HDFS 4713: FAMILY RESOURCE MANAGEMENT
OKLAHOMA STATE UNIVERSITY
SPRING 2019 | OUTREACH

INSTRUCTOR:  JILLIAN CALDWELL, M.S.
EMAIL:  JILLIAN.CALDWELL@OKSTATE.EDU
VIRTUAL OFFICE HOURS:  TUESDAYS 2:00PM-3:30PM VIA YOUSEEU BY BRIGHTSPACE OR BY APPOINTMENT

COURSE INFORMATION

Course Description:

Examination of individual and family management of interpersonal, financial, workplace, social, and community resources over the lifespan. Includes an emphasis on decision making within the family system, particularly for families with issues that affect timing and balancing of resource management.

Course Goals:

The primary goal of this course is to provide a foundation for understanding family resource decision-making processes. This goal will be facilitated by an interactive online learning experience. Knowledge from this course will improve conceptual understanding surrounding family resource management in a manner that is applicable to one’s personal life as well as his or her professional career.

Course Objectives:

Students will engage in activities to meet the following objectives in order to meet the overall goals of this course:

- Understand family resource management concepts and principles
- Apply critical thinking skills to address issues related to family resource management
- Examine and distinguish between theoretical frameworks and perspectives regarding family behavior
- Interpret and evaluate existing research to better understand current issues in family resource management.
- Generate informed conclusions about family resource management practices using theory and research
- Analyze information and apply decision-making skills to respond and adapt to changing situations, solve problems, and evaluate actions.
Course Requirements:

This course focuses on theoretical and conceptual thinking, current research, and various applications of family resource management. Students will be expected to practice and apply critical thinking strategies; as such, students should integrate knowledge and skills gained in other courses to get the most out of this course.

Computer Requirements:

This course is offered in an online format and is delivered through Oklahoma State University’s online classroom platform, Brightspace. Course activities and materials have been designed for use on any device equipped with a current internet browser such as Chrome, Firefox, or Safari.

To successfully complete this course, students should have a basic level of computer skills including the following:

- File/data management
- Use of Microsoft Office applications
- Use of the internet to search and communicate information
- Navigation and use of various functions in Brightspace
- Use of APA style (American Psychological Association, 6th Ed.) for all written work and reference citations

Required Textbook & Additional Readings:


Additional required readings will be posted on Brightspace and may only be used for the purposes of this course.

Suggested Resources on APA Style:


Purdue Online Writing Lab (Purdue OWL): https://owl.purdue.edu

STUDENT RESPONSIBILITIES

The value and benefit you gain from this course will depend largely upon the amount of effort you put into it. Students enrolled in HDFS 4713 are expected to be independent and engaged learners, completing a high volume of assignments on their own while at the same time engaging with fellow students on a regular basis through discussion. Students should plan to set aside up to nine hours per week to complete coursework over the semester.

The activities and assignments for this course have been purposefully designed to meet the objectives. As such, students should expect a rigorous course that demands reading often and regularly, completing weekly quizzes and assignments, and actively participating in discussion sessions. All quizzes and discussions will closely complement weekly material and will build on previous material over the course
of the semester. Thus, staying on track with course work is important. Students are expected to complete all assignments “on time.” Late assignments will not be accepted. Therefore, failure to complete and correctly submit an assignment before the respective deadline will result in an automatic grade of “0” (no credit).

When emailing the instructor, students should put “HDFS 4713” or “Family Resource Management” in the subject line. Email correspondence should be professional and respectful and should not use “texting” lingo or abbreviations. Students are expected to check their email and Brightspace regularly (i.e., multiple times throughout each week) for course updates.

Interactive use of Brightspace is key to learning in this online course. While students may find themselves struggling with the use of new technologies or unfamiliar software, these difficulties are normal and expected. Information on where to find help with Brightspace is listed toward the end of this syllabus.

**INSTRUCTOR RESPONSIBILITIES**

As your instructor for this course, I aim to provide a quality learning experience that both respects the many obligations you may have in life and makes your investment in this class worthwhile. I will communicate often, respond efficiently, and be an active participant who will guide you throughout the semester. You can expect to see me on weekly video messages and lectures offering insight and direction. You can also expect to see me on the weekly discussion boards providing thoughts, comments, and questions. Following the submission deadlines for assignments, you can expect timely and constructive feedback. When you email me on the weekdays, you can expect a response within 48 hours; when you email me over the weekend, you can expect a response the following Monday.

I will do whatever I can to assist you and provide guidance to help you be successful in this course. I am honored to be your instructor this semester and am looking forward to a productive and interactive learning experience.

**COURSE GUIDE**

**Syllabus Quiz:**

To ensure understanding of course organization and requirements, students will be asked to complete a short quiz. The syllabus quiz can be accessed under the Quizzes section of Brightspace.

**Self-Introduction:**

Students will be asked to introduce themselves to their classmates and instructor during Week 1 using the Self-Introduction topic under the Discussion section of Brightspace. This brief self-introduction will be worth 10 bonus points and should include your name, area of study/professional interests, and classification. Your post should also answer the following questions: What do you want to learn in this course? (In other words, what are you curious about?) Why?

Self-introductions are due no later than Friday, January 18, 2019 at 11:59pm.
Course Modules:

This course has been organized into weekly content modules. These modules are designed as steps in achieving the course objectives as outlined at the beginning of this syllabus. These modules can be accessed in the Content section of the Brightspace classroom. Each module follows a similar format relative to activities and assignments but is distinct in its content and specific requirements.

The News section on the Family Resource Management homepage of Brightspace will be used for course reminders, updates, and other course communication. Assignments, lectures, and any supplemental readings will be posted in the Content section of Brightspace. All discussions will be held using the Discussions section of Brightspace. All quizzes will be posted under the Quizzes section. Students are encouraged to track their progress by using the completion tool in the Content section.

Modules will be active from 7:00am on Monday morning until 11:59pm on Friday evening of each respective week.

