

CHLD 492: Child Development Practice—Children and Families

Course Syllabus



Instructor: Dr. Shelley R. Hart

Meeting Day: Wednesday

Meeting Time: 9:00am – 10:50am

Class Meeting Location: Modoc 120 (we may move to Modoc 116)

Email*: srhart@csuchico.edu

Office: Modoc 101

Preferred Communication: **Email** or **Pronto** (for smaller, quick questions)

Student Hours & Location: A mix of in-person and zoom hours are available. During the in-person reserved hours (Modoc 101), feel free to let me know if you'd like to meet over zoom instead. Please sign up for a 15-min block of time in the spreadsheet below! You can always contact me for an appointment if the scheduled times don't work.

For virtual hours, join using this link or Meeting ID and Passcode:

Link: <https://csuchico.zoom.us/j/94318053854?pwd=SEM1aVZMdklueEhpK2crcnBJNXBHQT09>

Meeting ID: 943 1805 3854

Passcode: 822124

Monday Mornings 8:30am – 10:30am (in-person or online)

Monday Afternoons 4:00pm – 5:00pm (in-person or online)

Tuesday Mornings 9:30am – 10:30am (online ONLY)

****You will need to sign up on our [excel spreadsheet here \(S24\)](#) for a 15-minute block****

Course Description:

This course is a guided internship for majors in Child Development. Based on individually determined internship learning objectives, students select a community-based agency placement that matches their career interest in children from birth through emerging adulthood and/or their families. Students spend a minimum of 7.5 hours a week in their internship placement for 12 weeks. Interns will complete a minimum of 90 hours in their internship placement. These hours will be evenly distributed throughout the semester.

Required Text:

Any readings are available in Canvas.

Prerequisites:

CHLD 382, CHLD 392, CHLD major only.

Course Format:

This course aims to solidify everything you've learned in your past CHLD courses through a civic engagement opportunity. You will develop your competence in understanding development and working with children and families through experiences that you'll have at community-based sites. To maximize your learning opportunities, you'll need to be an active participant in both your internship and course sessions. Additionally, many activities will take place in groups during class (and cannot be made up), so attendance is crucial.

Per the Department of Education and accrediting bodies of higher education, ***in total, students are expected to spend at least 7.5 hours per week on this course*** (for each 50-minutes in class, students should expect to spend at least two hours out of class each week). This class is 2.5 hours in direct instruction, meaning at least 5 out-of-class hours.

Attendance and Late Assignment Policy:

Attendance will be taken each class period. I will use a mixture of PowerPoint slides and writing content on the board during class—this is a pedagogical decision to help ensure understanding. For example, if I'm writing on the board, it's hard for me to keep talking, and my writing pace more closely matches yours. This means that it is very important that you are present during class. Additionally, we will be engaged in many activities throughout the semester to clarify content. To participate in those activities and discussions, you must be present. I recognize that things come up during the semester, however, if you are not present, you are not able to engage and therefore, in this class even “excused” (or unavoidable) absences will still be noted as an absence. In terms of coming to class late or leaving class early, if you are missing more than 25% of the class period (~20mins), it will be documented as partial (half-credit) attendance. If you miss more than 50% of the class (~40mins), it will be a complete absence. Additionally, if you miss more than 50% of the class periods, you will not be able to pass the course and will receive a failing grade.

All assignments are due by the time and day listed in the Course Schedule. In-class assignments are not accepted if you are not present during the class period when the activity is taking place. There are some activities that we will start out-of-class and finish in-class. If out-of-class portions of the assignments are completed, partial credit may be earned. Integrative Literature Review Assignments turned in after the listed time will accrue late points or earn no points. Depending on the assignment, feedback may be more limited if your work is turned in late. The ***late policy*** for this class includes a late penalty: ***10% (of the total possible points) per day for up to 5 days*** (i.e., a maximum of 50% of the possible points for the assignment). ***Weekend days DO count. NO work*** (including late submissions) will be accepted via email. Finally, as certain activities build upon each other, students may come to student hours for verbal input even if credit is not assigned. ***After 5 days late, assignments will not be accepted for a grade.*** Make-up for exams will ***only*** be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day. Except in the case of an emergency, arrangements must be made ***in advance***.

Communication Options:

I encourage you to contact me or attend **Student Hours** if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi! This semester, virtual AND in-person Student Hours are available. Please be sure to let me know if you'd prefer Zoom or In-Person so I can be in the right place at the right time! In-person hours will take place in my office (Modoc 101). You can access my Zoom Student Hours Meeting Room using the link or Meeting ID and Passcode listed on the first page of this syllabus. This link is also available in a couple of places in Canvas, most easily on the “Home” page, but also in the “Welcome: About your Class & Instructor” page. The “Wait Room” will be enabled, so please be patient, I will be notified when you join and will be with you as quickly as I can.

