be taken online via D2L.
   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 Quiz date if rescheduling is necessary for a **compelling reason.** Because the quiz is open more than one day, 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 quiz) 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.**

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. See the course calendar/timeline for activity names and due dates.

3. **Researched Infographic.** This assignment consists of three parts: (1) an infographic, (2) a brief designer’s statement paper, and (3) a video presentation of the information in the infographic.

   For this assignment you will choose a concept from the course that was covered in your text. These topics are wide ranging and include but are not limited to, cultural influence, nurturing close
relationships, supporting various types of growth & development of children, divorce, gay & lesbian families, etc. Once you choose your topic you will then create an infographic and a video on that topic that illustrates how developmentally appropriate parenting changes in relation to the child’s age. You must include at least three ages of the child’s development as broken down in your book (birth to 2 years, 2-5 years, school aged children, early adolescents, late adolescents/young adults).

**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 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!!

V. **Evaluation & Assessments (Grading):**
The course is graded on a letter grade basis (A-F) and based on the TOTAL number of POINTS for the class which is 500 points. **NO LATE WORK IS ACCEPTED**
Total POSSIBLE POINTS = 700
A = 630 - 700
B = 560 - 629
C = 490 - 559
D = 420 - 489
F = 488 & below

Assignments, Points and Due Dates:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Due Date</th>
<th>SLOs/PLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Exams</td>
<td></td>
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<tr>
<td></td>
<td>Course Content Quiz 1</td>
<td>100</td>
<td>Oct 9 @ 11 PM</td>
<td>1, 2, 3, 4, &amp; 5</td>
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<tr>
<td></td>
<td>Course Content Quiz 2</td>
<td>100</td>
<td>Nov 13 @ 11 PM</td>
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<td></td>
<td>Course Content Quiz 3</td>
<td>100</td>
<td>Dec 11 @ 11 PM</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
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<td>Course Activities</td>
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<tr>
<td></td>
<td>Self-Introduction</td>
<td>20</td>
<td>Sept 4 @ 11 PM</td>
<td>1, 2, 3, 4, &amp; 5</td>
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<tr>
<td></td>
<td>Cultural Reflection</td>
<td>20</td>
<td>Sept 11 @ 11 PM</td>
<td></td>
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<td></td>
<td>Theory Quiz</td>
<td>20</td>
<td>Sept 18 @ 11 PM</td>
<td></td>
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<td></td>
<td>Licensing Parents</td>
<td>20</td>
<td>Sept 25 @ 11 PM</td>
<td></td>
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<td></td>
<td>Intro to Infographics</td>
<td>20</td>
<td>Oct 16 @ 11 PM</td>
<td></td>
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<tr>
<td></td>
<td>Interview a Parent</td>
<td>20</td>
<td>Oct 30 @ 11 PM</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
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<tr>
<td>Researched Infographic</td>
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<tr>
<td></td>
<td>Infographic</td>
<td>100</td>
<td>Nov 6 @ 11 PM</td>
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<tr>
<td></td>
<td>Designer Statement</td>
<td>80</td>
<td>Nov 6 @ 11 PM</td>
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<td></td>
<td>Infographic Video</td>
<td>100</td>
<td>Nov 6 @ 11 PM</td>
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<td></td>
<td><strong>TOTAL Video</strong></td>
<td><strong>280</strong></td>
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<td><strong>TOTAL</strong></td>
<td><strong>700</strong></td>
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VI. Tentative Course Outline