Module Activities & Assignments:

All activities, assignments, specific details, due dates, and any supplemental material for each module will be posted in the Brightspace online classroom. It is the responsibility of each student to ensure that all assignments are submitted correctly, on time, and according to assignment instructions. All assignments should be completed and submitted by Friday at 11:59pm of the respective week. Students failing to complete and correctly submit any assignment on time will receive a missing grade with a final score of “0” to be assigned. Module activities for this course will consist of the following:

- Readings
- Lectures
- Quizzes
- Discussions

The following sections outline the purpose for each type of module activity or assignment and describe the overall requirements for each. While each type of activity/assignment is described below for your reference, module-specific requirements will be posted in the Content area of the Brightspace online classroom. Rubrics for each assignment can be found at the end of this syllabus and in the Rubrics folder in the Content area of Brightspace.

Readings

Students will be asked to complete weekly reading assignments that will provide a foundational conceptual understanding for that week’s content. Reading assignments for each week are listed in the Tentative Course Schedule in this syllabus. Any required reading outside of the textbook will be posted in that week’s module under the Content section of Brightspace. These supplemental assigned readings will be chosen to emphasize particular concepts, theories, or applications and serve to deepen students’ understanding of course material.
**Lectures**

To supplement course readings and enhance student learning, students will be asked to watch posted lectures which can be found in the weekly modules under the Content section of Brightspace. Lecture content will typically consist of viewing short videos that will incorporate various information through notes, demonstration, graphs, and other means. These lectures will not include all material from assigned readings but rather serve to highlight certain concepts, models, theories, or hypotheses and provide additional insight to aid understanding. **Students should complete both the assigned weekly reading and lecture review before attempting the weekly quiz,** described below.

**Quizzes**

To ensure understanding of weekly content, students will be required to complete a content quiz for each module. These quizzes will closely follow assigned readings and posted lecture content. Quizzes will consist of ten multiple choice items only. Students will be given 20 minutes to complete each quiz. No late quizzes will be accepted: an incomplete weekly quiz not submitted by the deadline will be considered missing and will be given a final score of “0.”

**Discussions**

**Instructor Facilitator Role:** The instructor will serve as the key facilitator to create an engaged and meaningful discussion environment. Each week, the instructor will post at least one discussion topic with included instructions in order to facilitate a deeper, more applied understanding of the concepts. For some modules, the instructor will post two or three discussion topics that each include a question in which the instructor will randomly assign each student to one of the topics (i.e., each student will be assigned to a “topic group” each week). For these modules, the instructor will list the names of students in that topic group in the description section of each discussion topic. For other modules, students may be asked to complete an activity either individually or with a group and may be asked to reflect on their experiences or may be given the opportunity to choose to which topic they would like to respond. These topics will be active each week from Monday morning at 7:00am until Friday evening at 11:59pm. As facilitator, the instructor will monitor the discussion board throughout the week and may post additional comments to engage discussion, ask follow up questions, or add thoughts for deeper insight based on student responses to the original questions.

**Student Participant Role:** Student participants are expected to generate a continuous process of thoughtful and meaningful discussion in order to deepen their understanding of concepts, highlight the complexity of issues related to family resource management, and sharpen critical thinking skills. Students will be randomly assigned to one of the discussion questions each week. Students will know to which topic group they are assigned by checking the description of each discussion topic.

Unless otherwise directed, all participants are expected to post 1) one original response to their assigned question and 2) at least one reply to others’ posts during the week. Replying to a post with simple sentences such as, “I agree” or “That’s what I think, too” is unacceptable because such comments do not add to the discussion in a meaningful or productive manner. Responses should be thoughtful, well-crafted, and supported by evidence, citing where appropriate and providing references as necessary.
Students are expected to read and post discussions throughout the week to contribute to engaged and thought-provoking discussion. As such, posting all replies on Friday before the deadline is strongly discouraged and will affect points awarded. Students are encouraged to read all responses in other discussion groups in order to deepen their understanding of that week’s overall topic.

**Netiquette Rules:** In order to make discussion board activities engaging and productive, the instructor strongly recommends observing the following rules. Check the rubric for additional details on how discussion board activities are graded.

- Respect the opinions of others. When you disagree, post your thoughts in an objective and respectful manner.
- Before responding to any threaded message, read all other previously posted responses. Refrain from asking repetitive questions or making repetitive comments.
- Confidentiality matters. Some students share personal stories to help illustrate concepts. Be careful and respectful with personal information (yours and others’).
- Incorporate and cite published research where appropriate to support the points you are making. This will give your view credibility.
- Respond to questions and comments directed to you when possible.
- Keep all discussion within the scope of course content.
- Refrain from using all caps and excessive exclamation points.
- Check your communication for grammatical errors. All posts should have correct sentence structure, grammar, and spelling. Points will be deducted for improper grammar/spelling per the rubric.
- Follow these steps when posting: write, read and review, reflect, post

**General Course Assignments & Final Exam:**

To help achieve the course objectives outlined at the beginning of this syllabus, students will be asked to complete three general assignments over the course of the semester in addition to the weekly modules. These assignments are described below and due dates are posted in the course schedule at the end of this syllabus. Additionally, students will be asked to complete a final exam.

**Theoretical Application Case Study**

To better understand family behavior, students will be asked to complete one case study assignment. For this assignment, students will be given a vignette which includes a description of a family and an issue they are experiencing related to family resource management. Students will then choose two of the following theories. For each theory, students will 1) explain what is happening in the family (i.e., with what specifically is the family struggling? What explains the behavior?) and 2) provide a theory-based solution. Finally, students will write a brief conclusion that includes 1) a comparison of each theoretical approach’s strengths and weaknesses and 2) implications for the family of choosing one approach over the other.