I'm asking that you sign up for a fifteen-minute block of time during the hours specified on the first page of this syllabus. The link to the google sheet can also be found in our Canvas course shell in a couple of places. Please be sure to write down in your calendar the time you've scheduled and Message me if you are unable to attend so I can free the time for other students who might wish to meet. Additionally, please be conscientious about making it to the appointment as everyone's time is valuable.

Finally, you may contact me to arrange an appointment if you cannot make the Student Hours listed. The best way to contact me is via the **Inbox Email** in Canvas. Another form of communication (particularly between

students) is **Pronto**. **Pronto** is an app available to you for free through the University. It is a system that allows us to use text messaging without exchanging personal information. Additionally, **Announcements** will be made throughout the semester to call your attention to important deadlines or to communicate specific information.

How to Access Course Materials:

Copies of the syllabus, schedule, readings, and activities assignment submission links are available in Canvas. You are responsible for regularly checking Canvas; plan to log in at least several times per week to access materials and complete the activities required.

Grading:

Grades will be assigned as follows based on completion of the course requirements. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSU, Chico Grading Policy (<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>). Please note that as a general rule, I round up anything 0.50% and above. Anything 0.49% and below is very unlikely to be rounded up. What this means is that you can feel relatively confident that you know your grade after final projects have been graded, and you do not need to email me to ask.

		93-100%	= A	90-92%	= A-
87-89%	= B+	83-86%	= B	80-82%	= B-
77-79%	= C+	73-76%	= C	70-72%	= C-
67-69%	= D+	60-66%	= D	0-59%	= F

Course Requirements:

Components of the grade are briefly presented below. **HOWEVER, without completion of your 90-hours documented and signed hours for your internship participation you CANNOT PASS THIS COURSE.** Assuming you do complete your 90-hour internship, your grade is composed in the following way:

1. **In-Class Activities (30% of your total grade):** Attendance (5%) will be taken, and in-class activities (25%) will be engaged in during each class meeting. These activities will include discussions, reflective writings (i.e., Reflective Journal responses), drafts of documents, and case presentations (i.e., Supervision Circles). I understand that things come up during the semester, however, because of the importance of the work we do in-class and the fact that we only meet once per week, **attendance and in-class activities cannot be made up**. If drafts are submitted during class, depending on how late the submission would be you may submit for feedback.
2. **Theoretical Orientation (20% of your total grade):** A theoretical orientation proposal will be completed early in the semester. This theoretical orientation will guide your interactions with children and families throughout your internship and hopefully will help you to identify the connection between theory and practice throughout your professional lives. Further guidelines will be provided in Canvas with ample discussion and work time provided in class.
3. **Portfolio (20% of your overall grade):** You will be given a menu of activities to choose from—activities that you will engage in throughout the semester in your internship. Each of these activities will require you to create an “Artifact” from the experience. Those Artifacts will be submitted twice during the semester. Ultimately, you will use them at the end of the semester in your Portfolio Showcase. You will have a choice as to how you present your portfolio materials at the end of the semester (e.g., Digital Story, Reflective Writing). Further guidelines will be provided in Canvas with ample discussion and some work time provided in class.
4. **CheckPoints (30% of your total grade):** At 5 times throughout the semester, you will submit required internship hours documentation. Further guidelines will be provided in Canvas with ample discussion provided in class.

Department of Child Development Mission Statement:

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the

foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement:

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives & Contribution to the Child Development Major:

For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Department of Child Development:

SLO 1: Critical Thinking in Child Development	Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions. Students will use higher-order thinking to evaluate information regarding child development.
SLO 2: Written Communication in Child Development	Written communication is the development and expression of ideas through iterative experiences, which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.
SLO 3: Oral Communication in Child Development	Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, beliefs or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.
SLO 4: Information Literacy in Child Development	Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsively use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.
SLO 5: Quantitative Literacy in Child Development	Quantitative literacy is a habit of mind, competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.
SLO 6: Professionalism in Child Development	Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

It is noted that overarching course objectives is the ethical responsibility of anyone engaged in work with children and families, and as such, this serves as an umbrella objective within this course. Specifically, as measured by activities and assignments throughout the course, students in CHLD 492 will be able to:

1. Critique professional knowledge, skills and dispositions in settings serving children and families (SLO 6, SLO 4, SLO 1).
2. Integrate knowledge and experiences to develop and evaluate personal career plan (SLO 6, SLO 4).
3. Enhance professional responsibility and integrity in field-based work (SLO 6).