NOTE: Weeks end on **Mondays at 11:00 pm**. All submissions are to be submitted into D2L by 11:00 PM as shown below, unless otherwise noted!! Please note that the D2L Help Desk is available 8 AM – 5 PM; refer to professor’s office hour and e-mail policy for their help/assistance on assignments. PLAN ACCORDINGLY………no late work is accepted/graded.
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28 – Sept 4</td>
<td>Welcome to the Course</td>
<td>Course Module 1</td>
<td>Self- Introductory Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Parenting is a Process</td>
<td>Course Module 2 Book Ch 1</td>
<td>Begin to read course module content and book material.</td>
</tr>
<tr>
<td>2</td>
<td>Sept 5 – 11</td>
<td>Cultural Influences</td>
<td>Course Module 3 Book Ch 2</td>
<td>Course Activity: Cultural Reflection Questions</td>
</tr>
<tr>
<td>3</td>
<td>Sept 12 - 18</td>
<td>Learning to Parent</td>
<td>Course Module 4 Book Ch 3</td>
<td>Course Activity: Theory Quiz</td>
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<tr>
<td>4</td>
<td>Sept 19 - 25</td>
<td>Becoming a Parent</td>
<td>Course Module 5 Book Ch 4</td>
<td>Course Activity: Licensing Parents</td>
</tr>
<tr>
<td>5</td>
<td>Sept 26 – Oct 2</td>
<td>Nurturing Close Family Relationships</td>
<td>Course Module 6 Book Ch 5</td>
<td>Continue to read course module content and book material.</td>
</tr>
<tr>
<td>6</td>
<td>Oct 3 - 9</td>
<td>Supporting Children’s Growth &amp; Development</td>
<td>Course Module 7 Book Ch 6</td>
<td>Exam #1 Chapters 1-6</td>
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<tr>
<td>7</td>
<td>Oct 10 - 16</td>
<td>Parenting Birth to Two Years</td>
<td>Course Module 8 Book Ch 7</td>
<td>Course Activity: Introduction to Infographics</td>
</tr>
<tr>
<td>8</td>
<td>Oct 17 - 23</td>
<td>Parenting Two-Five Years</td>
<td>Course Module 9 Book Ch 8</td>
<td>Researched Infographic Dropbox opens – 10 bonus points if submitted in the Dropbox this week, but not due until week 10</td>
</tr>
<tr>
<td>9</td>
<td>Oct 24 - 30</td>
<td>Parenting Elementary Children</td>
<td>Course Module 10 Book Ch 9</td>
<td>Course Activity: Interview a Parent</td>
</tr>
<tr>
<td>10</td>
<td>Oct 31 – Nov 6</td>
<td>Parenting Early Adolescents</td>
<td>Course Module 11 Book Ch 10</td>
<td>Researched Infographic Due in Dropbox. No bonus points added if submitted this week, but assignment is not late</td>
</tr>
<tr>
<td>11</td>
<td>Nov 7 - 13</td>
<td>Parenting Late Adolescents &amp; Young Adults</td>
<td>Course Module 12 Book Ch 11</td>
<td>Exam #2 Chapters 7-11</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics/Content</td>
<td>Course Module &amp; Book Readings</td>
<td>Activities &amp; Assignments</td>
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<tr>
<td>12</td>
<td>Nov 14 - 17</td>
<td>Parenting when Working &amp; Parents by Adoption</td>
<td>Course Module 13 Book Chs 12 &amp; 13</td>
<td>Continue to read course module content and book material.</td>
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<td>THANKSGIVING</td>
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<tr>
<td>13</td>
<td>Nov 27 – Dec 4</td>
<td>Parenting when Unmarried &amp; Parenting in Divorced Families</td>
<td>Course Module 14 Book Chs 14 &amp; 15</td>
<td>Continue to read course module content and book material. Check grades and e-mail Dr. Mize if any grades are not appearing</td>
</tr>
<tr>
<td>14</td>
<td>Dec 5</td>
<td>Gay &amp; Lesbian Families &amp; Parenting in Challenging Times</td>
<td>Course Module 15 Book Chs 16 &amp; 17</td>
<td>Continue to read course module content and book material. Review for Exam</td>
</tr>
<tr>
<td>15</td>
<td>Dec 11</td>
<td>Final Exam Chs 12-17</td>
<td>Course Module 16</td>
<td>Exam #3 Chapters 12-17</td>
</tr>
</tbody>
</table>

The Grading Scale is as follows:
Total POSSIBLE POINTS = 700
A = 630 - 700
B = 560 - 629
C = 490 - 559
D = 420 - 489
F = 488 & below

NO LATE WORK IS ACCEPTED

E-Mail: Email: INCLUDE COURSE NUMBER IN SUBJECT LINE
Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name. Include the course number in the Subject line.

I typically check my e-mail at the beginning of each day (9 AM) and at the end of each day (4PM). I typically do not respond to e-mails after those hours, during the weekend, or holidays. Please plan your e-mail communication with me accordingly. If you e-mail me and do not receive a response within 24 hours, please e-mail me again…..include the course number and a one to two work “hint” of what the topic is about. For example: HDFS 3353 – discussion one; HDFS 3353 – hello.
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 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.**

QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

VIII. Course Evaluations:

Near the conclusion of each semester, students will receive an e-mail from SFA asking you to electronically evaluate the courses that you are enrolled in for this term/semester. 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 faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

Please NOTE: 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](https://www.sfasu.edu/policies)

Important course related policies:

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other other SFA Policy Information***
X: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 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

XI: Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XII. 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.

HDFS Majors & Minors: 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.