- Family systems theory
- Social exchange theory
- Symbolic interactionism
- Conflict theory
- Feminist perspective
- Family ecological theory
- Family strengths framework
- Family development theory
The theoretical application case study assignment will be posted under the Content section of Brightspace. The completed assignment should be no longer than one page in length; any information on subsequent pages will not be considered. Students may use single-space and include any important graphs or figures necessary. A template for the theoretical application case study assignment can be found at the end of this syllabus.

The due date for this assignment is listed in the course schedule at the end of this syllabus. A rubric for this assignment can be found at the end of this syllabus and under the Rubrics section of Brightspace. The completed theoretical application case study assignment should be submitted to the correct Dropbox folder in Brightspace. To correctly submit, include the Word file of the case study (.doc) in your Dropbox submission.

**Annotated Bibliography**

To help students better understand current issues and research in family resource management, students will be asked to complete one annotated bibliography over the course of the semester. Participating in this activity will also help students sharpen their research skills regarding locating, interpreting, and evaluating existing research. For this assignment, students should first select a topic within family resource management about which they would like to know more. Then, students should select three recently published empirical articles to read and review. Selected articles should be published no earlier than 2008, should be peer-reviewed, and should involve some type of data analysis (either qualitative or quantitative). Literature reviews, conceptual articles, professional books (including textbooks), government documents, and professional interest sites should be avoided. A list of potentially useful journals from which articles may be selected can be found at the end of this syllabus.

Each entry within the annotated bibliography should include the following:

1. Bibliographic information section
   a. APA citation
2. Annotation section
   a. A sentence describing the purpose of the study
   b. A sentence describing the main research questions and hypotheses
   c. A sentence describing the participants of the study and the way data was collected
   d. Two to three sentences describing the main findings of the study
   e. A few sentences describing the major strengths and limitations of the study (i.e., why should the findings be trusted? what are some sources of doubt?)
   f. A few sentences describing your overall conclusions or perceptions of usefulness of the study, including implications for future research, policy, and/or practice

Each entry should be no longer than 250 words. Remember, annotations should be simple and direct and highlight the most important research questions, hypotheses, findings, strengths/limitations, and future uses. A template for the annotated bibliography assignment can be found at the end of this syllabus. The due date for this assignment is posted in the course schedule at the end of this syllabus. A rubric can be found at the end of this syllabus and under the Rubrics section of Brightspace.

The completed annotated bibliography should be submitted to the correct Dropbox folder in Brightspace. To correctly submit, include both the Word file of your annotated bibliography (.doc) and a .pdf file of the annotated research articles in your Dropbox submission.
To practice applying theory and research in family resource management in daily life, students will write brief informational statements or pieces of advice on aspects of family resource management meant for a non-academic audience. Using what they have learned over the course of the semester, students will compose three statements covering different areas of family resource management in the style of a Facebook, Twitter, or Instagram “post” with the intention of educating non-experts. For example, students may choose to write posts on how individuals’ choices are influenced by culture, posts that provide advice on time management, posts that clarify eligibility/use of a government assistance program, posts on resource use or needs of a specific population (i.e., older adults, racial/ethnic minorities, women, people with disabilities), or posts providing risk management guidance.

The #helpers assignment will be posted under the Content section of Brightspace. The completed assignment should include all three posts. For each post, students should 1) justify the need for the information, citing references where appropriate, and 2) include the intended effect of the post. Students should also include one reference list in APA format that contains all references for the posts. Each post should follow the requirements of the targeted platform (i.e., character limits, graphics) and be respectful, helpful, and informative. To allow students more freedom to create their best posts, no template will be provided.

Rather than posting their statements on social media, students will submit their brief statements in a Word file (.doc) to the correct Dropbox folder in Brightspace. The due date for this assignment is listed in the course schedule at the end of this syllabus. A rubric for this assignment can be found at the end of this syllabus and under the Rubrics section of Brightspace.

Final Exam

The final exam will open at 7:00am on Sunday, May 5, 2019 and will close at 11:59pm on Wednesday, May 8, 2019. No late exams will be accepted. Final exams not completed and submitted according to directions will be counted as missing and will receive a final grade of “0.” A description of the final exam will be posted under the Content tab of Brightspace no later than Friday, April 26, 2019.

VIRTUAL OFFICE HOURS

Office hours will be facilitated using YouSeeU, the virtual classroom nested in Brightspace. Virtual office hours can be accessed by clicking on the Virtual Classroom tab in the navigation bar at the top of the Brightspace page and then clicking on the corresponding meeting for that day. YouSeeU works best using the Chrome web browser.

LATE WORK POLICY

Students will have from Monday morning at 7:00am until Friday evening at 11:59pm each week to complete modules. Students are expected to meet all assignment deadlines within the time permitted. As such, no late work will be accepted relative to any assignment. Assignments not completed and submitted according to assignment directions will be counted as missing and will receive a final grade of “0.”
GRADING SCALES

<table>
<thead>
<tr>
<th>Assignments/Exams</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Self-Introduction (Bonus)</td>
<td>10 points</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Weekly Quizzes (15 X 10 points)</td>
<td>150 points</td>
</tr>
<tr>
<td>Weekly Discussion Board (15 X 10 points)</td>
<td>150 points</td>
</tr>
<tr>
<td>Theoretical Application Case Study</td>
<td>25 points</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>25 points</td>
</tr>
<tr>
<td>#helpers Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>485 points (bonus excluded)</strong></td>
</tr>
</tbody>
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Course Grading Scale

- A: 90% – 100%
- B: 80% – 89%
- C: 70% – 79%
- D: 60% – 69%
- F: 59% and below

ACADEMIC INTEGRITY

Oklahoma State University is committed to maintaining the highest standards of integrity and ethical conduct. As a result, academic integrity is expected in this course. Participating in behavior that violates academic integrity, including unauthorized collaboration, plagiarism, multiple/duplicate submissions, cheating or helping another person cheat, fabricating information, unauthorized advance access to course material, altering or destroying the work of others, and altering academic records, will result in a sanction in accordance with Oklahoma State’s academic integrity policy. Sanctions include receiving a failing grade on an assignment or in the course, receiving a notation of violation of academic integrity on your transcript (FI), and being suspended from Oklahoma State University. Please familiarize yourself with these policies and procedures under the Academic Integrity Resources tab at https://academicintegrity.okstate.edu.

