



University of North Texas
College of Education
Department of Educational Psychology
HDFS 3423, 001
Families, Schools, and Communities

Professor / Instructor Contact Information

Lauren Kelly, Ph.D.

- Matthews Hall 322DA

- Office hours – face to face and online. In person office hours are Wednesdays 1-1:50 PM

Materials – Text, Readings, Supplementary Readings

Required readings listed in the Blackboard shell that tie to each module or in the readings folder.

Course Description

- Analyzing family, school and community resources and needs as related to the family life cycle; child welfare and education, ecological approach; and exploration of careers related to children and families. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families.

Fifteen hours a semester in fieldwork arranged by student. 3 semester credit hours. Estimated average 10-12 clock hours per week for class attendance on-line reading/study, mail/announcements, discussion, assignments, and fieldwork. Approved as a Capstone course for the University Core Curriculum. Pre-requisite for this course is Junior/Senior Standing

COURSE GOALS

1. **Describe the human condition across cultures and diverse situations.**
2. **Apply communication skills to FSC partnerships.**
3. **Explain the rationale for developing family, school, and community (FSC) partnerships.**
4. **Develop social responsibility (CAPSTONE OBJECTIVE) FIELD WORK Journals and Assignment**
5. **Describe the various practices, programs and policies that relate to Family, School, and Community Partnerships**
6. **Develop critical thinking skills (CAPSTONE OBJECTIVE). Action Plan**
7. **Analyze issues, principles, values, relationships, and cultural perspectives in using ethical decision-making strategies and steps. (Capstone OBJECTIVE) Ethics Case Study**

Why is HDFS 3423 a GREAT course?

Some of you may have signed up for this course because it is a topic you are interested in (my wishful thinking for all of you). I am passionate about families and how we can assist them in bettering themselves. I have very firm beliefs of how this should happen. This course outlines those views and along the way I will ask you to challenge some of the assumptions you have about families in need.

More realistically, you may have signed up for this course because it is part of your major or because it is online. This may mean you took the course because you HAVE to and not WANT to. Whatever the reason, I am glad you are here and I hope by the end of the class you will say you were GLAD you took the course.

Why should you want to understand about Family, School, and Community?

Every one of us are part of a community; a community of learners, a community of homes, individuals, and families. We never know what cards will be dealt to us in the future. During the housing market collapse, many people who had lucrative jobs lost those jobs. They now needed the support of the community. Whom do you turn to? What services are out there?

Many of us one day want to have families. What do we look for in good schools that partner with parents and the community? How do our expectations of schools match with reality? These are all questions we will examine in this course because they may affect us in some way. I love the topics presented in this course and my hope for you is that you will learn a lot more about the impact and power a true community can have on individuals and families.

For you to be successful, the following items are important.

1. BE a part of class. Engage with your peers. If you are asked a question, answer it.
2. READ! Above anything, you need to read the material and the shell to understand what to do.
3. BE involved. You will get to know how they think, what they believe, and how they communicate.
4. Check your email often.
5. Work together. You will be asked to work together in this course. Some people do not like that. There is a specific reason for this. ANY job or organization that you have will require you to communicate with others. More and more today, that communication takes place by email, phone, IM, voice chat, GotoMeeting, or some other form of electronic communication. This is more difficult and challenging for many people. I am not asking you to meet face-to-face or together online. Just communicate with one another.
6. Stay ahead of the game. This is a junior level capstone course and you will need to keep up with the readings and assignments to be successful.
7. Turn in work that reflects your time, effort, and understanding.
8. Assess your progress regularly and respond promptly to any deficiencies or weaknesses you may have. I expect a lot out of your thinking and will provide feedback on how to improve.
9. Accept the consequences when you do not meet the responsibilities of a student.

