Date of request: 20-SEP-2021

Request ID: <mark>E-2021-FCS-72</mark>

College: E

Department: FCS

Initiator name: Kimberly Doudna

Initiator email: kimberly.doudna@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:
Change Course <mark>FCS 1010</mark>
Specific Course Change type selected: Title
Specific Course Change type selected: Description

1. Existing course prefix and number:
FCS 1010

2. Proposed course title:
Introduction to Careers and Practices in Family Science and Human Development

3. Existing Banner course title:
Introduction to Family Science

4. Proposed course title to be entered in Banner:
Intro to Careers and Practices

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.
No

D. Explain briefly and clearly the proposed improvement.
To establish expanded student learning outcomes (SLOs) for FCS 1010 as related to program restructuring from three majors to Family Science and Human Development major with three concentrations as detailed in accompanying program improvement package.
To change FCS 1010 course title for increased clarity and alignment with scope of expanded SLO's and program restructuring as detailed in accompanying package.
To change FCS 1010 catalog description for increased clarity and alignment with scope of expanded SLO's and program restructuring as detailed in accompanying package.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
The revisions to FCS 1010 are informed by best practices in the field of family science, priorities for family science practitioners as outlined by the National Council for Family Relations, input from the Family Science Community Advisory Board, and the continuous improvement efforts of Family Science faculty.

Revisions are also driven by the elimination of the FCS 2020: Field Experience course requirement for students majoring in family science and human development. FCS 1010 has been revised to integrate relevant objectives from the FCS 2020 course including career exploration, career readiness, and professional skills and competencies.The

The migration of core FCS 2020 content combined with FCS 1010's existing emphases on the historical, theoretical, and ethical foundations of the field of family science, ensures that students in the new Family Science and Human Development (FSHD) major receive foundational, contextual, and practical foundations for their studies, choice of concentration in FSHD, and their senior-level internship.

The change of course title and revised catalog copy will provide clarity and alignment with course content and design.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
Examine the historical, academic, and professional features of the multi-disciplinary field of Family Science, including the content areas and domains of Family Life Education, in relation to individual professional preparation and career exploration.

Research professional certifications, organizations, standards, and practitioner perspectives for a range of careers in Family Science and Human Development (FSHD) with emphasis on professional preparation in Child Development and Services, Family Studies, and Youth and Community Development.

Identify and apply professional competencies for success in human service settings with emphasis on written and verbal communication.

Identify and reflect on personal and professional values and aptitudes.

Analyze the impact of cultural competency and environmental wellness in the human service settings.

Explore and apply methods for increasing awareness of, and addressing, bias in personal and professional contexts.

Investigate ethical codes and practices in human service settings and apply the Certified Family Life Educator ethical code to ethical dilemmas.

Demonstrate understanding of FSHD concentrations and field experience requirements.

Review process for securing senior-level FSHD internship and create an individual timeline for professional experience planning and placement.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
While this proposed course is not a response to assessment outcomes, it is in response to informal assessment activities such as discussions about multiple programs within and across departments, responding to student career aspirations, refining professional pathways, maintaining professional organization requirements, and reducing confusion for students.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.
FCS 1010 is a long-standing, foundational family science course. There is no comparable offering within or outside of the program.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.
FCS 1010 has been a required course for the family studies, child and family development, and youth and community development majors that, as outlined in accompanying program improvement package, are slated for consolidation into one family science and human development major with concentrations in child development and services, youth and community development, and family studies. FCS 1010 will be a required course for all students in the FSHD major.

FCS 1010 has served as a required course for the family science minor. Per changes outlined in the accompanying program improvement package, FCS 1010 will be categorized as a cognate between the FSHD major and the family science minor.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.
Since the revised version of FCS 1010 encompasses FCS 2020, current students (catalog 21 and older) who have not yet taken FCS 2020 will be advised to take WFED 1980 and WFED 1990 as a replacement for FCS 2020 starting in the fall 2022 semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

FCS 1010 will continue to serve as a required course for all family science majors. Two sections of the course are fully enrolled for Fall 2021. The family science program typically runs two sections of FCS 1010 in fall and in spring and one to two sections over the summer semesters.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The course will continue to be taught within existing resources.

Faculty: Part-time and full-time faculty will continue to be required to teach FCS 1010.

Equipment, Space, Technology: No special equipment is needed. Classrooms in Kohrman Hall and Sangren Hall are sufficient.

Library Holdings: Library resources have proved sufficient.