STUDENT DISABILITY STATEMENT

Oklahoma State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people should have access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state and federal authorities. Any student who has a disability and anticipates needing any type of accommodation to be successful in this course should contact the Office of Student Disability Services at 315 Student Union (Stillwater) or 204 North Hall (Tulsa) and communicate with the instructor during the first week of classes to ensure effective and timely modifications or integration of resources. More information can be found at http://sds.okstate.edu (Stillwater) or https://www.osu-tulsa.okstate.edu/disability/ (Tulsa.)

ONLINE CLASSROOM TECHNOLOGY SUPPORT

Any student needing technical assistance or support to access Oklahoma State University’s online classroom, Brightspace, should visit https://ocampus.okstate.edu/Brightspace.vbhtml. For further assistance, please contact the Help Desk at helpdesk@okstate.edu or the instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Reading(s)</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1  | The Complexity of Family Resource Management | Course Syllabus                                 | • Syllabus Quiz  
• Self-Introduction  
• Week 1 Quiz |
| 01/14/19–01/18/19 |  | Moore & Asay, Chapter 1, pp. 3 - 19                  |                                  |
| Week 2  | Understanding Families                        | Moore & Asay, Chapter 2, pp. 21 - 47            | • Week 2 Quiz  
• Discussion Posts |
| 01/21/19–01/25/19 |  |  |                                  |
| Week 3  | The Management Process                        | Moore & Asay, Chapter 3, pp. 49 - 65            | • Week 3 Quiz  
• Discussion Posts |
| 01/28/19–02/01/19 |  |  |                                  |
| Week 4  | Categorization of Needs                       | Moore & Asay, Chapter 4, pp. 69 - 88            | • Week 4 Quiz  
• Discussion Posts |
| 02/04/19–02/08/19 |  |  |                                  |
| Week 5  | Values, Attitudes, & Behaviors: Understanding Family Choices | Moore & Asay, Chapter 5, pp. 89 - 110          | • Week 5 Quiz  
• Discussion Posts |
| 02/11/19–02/15/19 |  |  |                                  |
| Week 6  | Identification of Family Resources            | Moore & Asay, Chapter 6, pp. 113 - 132          | • Week 6 Quiz  
• Discussion Posts |
| 02/18/19–02/22/19 |  |  |                                  |
| Week 7  | Families Within the Economic Environment       | Moore & Asay, Chapter 7, pp. 133 - 156          | • Week 7 Quiz  
• Discussion Posts |
| 02/25/19–03/01/19 |  |  |                                  |
| Week 8  | The Impact of Society on Family Decisions      | Moore & Asay, Chapter 8, pp. 157 - 184          | • Week 8 Quiz  
• Discussion Posts |
| 03/04/19–03/08/19 |  |  |                                  |
| Week 9  | Communication Within the Decision-Making Process | Moore & Asay, Chapter 10, pp. 209 - 228      | • Week 9 Quiz  
• Discussion Posts |
| 03/11/19–03/15/19 |  |  |                                  |
| Week 10 | SPRING BREAK                                   | NO CLASS                                        | • Do something fun! |
| 03/18/19–03/22/19 |  |  |                                  |
| Week 11 | The Individual Within Family Decision-Making  | Moore & Asay, Chapter 11, pp. 229 - 250         | • Week 11 Quiz  
• Discussion Posts |
| 03/25/19–03/29/19 |  |  |                                  |

Theoretical Application Case Study Assignment due Friday, February 8, 2019 @ 11:59pm

Annotated Bibliography due Friday, March 8, 2019 @ 11:59pm

Week 9
Communication Within the Decision-Making Process
Moore & Asay, Chapter 10, pp. 209 - 228
• Week 9 Quiz  
• Discussion Posts

Week 10
SPRING BREAK
NO CLASS
• Do something fun!

Week 11
The Individual Within Family Decision-Making
Moore & Asay, Chapter 11, pp. 229 - 250
• Week 11 Quiz  
• Discussion Posts
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Textbook Reference</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 12     | Managing the Future           | Moore & Asay, Ch. 9, pp. 187 - 208 | - Week 12 Quiz  
- Discussion Posts |
| 04/01/19 – 04/05/19 | #helpers Assignment due Friday, April 5, 2019 @ 11:59pm |                      |                              |
| 13     | Implementing Decisions        | Moore & Asay, Ch. 12, pp. 253 - 276 | - Week 13 Quiz  
- Discussion Posts |
| 04/08/19 – 04/12/19 |                              |                      |                              |
| 14     | Defining Success              | Moore & Asay, Ch. 13, pp. 277 - 302 | - Week 14 Quiz  
- Discussion Posts |
| 04/15/19 – 04/19/19 |                              |                      |                              |
| 15     | Current & Future Challenges   | Moore & Asay, Ch. 14, pp. 303 - 319 | - Week 15 Quiz  
- Discussion Posts |
| 04/22/19 – 04/26/19 |                              |                      |                              |
| 16     | Course Wrap-Up                |                     | - Discussion Posts           |
| 04/29/19 – 05/03/19 |                              |                      |                              |