4. Integrate professional ethics with shared professional values, program (internship) practices and policies (SLO 6, SLO 1, SLO 4).
5. Create and assess communication material (written and verbal) that effectively demonstrates the ability to translate and disseminate Child Development knowledge to others (SLO 6, SLO 2, SLO 3).
6. Integrate the relationship between theory and practice as related to the student's internship experience and learning (SLO 6, SLO 1, SLO 4, SLO 2, SLO 3).

Internship Placement Guidelines:

We'll be talking a lot about internships, particularly early in the semester. However, here are some important points for you to reflect on as we get started:

- In advance of the semester, it is expected that you have connected with your internship placements and discussed the "Letter of Intent". You will submit that signed within the first two weeks of the semester.
- Students should be ***considered volunteers*** by the internship agency and internship personnel should interview and screen each intern as they would any potential volunteer or employee.
- Students may complete their hours between ***two internship placements***. In this case, individualized learning objectives will be completed separately for each site. The split of hours must be ***approximately 50/50***. Students must be under the supervision of a designated individual.
- Most internship hours should be ***completed at the internship agency or site***. In some cases, the intern may be delivering services for the agency at off-site locations or completing self-paced work. If the student expects to spend ***more than 10% of the total internship hours off-site***, this must be ***stated in the students final Individual Learning Objectives*** or the hours will not be counted. If the off-site hours relate directly to the internship, the student should have ***prior approval*** from the internship supervisor for doing so and include those hours on the time sheet signed off on by the internship supervisor. Hours spent off-site to ***work independently*** on approved objectives ***cannot total more than 10% of the total internship*** without ***prior approval*** from the course instructor.
- There have been instances where an internship site wants to employ an intern. ***Paid internships*** may be acceptable; however, you must discuss with Dr. Hart prior to agreeing.
- Any CHLD intern who has or acquires a ***familial relationship*** with another employee shall not have any direct or indirect administrative or operational authority over the other person. This prohibition means not only that a person cannot supervise a family member, but also that the family member cannot be in that person's chain of command. For example, a family member cannot work in a department in which a family member is the manager.

Notes:

1. CHLD 492 students ***do not*** have permission to ***drive their personal vehicles or company vehicles during internship hours*** or for agency duties. Please see below ("Notice Regarding Driving during Internship Hours"). If you need more information or have further questions, please see faculty.
2. If an internship site requires ***fingerprinting clearance*** or background check for interns or volunteers, a student may have to cover that expense.

Internship Hours:

To complete the course successfully, students are required to spend a ***minimum of 90 hours*** at your selected internship site. You will create learning objectives for your site, which will be approved by your university faculty member ***and*** your internship supervisor. The hours you complete should be ***distributed evenly*** throughout the semester.

In the ***internship placement process***, there are multiple things we're trying to manage. While we do aim to directly connect your internship placement to your current career goals, this ***may not be realistic or even appropriate***. Recognize that ***any placement*** is going to give you learning opportunities that will be applicable to your professional growth and development. Also, recognize that sometimes having experiences to ***rule out*** career paths can be even more important than experiences to ***rule them in***. Finally, recognize that ***stretching yourself*** to have experiences that you might currently believe are outside your interests or comfort zone may have unexpected benefits! This is a supported opportunity to actively explore something that might never have occurred to you as a career. ***Take advantage, keep an open-mind, and push yourself!*** Additionally, remember that YOU are an active participant... ***You will get out what you put in—no matter WHERE you complete your internship!***

Your ***first step***, once you have your internship placement, is to ***connect with the supervisor***. You ***both will sign a "Letter of Intent"*** and you should ***begin any processes*** you need to so that you might begin the semester quickly and smoothly. There may be meetings, paperwork, basic trainings (or more intensive trainings), or other requirements for the site that you need to engage in. ***Typically, these things account for no more than 2 hours.*** With the exception of accounting for this time, you ***cannot begin to accumulate hours until I have signed your Letter of Intent and the semester has begun.*** There are ***exceptions*** to this—most times you will know this ahead of time, but if you have any questions about it, let me know and we can discuss! During the first week of class, you will need to sign a ***"Release of Liability" form***. Without this, you cannot begin your internship.

Note: If you have ***not successfully connected with your internship site and submitted a "Letter of Intent" and signed a "Release of Liability" form*** by the ***end of Week 6***, you will be ***unable to continue in the course***. This will result in a ***failing grade*** (regardless of any other coursework completed). This is because you cannot participate in course-based content without an internship experience—which supports the goal of evenly distributing the hours over the semester. Importantly, you cannot successfully complete this course without completing 90-hours of internship by Week 16.