Advising: There will be a need for CEHD academic advising support. Students in catalog year 2021 and older who have take FCS 1010 but not FCS 2020 may choose to substitute WFED 1980 and WFED 1990 for FCS 2020. The content and experiences currently provided in FCS 2020 will be covered in FCS 1010, and Family Science and Human Development majors will no longer take FCS 2020.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

No effect on current articulation agreements. The three-credit requirement of FCS 1010 for all Family Science and Human Development students remains consistent.

O. Current catalog copy:

Introduces the field of family science and explores career options in child and youth development, family studies, and family life education. Ethical standards and professional behaviors are emphasized.

P. Proposed catalog copy:

An introduction to the multi-disciplinary field of family science and human development with an emphasis on professional practices and careers. Includes examination of knowledge, competencies,

skills, and ethics for professional preparation in child development and services, youth and community development, and family studies.

Department Curriculum Chair approver: Mary Beth Kennedy Janssen

Department Curriculum Chair comment:

Date: 28-SEP-2021

Department approver: Suzan Ayers

Chair comment:

Date: 29-SEP-2021

FCS 1010: Introduction to Careers and Practices
in Family Science and Human Development

Department of Family and Consumer Sciences
Western Michigan University

Instructor Information

Instructor: Melinda (Mindy) Holohan, MA, CFLE
Email: melinda.j.holohan@wmich.edu

Office Hours

I welcome the opportunity to meet by appointment. Please visit https://appt.link/m-holohan to set up a meeting time via phone or Webex.

Discussion Boards versus Email

If you have a question about course content or mechanics, I encourage you to post it to the Problem Solver discussion forum which can be found in modules throughout the course, or in the Discussions area under the communications tab in our Elearning course. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Please email me directly if your concern is of a personal nature.

Email Response Time

I aim to respond to emails within 24 hours. I will communicate in advance if I plan to be away from my computer for an extended period of time. Please include the course ID number in the subject line of your email so I will know to attend to it quickly. All emails should come from your wmich account. Additionally, all emails sent from me will go to your wmich account.

Accommodations

Any student who has a need for accommodations based upon the impact of a disability should contact me as soon as possible. Contact the Office of Disabilities Support Services (DSS) to coordinate appropriate accommodations. Further information on DSS is addressed later in the syllabus.

Course Information

Course Description

An introduction to the multi-disciplinary field of family science and human development with an emphasis on professional practices and careers. Includes examination of knowledge, competencies, skills, and ethics for professional preparation in child development and services, youth and community development, and family studies.

Readings

Additional readings and activities will be made available in Elearning (see Learning Module Content)

Tools for Ethical Thinking and Practice in Family Life Education, 4th Edition

Careers in Family Science

Family Science as Translational Science: A History of the Discipline

National Council on Family Relations Ethical Principles and Guidelines for Family Scientists

National Council on Family Relations: Family Life Education Content Areas

Reconceptualizing the Domains and Boundaries of Family Life Education

State of Michigan Mandated Reporter Resource Guide

Student Learning Outcomes

Students will:

1. Examine the historical, academic, and professional features of the multi-disciplinary field of Family Science, including the content areas and domains of Family Life Education, in relation to individual professional preparation and career exploration.

2. Research professional certifications, organizations, standards, and practitioner perspectives for a range of careers in Family Science and Human Development (FSHD) with emphasis on professional preparation in Child Development and Services, Family Studies, and Youth and Community Development.

3. Identify and apply professional competencies for success in human service settings with emphasis on written and verbal communication.

4. Identify and reflect on personal and professional values and aptitudes.

5. Consider the impact of cultural competency and environmental wellness in the human service settings.

6. Explore and apply methods for increasing awareness of, and addressing, bias in personal and professional contexts.

7. Investigate ethical codes and practices in human service settings and apply the Certified Family Life Educator ethical code to ethical dilemmas.

8. Demonstrate understanding of FSHD concentrations and field experience requirements.

9. Review process for securing senior-level FSHD internship and create an individual timeline for professional experience planning and placement.

Graded Course Activities, Assignments and Assessments

Teaching Methods and Materials

This ELearning course will be delivered online through the course management system Desire 2 Learn (D2L). You will use your BroncoID account to login to the course from the ELearning Login page or from GoWMU.