**Final Exam due Wednesday, May 8, 2019 @ 11:59pm**

**Final Note:** Students should be aware that the instructor reserves the right to change the scheduling of topics, assignments, formats, and due dates and may make any subsequent necessary adjustments to points awarded to assignments, percentage calculations, and/or the assignment of final overall grades in the course. The instructor also reserves the right to modify any rubric associated with any assignment. Students will be notified of any modifications via Brightspace.
<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Post</td>
<td>Spelling/Grammar</td>
<td>Unacceptable: Many errors (0 points)</td>
<td>Average: Few errors (0.5 points)</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>Posts are short, off-topic, or irrelevant to the discussion (0 points)</td>
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<tr>
<td></td>
<td></td>
<td>Makes connections to overall topic but connections are primarily personal or experience-based (1.5 points)</td>
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<tr>
<td></td>
<td>Engagement</td>
<td>Participant is indifferent or apathetic; makes no effort to engage in substantive ways (0 points)</td>
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<tr>
<td></td>
<td></td>
<td>Makes effort to dialog with other students (e.g., “What do you think?”) (1 point)</td>
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<td></td>
<td></td>
<td>Makes attempts to motivate and advance overall ongoing discussion; includes thought-provoking questions for classmates (2 points)</td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>Spelling/Grammar</td>
<td>Unacceptable: Many errors or typos (0 points)</td>
<td>Average: Few errors or typos (0.5 points)</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>Posts are short, off-topic, irrelevant, or disrespectful to the opinions or perspectives of others (0 points)</td>
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<tr>
<td></td>
<td></td>
<td>Does not substantively add to overall discussion: offers repetitive or brief comments (e.g., “I agree,” or “That’s a good idea”) but little else and/or posts shortly before deadline (1 point)</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>References</td>
<td>Unacceptable: No references used or many errors in APA style (0 points)</td>
<td>Average: References used but some errors in APA style (0.5 points)</td>
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<tr>
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<td>Total Points Awarded</td>
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## Rubric for Theoretical Application Case Study Assignment: 25 points possible

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Points Awarded</th>
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</thead>
<tbody>
<tr>
<td><strong>Theory 1</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Identification of Issue(s)</td>
<td>No statement of problem(s) (0 points)</td>
<td>Statement of problem(s) unclear; incorrect theory terminology used (2 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Statement of problem(s) unclear and/or many errors in theory terminology use (3 points)</td>
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<tr>
<td></td>
<td></td>
<td>Statement of problem(s) clearly stated and/or few errors in theory terminology use (4 points)</td>
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<tr>
<td></td>
<td></td>
<td>Statement of problem(s) clearly stated; uses theory terminology (4.5 points)</td>
<td></td>
</tr>
<tr>
<td>Presentation of Solution(s)</td>
<td>No solution(s) identified (0 points)</td>
<td>Solution(s) presented indicate strong disconnect to problem(s) identified and/or proposed theoretical framework/perspective (2 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Solution(s) presented limited and somewhat disconnected from problem statement and theoretical framework/perspective (3 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Solution(s) presented somewhat limited and disconnected from problem statement or theoretical framework/perspective (4 points)</td>
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<td></td>
<td></td>
<td>Solution(s) presented clearly connected to problem(s) identified and proposed theoretical framework/perspective (4.5 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Theory 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of Issue(s)</td>
<td>No statement of problem(s) (0 points)</td>
<td>Statement of problem(s) unclear; incorrect theory terminology used (2 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Statement of problem(s) unclear and/or many errors in theory terminology use (3 points)</td>
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<td></td>
<td>Statement of problem(s) clearly stated and/or few errors in theory terminology use (4 points)</td>
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<td></td>
<td></td>
<td>Statement of problem(s) clearly stated; uses theory terminology (4.5 points)</td>
<td></td>
</tr>
<tr>
<td>Presentation of Solution(s)</td>
<td>No solution(s) identified (0 points)</td>
<td>Solution(s) presented indicate strong disconnect to problem(s) identified and/or proposed theoretical framework/perspective (2 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Solution(s) presented limited and somewhat disconnected from problem statement and theoretical framework/perspective (3 points)</td>
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<td></td>
<td></td>
<td>Solution(s) presented somewhat limited and disconnected from problem statement or theoretical framework/perspective (4 points)</td>
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<td></td>
<td></td>
<td>Solution(s) presented clearly connected to problem(s) identified and proposed theoretical framework/perspective (4.5 points)</td>
<td></td>
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<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comparison</td>
<td>No comparison included (0 points)</td>
<td>Strengths and weaknesses not clearly identified and not clearly connected to overall issues/potential solutions (0.5 points)</td>
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<tr>
<td></td>
<td></td>
<td>Strengths and weaknesses not clearly identified or not clearly connected to overall issues/potential solutions (1 point)</td>
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<tr>
<td></td>
<td></td>
<td>Strengths and weaknesses of each theory identified but not clearly connected to overall issues/potential solutions (2 points)</td>
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</tr>
<tr>
<td>Implications</td>
<td>No implications included (0 points)</td>
<td>Implications not clearly stated; demonstrates a lack of comprehension relative to identification of assumptions/major theoretical concepts/application (0.5 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implications stated; demonstration of slight comprehension of theoretical assumptions/major theoretical concepts/application (1 point)</td>
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<tr>
<td></td>
<td></td>
<td>Implications clearly stated; demonstrates understanding with minor errors relative to theoretical assumptions/major theoretical concepts/application (2 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implications clearly stated; demonstrates understanding of chosen theories and critical thinking relative to theoretical assumptions/major theoretical concepts/application (2.5 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling/Grammar</strong></td>
<td>Many errors or typos (0 points)</td>
<td>Evidence of proofreading (0.5 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mostly correct (1 point)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>One or two errors or typos (1.5 points)</td>
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<tr>
<td></td>
<td></td>
<td>No errors or typos (2 points)</td>
<td></td>
</tr>
</tbody>
</table>

| **Mechanics**      |                                                                          |                                                                                       |                |
|                    |                                                                          |                                                                                       |                |

| **Total Points Awarded** | | | |
## Rubric for Annotated Bibliography: 25 points possible