We will discuss next steps in class, but briefly, what will come next will include ***development of Individual Learning Objectives***, which your supervisor will also need to sign off on. This will guide your reflections, activities, and the Artifacts you will collect for your CHLD 492 Portfolio. Throughout the semester, your internship hours must be verified by your ***internship supervisor's signature on a time sheet***. Time sheets will be submitted to the instructor at a variety of points throughout the semester. It is ***your responsibility to maintain these time sheets***—we recommend that you ***create pdf's*** of these ***immediately*** after your supervisor signing them and retain them in a folder prior to submission. You can use free applications (such as Genius Scan) to do so. You will be expected to ***submit electronic versions*** of these. Please maintain these in an organized fashion (e.g., in order), and submit only one scanned image.

Note: Falsification of hours is a breach of ethical conduct and will be handled as outlined below. The instructor reserves the right to require submission of hours more frequently than outlined in the Course Schedule based on unique circumstances.

Injuries During Internship Hours:

If you are injured at an internship site, there are several ***options for medical care***:

- Emergency Services
- Student Health Center (530) 898-5241
- Your private insurance

You should ***inform both the internship supervisor and your faculty*** as soon as possible of the details regarding the incident. It is imperative that you ***DO NOT*** report the incident as an employee, as this would be considered a Worker's Compensation claim. Your faculty member will refer the incident to ***Risk Management***, and some follow up paperwork may be required.

Notice Regarding Driving During Internship Hours:

Students are discouraged from driving as part of their internship responsibilities for the following reasons:

- The general and professional liability policies that cover students during their placements ***do not extend to the use of an auto.***
- Students should be aware that their ***own liability insurance is primary in the event of an accident***, even if they are transporting on behalf of the agency. The auto insurance for the agency would be excess, but there is a potential exposure to the University if the student and agency do not carry substantial auto liability limits.

Ethical Conduct and Professional Behavior:

Students are expected to demonstrate ***ethical conduct at all times*** during their internship. One governing code of ethical conduct has been developed by the National Association for the Education of Young Children (available at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics_Position_Statement2011_09202013update.pdf). If you are interested in ***other professional codes*** (e.g., social work, psychology), don't hesitate to ask! We will be discussing ethics in greater detail in class. Any ***violation*** of ethical conduct will result in ***immediate termination*** of the internship and a ***referral to the Office of Student Affairs***.

Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community. It is vital that you realize that ***while at your internship site***, you are part of that agency, reflect on their organization, and are subject to their policies. You ***can be removed*** from a placement for ***failing to uphold the professional expectations of that organization***. Please ensure that you ***conduct yourself professionally***, as you would in a paid position, including (but not limited to):

- Being ***on-time*** for all internship appointments and duties;
- ***Notifying*** your supervisor and others if you will be absent or late for internship activities;
- ***Dressing appropriately***, in accordance with standards of your organization;
- Using ***language*** appropriate for your setting and in accordance with standards of the agency; and
- Maintaining the ***confidentiality*** of clients and any services you become aware of during your internship.

Additionally, the ***campus is a professional setting***. Please treat it as such by following standards for professional and ethical behavior ***in the classroom*** and when ***communicating with fellow students and your professor***. This includes engaging in ***mutual respect and cooperation***, as well as following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is ***respect of other students' opinions***, and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself. If you have any questions about what constitutes professional behavior, please feel free to ask. Finally, during this course, we will be sharing experiences with each other from our internships. Recognize that it is expected that you ***maintain confidentiality*** from what is learned from classmates about agencies and clients that they work with.

Literacy Requirements:

All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. ***Proofreading is essential.*** If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, the BSS Student Success Center, or the Child Development Writing Tutors—hours for tutoring are posted in BBL).

Academic Integrity:

Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor.

Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally, plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting:

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for all students. I also have a mandatory reporting responsibility related to my role as faculty. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

Student Resources:

Wildcat Computing Support: Access the website or support desk in order to access information and resources regarding your technological needs <https://www.csuchico.edu/wcs/>.

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this resource. You may find information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (9-8-8), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry. Check the website for information about hours

of operation and procedures (<https://www.csuchico.edu/basic-needs/pantry.shtml>).

Final Words

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

I am firmly committed to creating and maintaining a learning space that is safe, respectful, and inclusive of all identities. In this class and on this campus, it is my goal to work to promote an inclusive culture where everyone feels welcome to engage in learning. The success of this goal relies on the support and understanding of everyone in this class. Students are encouraged to speak up and participate during class meetings with respectful consideration of others' beliefs, backgrounds, and experiences. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating harassment, bullying, or victimization in our shared learning space.

Additionally, I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face.

I, like many people, am still in the process of learning about diverse perspectives and identities and I encourage you to please reach out to me if something is said in class (by anyone) that makes you feel uncomfortable. At any time during the semester, I welcome you to provide feedback on how the learning experience in this course can improve!

(Thank you to Dr. Jamie Gunderson for the sharing of her statement and feedback form and Dr. Nandi Crosby for sharing her statement).