HOW WILL I RECEIVE A GRADE

Assessments 1-6

Below is a list of assignments that will be used to assess your progress in the course. You will experience a variety of assessments both formative and summative in nature throughout the course. The assessments are aligned with the Student Learning Objectives to test your understanding of the course material and readings. Each week you will work on various combinations of assignments, activities, discussions, readings, and research. Work will be due by Saturday at 10 PM. Blackboard shuts down at 11 on Saturday so you need to make sure your work is submitted by 10 PM. New modules will open on Sunday.

1. Introductory Reflection (25 pts)

The introductory reflection is a way for you to share any preconceived bias, beliefs or understandings you have in regards to families and individuals in need. I do not want a meaningless reflection that does not examine your thoughts, but one that truly shares with me those biased, beliefs, and understandings you have. We all have bias and until we identify those biases, we will continue to allow them to interfere with truly seeing what need means. This needs to be well constructed, a true analysis of your beliefs, and needs to be reflective in nature. This reflection should be a minimum of one page, double-spaced, 12 point Times Roman or Calibri font. You may write this in first person. I have a rubric that I expect you to use when completing this reflection. It will provide you with **specific information** you will need to be successful.

2. Participation in Collaborative Learning Course Objectives 1-7 (120 points)

We will have discussions in class which you will be required to engage in. Each student will lead a discussion in class 2 different times during the semester (60 points per discussion). You will sign up for these ahead of time. You will choose one already assigned reading for one of your discussions (listed in the syllabus). For your second discussion, you will bring in your own, peer reviewed article to discuss with the class as it corresponds to one of the course topics. You will need to email your article to me 3 days prior to your discussion dates so I can add it to our blackboard shell. You will discuss the readings for that week and ask your classmates questions about the readings. You will also be expected to participate in other student's discussions. As this is a junior/senior level course, the format is largely discussion based. It is your responsibility to come to the course prepared to discuss the readings and how they relate to the purpose of the class.

The discussions are a way for you to interact with your peers in a manner that allows you to grow and stretch your thinking. To be successful, a few items need to be included in your discussion. First and foremost, you must relate your discussion back to your readings. This is why it is extremely important to read the material. A sample discussion format is posted for you on blackboard.

For this specific task, you are required to 1.) discuss the main points of the reading and how they relate to the course and the human service field in general. 2.) You will then discuss how the main points of the article are relevant to your chosen field work site. 3.) Finally, pose 2-3 questions to your peers in order to spark a useful discussion. This is an informal discussion, no ppt required. You are not required to turn in an outline.

[Capstone Objective: Express ways exposure to different ideas, perspectives, cultures and viewpoints have enriched thinking.]

3. Field Work-Course Objective 1 (205 pts; initial placement confirmation 10 pts, 4 journals at 20 pts each; final reflection paper 100 pts; time log- required to receive credit 15 pts)

*****If students do not submit a signed time log with a total of 15 hours s/he will not receive credit for any part of the field work assignment (journals, reflections, etc.), as the time log serves as verification that service learning was completed*****

[Capstone Objective: Participate in activities that promote the common good.]

You will complete a minimum (more is always encouraged) of 15 hours in a Service Learning experience, keep a journal, and reflect on collaboration strategies. **This is not an optional activity for this course and all 15 hours must be completed.** If you do not complete this assignment you will not pass the course. It is critical that you find your placement within the first week of class. Anyone without a placement after the 2 weeks must contact me for assistance. I do understand people are busy, have families, and work but these are the requirements of this course. Child care issues, work schedules, etc. are not acceptable reasons for not completing the field work. Please drop the course if you cannot fulfill this requirement.

The Blackboard shell contains details that are more specific.

4. Ethics Case Study-Course Objective 5 (100 pts)

[Capstone Objective: Utilize decision-making strategies that include an ethical analysis.]

You will analyze a case study that presents an ethical dilemma related to family, school, and/or community. A worksheet will be provided to assist you in your analysis of the case study you are provided. You will also have a rubric to assist you. More information can be found in Blackboard.

5. Action Plan -Course Objective 4 (50 pts)

Students will work with their chosen group for this assignment, as it can be difficult to generate ideas.