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APA Citations</strong></td>
<td>Many errors in APA style (0 points)</td>
<td>Few errors in APA style (3 points)</td>
<td>No errors in APA style (5.5 points)</td>
</tr>
<tr>
<td><strong>Bibliographic Information</strong></td>
<td>One required section included and/or no conclusions drawn or article does not meet selection standards (1 point)</td>
<td>Two to three required sections included (2 points)</td>
<td>Four required sections included (3 points)</td>
</tr>
<tr>
<td>Entry 1</td>
<td>Five or six required parts of annotation sections clearly stated and/or conclusions disconnected from overall topic (4 points)</td>
<td>All six required parts of annotation section clearly stated; draws highly insightful conclusions related to overall topic (5.5 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Entry 2</strong></td>
<td>One required section included and/or no conclusions drawn or article does not meet selection standards (1 point)</td>
<td>Two to three required sections included (2 points)</td>
<td>Four required sections included (3 points)</td>
</tr>
<tr>
<td>Annotations</td>
<td>Five or six required parts of annotation sections clearly stated and/or conclusions disconnected from overall topic (4 points)</td>
<td>All six required parts of annotation section clearly stated; draws highly insightful conclusions related to overall topic (5.5 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Entry 3</strong></td>
<td>One required section included and/or no conclusions drawn or article does not meet selection standards (1 point)</td>
<td>Two to three required sections included (2 points)</td>
<td>Four required sections included (3 points)</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Many errors or typos (0.5 points)</td>
<td>Evidence of proofreading (1 point)</td>
<td>Mostly correct (1.5 points)</td>
</tr>
<tr>
<td><strong>Spelling/Grammar</strong></td>
<td>Five or six required parts of annotation sections clearly stated and/or conclusions disconnected from overall topic (4 points)</td>
<td>All six required parts of annotation section clearly stated; draws highly insightful conclusions related to overall topic (5.5 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One or two errors or typos (2.5 points)</td>
<td>No errors or typos (3 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Awarded</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubric for #helpers Assignment: 25 points possible

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Points Awarded</th>
</tr>
</thead>
</table>
| Posts                     | Need Justification                                                       | Unacceptable: No justification (0 points)                                               | Post 1: __  
|                           |                                                                         | Poor: Provides little evidence for importance of issue/post (0.5 points)                | Post 2: __  
|                           |                                                                         | Average: Addresses importance of issue (1 point)                                       | Post 3: __  
|                           |                                                                         | Good: Provides convincing rationale for post (1.5 points)                              |                                                                                |
|                           | Statement of Intended Effect                                             | Unacceptable: No statement of intended effect (0 points)                               | Post 1: __  
|                           |                                                                         | Poor: Intended effect is unclear and does not reflect need justification (0.5 points)| Post 2: __  
|                           |                                                                         | Average: Intended effect is somewhat clear and is loosely connected to need justification (1 point) | Post 3: __  
|                           |                                                                         | Good: Intended effect is clearly stated and is loosely connected to need justification (1.5 points) |                                                                                |
|                           | Quality of Post                                                          | Unacceptable: No post; post is disrespectful and/or conveys inaccurate information (0 points) | Post 1: __  
|                           |                                                                         | Poor: Post is primarily entertainment. Information is accurate but lacking; loosely reflects statement of intended effect (1 point) | Post 2: __  
|                           |                                                                         | Average: Post is primarily informative. Post is clear and reflects statement of intended effect; information is accurate (1.5 points) | Post 3: __  
|                           |                                                                         | Good: Post is engaging, reflects statement of intended effect, and information is accurate (2 points) |                                                                                |
|                           | Spelling/Grammar                                                         | Unacceptable: Many errors or typos (0 points)                                          | Post 1: __  
|                           |                                                                         | Poor: Evidence of proofreading (0.5 points)                                            | Post 2: __  
|                           |                                                                         | Average: Mostly correct (1 point)                                                      | Post 3: __  
|                           |                                                                         | Good: One or two errors or typos (1.5 points)                                         |                                                                                |
|                           | References                                                               | Unacceptable: Many errors in APA style (0 points)                                      | Post 1: __  
|                           |                                                                         | Poor: Some errors in APA style (0.5 points)                                            | Post 2: __  
|                           |                                                                         | Average: Few errors in APA style (1 point)                                             | Post 3: __  
|                           |                                                                         | Good: One or two errors in APA style (1.5 points)                                       |                                                                                |
|                           | Overall Mechanics & Style                                                | Unacceptable: Many errors in APA style (0 points)                                      | Post 1: __  
|                           |                                                                         | Poor: Some errors in APA style (0.5 points)                                            | Post 2: __  
|                           |                                                                         | Average: Few errors in APA style (1 point)                                             | Post 3: __  
|                           |                                                                         | Good: One or two errors in APA style (1.5 points)                                       |                                                                                |
|                           | Total Points Awarded                                                     |                                                                                       |                                                                                |
Theoretical Application Case Study Assignment Template

Theoretical Framework 1: _____________________________

Issues of the Case Study:

Proposed Solutions:

Theoretical Framework 2: _____________________________

Issues of the Case Study:

Proposed Solutions:

Conclusions

Strengths & Weaknesses of Each Approach:

Overall Conclusions:
Annotated Bibliography Template: Include your Overall Topic in this Heading

APA Citation 1. This is where you include the correct reference citation in APA format. Notice that if the citation is longer than one line, only the first line is flush left.

Annotation paragraph 1 includes a sentence describing the purpose of the study, a sentence describing the main research questions and hypotheses and a sentence describing the participants of the study and the way data was collected. This paragraph also includes two to three sentences describing the main findings of the study.

Annotation paragraph 2 includes a few sentences describing the major strengths and limitations of the study (i.e., why should the findings be trusted? what are some sources of doubt?)

Annotation paragraph 3 includes a few sentences describing your overall conclusions or perceptions of usefulness of the study, including implications for future research, policy, and/or practice.

APA Citation 2. This is where you include the correct reference citation in APA format. Notice that if the citation is longer than one line, only the first line is flush left.

Annotation paragraph 1
Annotation paragraph 2
Annotation paragraph 3

APA Citation 3. This is where you include the correct reference citation in APA format. Notice that if the citation is longer than one line, only the first line is flush left.