The course is organized into topics of instruction, called Learning Modules, as outlined in the Course Schedule. Each learning module is listed by its main topic and contains required readings, videos, lectures, discussions, assignments, and reflections. There are numerous Learning Modules in this course, each with various requirements. The schedule clearly indicates which modules and activities must be completed by each due date. To access the learning modules click on the content link at the top of the page. This will display the table of contents on the left side of the page allowing you to link to all requirements and resources.

Grading Policy

All assignments must be submitted online through the course assignment Dropbox before the due date listed on the course schedule. **Emailed or faxed assignments will not be accepted.**

See Elearning content for detailed assignment requirements for each assignment. To calculate your grade, add up your scores, divide your score(s) by the number of points possible and then multiply by 100. That is your percentage. See the grading scale below to find what range of percentages corresponds to which letter grade. You have access to your individual scores through eLearning.

Visit the Dropbox, and Discussion links in Elearning for details about each assignment listed below. (See the Technical Course Structure section for more information about accessing tools and activities).

Late Work Policy

Be sure to pay close attention to deadlines. Assignment grade will be reduced by 5% for each day late, with no credit given after one week. Discussion posts are closed at deadline.

Consideration is given when life events interrupt student progress. With the submission of documentation (e.g. doctors note, death/funeral notice) students may be offered extensions on coursework and opportunity to earn full points.

Points Based Grading

All assignments must be submitted online through the course assignment Dropbox before the due date listed on the course schedule. **Emailed assignments will not be accepted.**

See E-learning content for detailed assignment requirements for each assignment.

National Council on Family Relations Scavenger Hunt   25 points

This assignment is designed to help you become familiar with the National Council on Family Relations (NCFR), NCFR's Family Life Education (FLE) content areas, domains of FLE practice, and how you can benefit from NCFR as a student and emerging professional.

Career Identification Reflection   25 points

The career identification assignment is an opportunity for students to identify and consider careers available for those in the family studies field.

Clifton Strengths Reflection   25 points

Students will complete assessments designed to help students learn more about themselves and the job positions that may best fit their interests, personalities and skills.

Career Preparation Reflection   25 points

In this assignment, students will document learning from the *Preparing Bachelor's and Master's Students Webinar* hosted by the National Council on Family Relations.

Career Exploration Meta-Reflection   50 points

The meta-reflection assignment is the culmination of employment and career research that includes documentation of professional job descriptions, organizations and certifications, and aptitudes, training, and activities related to a spectrum of self-selected careers in family science.

Family Life Education Content Areas Reflection   25 points

Students will apply what they have learned about careers to the National Council on Family Relations content areas to expand understanding of the work performed and its impact on families.

Bias & Wellbeing in the Workplace Reflection   25 points

Students will demonstrate understanding of the impact of bias on workplace wellbeing through consideration of anti-bias narratives and resources.

Ethical Codes & Guidelines Reflection   25 points

Students will demonstrate understanding of the National Council on Family Relations' Ethical Principles and Guidelines for Family Scientists and Certified Family Life Educator Code of Ethics along with the State of Michigan's Mandated Reporter's Resource Guide.

Processing Ethical Dilemmas   25 points

Students will apply the CFLE ethical code to sample scenarios of ethical dilemmas.

Internship Ready Reflection   25 points

Apply information learned through Clifton Strengths assessment, career research in Family Science, and the NCFR FLE Content Areas to personal preparation for the Family Science internship course.

Field Experience Course Meta-Reflection   50 points

Cumulative reflection on learning in relation to FCS 1010 course objectives.

Discussion Boards   120 points (8 x 15 points each)

Module-based discussion boards offer an opportunity for weekly reflection, analysis, and interaction. Each discussion board will require a reflection and peer responses.

Module 1: Professional Behavior and Development

Module 2: Studies in Family Science and Human Development

Module 3: Competencies & Aptitudes

Module 4: Personal and Professional Values

Module 5: Career Opportunities in Family Science and Human Development

Module 5: Family Life Education Content Areas and the Domains of Family Life Education Practice

Module 6: Cultural Competency: Understandings and Practices

Module 7: Bias and Wellbeing in the Workplace

Module 8: Professional Ethics

Module 9: Processing Ethical Dilemmas

Module 10: Internship Ready

Grading Scale

Students will be evaluated on a "Credit/No Credit" basis. According to University policy, credit is earned for grades of 'C' or better, grades 'DC' or below will earn "No Credit"

Students submit all assignments <u>and</u> earn combined points equaling 75% or greater will receive credit for the course.

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A   94-100
BA   88-93
B   84-87
CB   77-83
C   74-76
DC   67-73
D   64-66
E   0

Important note: For more information about grading at WMU, visit the academic policies and grading section of the university catalog.