Students will have an opportunity to create an action plan. This is probably the most difficult of the activities because it requires reflective and critical thinking. Here are some things to consider when working with groups:

1. You do have to communicate (so if you are the procrastinator of the group, you will have to work on this)
2. You will each turn in one assignment via blackboard
3. Get creative. You can use Google Docs, Group Me, etc. to work on this together.

6. Showing Up (20 pts)

There will be 5 random participation sign-ins throughout the semester. You will receive 4 points per time you sign in.

There is no extra credit for this course.

Grading

Total Points Possible for Semester =520

468-520 = A
416-467 = B
364-415 = C
312-363= D
311 or below= F

Accessing Grades- You will be able to see the gradebook in Blackboard In order to view comments you must log in to blackboard **with a computer**. You cannot see comments from your phone. If you have a question about your grade, please ask.

Assignment Submission Instructions

All submission of assignments should be in the following format. LastnameFirstnameAssignmentname. An example would be GarretsonStephenActionPlan. It is critical you follow this format.

Late Work- Late work will be not be accepted.

ACADEMIC CALENDAR/COURSE DESIGN

Tentative Course Readings/Due Dates

(Topics and dates are subject to change)

Date	Topic	Reading	Assignment due
August 28	Introduction to the course	Syllabus	
August 30	Service learning	Felten, P. & #3F	
September 1	Service learning/ Family Definitional Issues	Lecture	Introductory reflection due online
September 4	Enjoy Labor Day!		
September 6	Service Learning	Mandell, MP & #3E, Taylor, T	Select action plan groups
September 8	Defining Family	Moll, LC Social capital theory- Mellin, E.. Tanner, 2003	
September 11	Homelessness	Lecture	Work on Action plan
September 13	Communication and Partnerships	#4B & Barriers for foster children- Morton	
September 15	Guest Lecture	CACDC	
September 18	Partnerships	Epstein, 1995, Easterling, 2003, Bradshaw 2012	
September 20	Advocacy Child Abuse	Lasker, 2003 Lecture	
September 22	Child Abuse Policies	349-359, 360-370	
September 25	Partner Violence	Lecture	
September 27	Civic and Intercultural issues	Marsiglia	

		Lecture	
September 29	Civic and Intercultural Issues	Jacobson, 2002 & Doherty, 2009	Journal 1 due September 30th by 10 PM
October 2	Civic and Intercultural Issues	Harry, 2005 & Marx	
October 4	Intercultural Issues	Wheeler, 2011, Zeiders, 2011	
October 6	Intercultural Issues	White, 2009, Coll 1996	
October 9	Family Rules & Rituals	Sorenson, Kellas 2005	
October 11	Symbolic Interactionism	Lecture	
October 13	Theories	Lecture	
October 16	Work-life balance	Roy, 2004	
October 18	Stepfamilies	Vischer, 1994	
October 20	Military Families	MacDermind, 2010 Lecture	
October 23	Gay and Lesbian Parenting	Ryan, 2000	
October 25	CASA presenter, Brooke Moore	Guest lecture	
October 27	Family Stress/ Parenting Factors	Goodman, 2006, King, 2009 Lecture	Journal 2 due Oct 28 by 10 PM
October 30	Family and the Media	Gentile, 2002	
November 1	Parent-Child Relationships		
November 3	Parent-Child Relationships		
November 6	Parenting and Support	Gay, 2005	
November 8	Extended Families	Segrin & Flora	
November 10	Death, Dying, Grief in Families	Lecture	Action plan due by 10 PM on NOV 11th!!