Annotation paragraph 1
Annotation paragraph 2
Annotation paragraph 3
List of Recommended Journals

Below is a short list of journals where you may find empirical articles for your annotated bibliography. Please note that this list is not inclusive and you may find good articles in other journals. To begin your annotated bibliography, first select a topic related to family resource management in which you are interested. Then, begin your search for resources.

Remember that your sources need to be both peer-reviewed (you can check Ulrich’s Web to verify—see this page for help: https://info.library.okstate.edu/c.php?g=151771&p=1363976) and include some type of data analysis to be considered empirical. Your sources also need to be current (published in 2008 or later).

- Journal of Marriage and Family
- Family Relations
- Family Process
- Journal of Family Issues
- Journal of Family Psychology
- Journal of Marital and Family Therapy
- Journal of Family and Economic Issues
- American Sociological Review
- American Journal of Sociology
- Journal of Research on Adolescence
- Child Abuse & Neglect
- Journal of Child and Family Studies

For more help locating references, please visit https://info.library.okstate.edu/human-development-and-family-science or visit the library on either the Stillwater or Tulsa campus.
IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add a class (without instructor permission)</td>
<td>1/22/2019</td>
</tr>
<tr>
<td>Last day to drop a course with no grade and 100% refund</td>
<td>1/22/2019</td>
</tr>
<tr>
<td>Last day to add a class (requires instructor &amp; advisor permission)</td>
<td>1/25/2019</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University with an automatic “W” and receive a partial refund (requires advisor signature)</td>
<td>1/25/2019</td>
</tr>
<tr>
<td>Last day to post 6 week grades</td>
<td>2/27/2019</td>
</tr>
<tr>
<td>Last day to file diploma application (for name to appear in Fall Commencement program)</td>
<td>4/1/2019</td>
</tr>
<tr>
<td>Last day to drop a class or withdraw from the University with an automatic “W”</td>
<td>4/12/2019</td>
</tr>
<tr>
<td>Last day to withdraw from all OSU classes with an assigned grade of “W” or “F”</td>
<td>4/26/2019</td>
</tr>
<tr>
<td>Final examinations</td>
<td>5/6/2019-5/10/2019</td>
</tr>
<tr>
<td>Final grades due from faculty</td>
<td>5/15/2019</td>
</tr>
</tbody>
</table>

Note: Outreach, Internet, and short courses have unique drop/add and refund deadlines; lookup the specific deadlines for these courses on the Short, Internet, and Outreach Class Schedules page of the Registrar’s website [http://registrar.okstate.edu/SIO-Schedule](http://registrar.okstate.edu/SIO-Schedule).

Fall Semester Holidays

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Holiday</td>
<td>1/21/2019</td>
</tr>
<tr>
<td>Student’s Spring Break</td>
<td>3/18/2019-3/22/2019</td>
</tr>
</tbody>
</table>

DROPPING A COURSE AND WITHDRAWING FROM THE UNIVERSITY, students often confuse these terms.

**Dropping a Course** (or courses) may occur during the first twelve weeks of the semester. This means, however, that you are still enrolled in at least one other OSU course. Exceptions to the deadlines above may only be considered by petition due to documented extraordinary circumstances and committee approval. The Retroactive Drop/Withdraw Petition and the Petition for a Refund of Tuition and Fees forms are available on the Registrar’s website [http://registrar.okstate.edu/Forms](http://registrar.okstate.edu/Forms).

**Withdrawing** from the university means dropping all courses and you are no longer enrolled for the current semester. This may occur until the Friday before pre-finals week. The withdrawal process is initiated with your academic advisor. For additional information and dates, go to: [http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses](http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses).

ALERTS AND RESCHEDULING

If the OSU campus officially closes due to inclement weather or other emergencies, alerts are provided to local news media and posted on the OSU website. Missed exams, classes, or assignments may be rescheduled at times outside the normal meeting schedule. If valid, documented circumstances prohibit students from attending the rescheduled classes, instructors should provide reasonable alternative means for makeup.

SEEK ANSWERS TO YOUR QUESTIONS

The OSU faculty and staff want you to be successful in your educational pursuits. If you have questions or concerns, seek help EARLY. We are here to assist you.

ACADEMIC INTEGRITY

[101 Whitehurst/405-744-5627](http://academicintegrity.okstate.edu)

OSU is committed to maintaining the highest standards of integrity and ethical conduct. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge.
COPYRIGHT & FAIR USE POLICY OF COURSE MATERIALS
Course materials may not be published, leased, sold to others, or used for any purpose other than appropriate OSU-related individual or group study without the written permission of the faculty member in charge of the course and other copyright holders. This paragraph grants you a limited license giving you access to materials for this course, including PowerPoint slides, audio/video recordings, written, or other materials, for appropriate OSU-related educational use only. Lectures should not be recorded without permission from the faculty member and must not be further disseminated or shared.

CLASS ATTENDANCE
Class attendance is a critical component of learning; therefore, you are expected to attend and participate fully in all scheduled class meetings. Many instructors consider attendance so essential that your grade may be affected by your absence. SOME DEPARTMENTS AND PROFESSORS HAVE MANDATORY ATTENDANCE POLICIES. If no written attendance policy is provided before the last day to add a class without instructor permission, no penalty may be assessed for class absences although you may not be permitted to make up certain in-class activities. If you are required to participate in official university-sponsored activities or military training, you should receive an excused absence unless the written course attendance policy indicates otherwise. If you will be absent from class for sponsored activities, you must provide prior notification of the planned absence to the instructor. You may be required to submit assignments or take examinations before the planned absence.