Viewing Grades in Elearning

Graded activities will be posted in Elearning. Click on the Grades link on the top navigation to view your scored assignment or assessment as well as associated feedback. See the Technical Course Structure section for more information.

Course Policies

Participation

Online courses require your active participation. Here are some tips for success:

- In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Class Conduct and Civility

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues.

Use proper etiquette. Typing in all capital letters is considered shouting in an online environment. Rude or belittling statements made to other students in discussions is clearly unacceptable.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use appropriate language that is respectful of others, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment

Online courses are just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the WMU Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the situation meets the University guideline. All incomplete course assignments must be completed within an agreed upon time.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start.

DSS is located in Woodlawn Place at 2210 Wilbur (across from Rood Hall and behind Fetzer Center) They can be contacted by phone at (269) 387-2116 (Voice) (269) 387-0633 (Fax).

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom. Learn more about university policies in the University Policies section of the syllabus.

Note: Course policies are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be posted in ELearning.

University Policies

WMU Academic Honesty Policy & Procedures

"Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community."

Academic Honesty & WMU Codes of Conduct

At WMU, "**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise."

"**Fabrication** is the intentional invention and unauthorized alteration of any information or citation in an academic exercise. **Falsification** is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record. **Forgery** is defined as the act to imitate or counterfeit documents, signatures, and the like."

"**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge."

"**Complicity** is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."

Read more about the WMU Academic Honesty Policy & Procedures and other student conduct policies on the Office of Student Conduct website and in the WMU Student Code of Conduct.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

WMU Closure Policy

As soon as a decision is made about closing a campus, the decision is publicized through:

- The WMU home page at wmich.edu
- The WMU Alert system
- Area radio and television stations
- The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the WMU home page for updates. Refer to the WMU closure policy for additional details.

Any changes to the syllabus due to closure will be announced by the instructor.

WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. For full details go to the WMU Non-Discrimination Policy.

See the President's Statement on Diversity, Multiculturalism and Inclusion.

WMU Accessibility Statement

Western Michigan University is committed to creating a working and learning environment where all members of our community can thrive. As an educational institution, we strive to promote inclusivity by providing awareness and access to resources that promote accessibility for our online educational

content. This includes providing and implementing accessible content that ensures the student disability accommodations are met.

WMU Sexual Misconduct Policy

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures, we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment. Read more on the [University Sexual Misconduct Policy](#) website.

Technical Course Structure

This Elearning course is available through the course management system D2L Brightspace. You will use your BroncoID account to login to the course from the ELearning login page (http://elearning.wmich.edu). You will need a strong internet connection to access this course.

The course is organized into topics of instruction by week, called learning modules as outlined in the course schedule and noted by due dates in the Elearning course. Each learning module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

Discussion Forums & Topics

The Discussions tool provides an area for collaboration and communication, allowing learners to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files and work with peers. You can find course discussions in the module content area, as well as in the discussion tool.

You will find the following discussion topics in the course site:

- **Introductions:** You will use this discussion to introduce yourself to your classmates. Introduction discussion instructions will be posted in Elearning.
- **Problem Solver:** Use this discussion to check if your classmates can help you with any difficulties you may be experiencing in your course. Topics of a personal nature should be addressed by emailing your instructor directly.

Dropbox

Students use the Dropbox tool to upload and submit assignments to submissions folders in Elearning, eliminating the need to email or physically submit their work to instructors. Unless indicated otherwise in the learning modules, you will submit assignments using the Dropbox tool. The due dates in Dropbox match the due dates in the schedule.

You can find Dropbox Assessments in the module content area, as well as in the Dropbox Assessment tool.

Technical Course Requirements

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You will also need speakers or headphones.
- You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments.

Software

The following media software may be required to access the materials contained in your online course:

- Check your browser setting, we recommend Google Chrome (Google help link)
- Google Apps for Education
- Mediasite

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning please contact the WMU Help Desk.

Back-Up Plan If Something Goes Wrong

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

- Don't panic! We will solve the problem and make adjustments.
- First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
- Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.
- Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
- If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or http://www.wmich.edu/helpdesk/. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
- Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
- There is a D2L "Live Chat" icon on your Elearning homepage for assistance.
- **Do not automatically email your assignments** if technology is not working. I can make adjustments to the course in various ways to accommodate an issue. You will be able to complete the course requirements.
- Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.