November 13	Practitioner Tools and Assessment	Practitioner article 1-10, 12-19	
November 15	Family Centered Practice	Walter et al 2003, 5-12.	
November 17	Trauma Informed Interventions	Matthews, 2009 & UDHHS article 91-110	Journal 3 due by 10 PM on November 17th!
November 20			
November 22	Enjoy Thanksgiving Break!		
November 24	Enjoy Thanksgiving Break!		
November 27	The Effects of Divorce on Children		
November 29	Conflict in Families		
December 1	Daily Stressors for families		
December 4	Ethics	NAEYC, 2005	Journal 4 due on December 4th by 10 PM
December 6	Ethics	Adams, 2001 , Hardina 2004	Ethics Case Study and reflection due Dec 9 by 10:00 PM
December 12			Final Reflection and Time Log due Dec 10 at 10 PM

The Instructor reserves the right to modify or change this schedule to best meet the needs of the students.

COURSE POLICIES AND UNIVERSITY REQUIREMENTS

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

Student Technical Support

The University of North Texas provides student technical support in the use of Blackboard and supported

resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

ATTENDANCE AND PARTICIPATION

It is my expectation that you attend each course section.

Student Resources

As a student, you will have access to:

- Student Orientation via Blackboard Learn. Become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard's [On Demand Learning Center for Students](#). Become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

Student Support Services

Also known on the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on-time graduation*. Please refer to the website (<https://trio.unt.edu/sss>) for detailed list of services.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to duplicate a single work for multiple classes.

RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.

UNT Portal: <http://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information for Off-Campus Users:

<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

Course Library Page- <http://guides.library.unt.edu/dfst3423>

UNT Computing and Information Technology Center:

<http://citic.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: *[provide information if departmental labs are available for use to students]*. General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

COURSE REQUIREMENTS

Readings Assignments

Reading assignments and on-line lessons are provided for your convenience to help you understand the material at a deeper level. It is the expectation that all material is read thoroughly to be successful in the class; this includes links to other websites

Submission of Assignments

Assignments should be submitted on the due date.

All written assignments should be professional in appearance. Your work is expected to be at the level of a professional in the field and well edited. Written work should be spelling, grammar, and typographical error free. Points will be deducted for any assignment not meeting these expectations.

Due Dates

Due dates for all assignments provided on blackboard and on the syllabus.

EAGLE CONNECT:

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Assignment Policy

The due dates for all assignments may be found on the course calendar and each module. This calendar is subject to change to benefit you the student. Assignments should be saved as .DOC or .PDF files for access. If you cannot save as a .doc or .pdf then you may save as a .rtf. All assignments should be submitted in Blackboard Learn. Please do not submit assignments via email. There are no extra credit assignments for this course.

Class Participation

Students are required to <http://policy.unt.edu/policy/15-2-5attend> class each session.

Incompletes

Incompletes will only be granted in extenuating circumstances. I did not have time is not an extenuating circumstance. Sometimes medical or other severe issues come up. See the registrar's calendar for the first date an incomplete can be requested. You must be passing at this point in order to be considered and there must be a verifiable medical situation or other excuse that is documented. The student must initiate the request and must complete the paperwork. Just because the instructor allows the incomplete does not mean it will be approved. It has to be approved by the department head and dean.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. [Additional sample statements can be located at: <http://copyright.unt.edu/content/sample-copyright-notices>] Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

Administrative Withdrawal

See the registrar's calendar for exact dates; the instructor may drop a student for non-attendance. *Do not assume this will be done.*

Syllabus Change Policy

Should the need arise, due dates may be delayed to benefit the student if there is a reason deemed necessary by the instructor. Reasons may include severe weather or power outages.

Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UNT POLICIES

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam (and may be given a failing grade for the course). Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at <http://www.my.unt.edu>. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: <http://eagleconnect.unt.edu/>

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at

<http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

The instructor of record maintains student records pertaining to this course in a secure location. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy, the Family Educational Rights and Privacy Act (FERPA) laws, and the university's policy in accordance with those mandates at the following link:

<http://essc.unt.edu/registrar/ferpa.html>

STUDENT EVALUATION OF TEACHING (SETE)

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. Moreover, as a faculty member, I am committed to helping you be successful as a student. Here is how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go <http://success.unt.edu/>.

Add/Drop Policy

To drop a class login at www.myunt.edu and follow the directions. See registrar's calendar for specific dates.

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes,

examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.