PRE-FINALS WEEK POLICY
Final examinations are scheduled at the end of each semester and are preceded by pre-finals week, which begins seven days prior to the first day of finals. During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 5% of the course grade may be given; and no activity or field trip may be scheduled that conflicts with another class. This excludes makeup and laboratory examinations, out-of-class assignments (or projects) made prior to pre-finals week and independent study courses. No student or campus organization may hold meetings, banquets, receptions, or may sponsor or participate in any activity, program, or related function that requires student participation. For additional information, contact the Office of Academic Affairs, 405-744-5627, 101 Whitehurst.

FINAL EXAM OVERLOAD POLICY
In the event you have three or more final exams scheduled for a single day, you are entitled to arrange with the instructor of the highest numbered course (4 digit course number) or two highest, if you have four finals on one day, to re-schedule that examination(s) at a time and place of mutual convenience during final exam week. If the final exam overload includes a common final exam, the common final exam is excluded from rescheduling unless multiple common exams are scheduled at the same time. You should submit this request in writing, with a copy of your class schedule, at least two weeks prior to the beginning of final exam week. The instructor has one week prior to the beginning of final exam week to arrange a mutually convenient time and place for administration of the final exam. After one week, if an agreement cannot be reached, take the request to the department head.

INFORMATION TECHNOLOGY
Student Email - OSU uses your OKSTATE.EDU email address as a primary form of communication. Students are expected to check their OSU email on a frequent and consistent basis to remain informed of their official university business. If you do not use the OSU email system you must redirect your okstate.edu email using the Orange-Key System (www.okey.okstate.edu). Failure to maintain an accurate email address may result in missed or lost university communications. For email assistance contact the IT Helpdesk at 405-744-HELP (4357).

Computer Labs - A complete description of computer labs and hours of operations are available at their website: https://it.sharepoint.okstate.edu/TechnologySupport/DeskSide/default.aspx. Lab information is also available by calling the Information Technology Help Desk at 405-744-HELP (4357).

EQUAL OPPORTUNITY
405 Whitehurst/405-744-9153/https://1is2many.okstate.edu/
OSU is committed to maintaining a learning environment that is free from discriminatory conduct based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. OSU does not discriminate on the basis of sex in its educational programs and activities. Examples of sexual misconduct and/or sex discrimination include: sexual violence, sexual harassment, sexual assault, domestic and intimate partner violence, stalking, or gender-based discrimination. OSU encourages any student who thinks that he or she may have been a victim of sexual misconduct or sexual discrimination to immediately report the incident to the Title IX Coordinator (405-744-9153) or Deputy Title IX Coordinator (405-744-5470). Students may also report incidents of sexual misconduct or sex discrimination to a faculty or staff member, who is then required by federal law (Title IX) to notify the Title IX or Deputy Title IX Coordinator. If a reporting student would like to keep the details confidential, the student may speak with staff in the Student Counseling Center (405-744-5472) or one of the University’s Sexual Assault Victim Advocates (Mon-Fri 8 AM-5 PM, 405-564-2129 or 24 Hour Help Line 405-624-3020).
STUDENT DISABILITY SERVICES
315 Student Union/405-744-7116/http://sds.okstate.edu/
According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from Student Disability Services. Please advise the instructor of your disability as soon as possible, and contact Student Disability Services, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process to verify the existence of a qualified disability and identify reasonable accommodations.

STUDENT CONDUCT EDUCATION AND ADMINISTRATION
328 Student Union/405-744-5470/http://studentconduct.okstate.edu/
By enrolling at Oklahoma State University, you accept responsibility for complying with all University policies and contracts, and for local, state and federal laws on- or off-campus that relate to the University’s mission. The Student Code of Conduct educates students about their civic and social responsibilities including policies and procedures involving student misconduct.

In general, the University expects students to aspire to follow and promote the Cowboy Community Standards or integrity, community, social justice, respect, and responsibility.

EDMON LOW LIBRARY HOURS
405-744-9775 or 405-744-9741
Sunday Opens at 9:00 AM
Monday-Thursday Open 24 hours
Friday Closes at 10:00 PM
Saturday 9:00 AM-10:00 PM
*For holiday and intersession hours, check http://library.okstate.edu/about/hours

*Contact the following for information on hours of operation:
  - Architecture Library 405-744-6047
  - Curriculum Materials Library 405-744-6310
  - Veterinary Medicine Library 405-744-6655

WHERE TO GO FOR HELP
ACADEMIC RELATED SERVICES
Instructor - If you have questions regarding your class, talk to your instructor. Faculty members usually include their office hours and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with him/her prior to or immediately following your class session or check with the departmental office on when the instructor may be available.

Academic Advisor - All students will benefit by conferring with an advisor on a regular basis. If you do not know your advisor or would like to learn more, talk to the Student Academic Services Director for your college.

Bursar
113 Student Union/405-744-5993
http://bursar.okstate.edu/
The Bursar Office bills and collects tuition, fees, campus housing, and other university related charges. The Bursar Office also processes and disburses all federal and campus-based funds to students’ bursar accounts and refunds any overpayments on students’ bursar accounts.

Career Services
360 Student Union/405-744-5253
http://hireosugrads.com

Concurrent Student Services and Advising
University College/040 Student Union/405-744-1389
http://universitycollege.okstate.edu/concurrent/index.html
Find out about academic services for concurrent students or to schedule your next advising appointment.
Foreign Language Placement Test
206 Gunderson Hall/405-744-9547
http://languages.okstate.edu/
Students with prior foreign language experience in French, German, or Spanish who take the placement exam and then score a ‘B’ or higher in a more advanced class, will get up to 6 credit hours for the classes below it. Schedule your free test by emailing Nick Howland at nick.howland@okstate.edu.

Multicultural Affairs
240 Student Union/405-744-5481
http://oma.okstate.edu/
Academic, career, and personal success programs are available. Student organizations representing diverse communities and annual events are offered.

Pre-Professional Student Services
University College/040 Student Union/405-744-1389
http://universitycollege.okstate.edu/
Pre-professional services for students from any major on campus, including coordination of contacts with health care professional schools and student interview processes.

Registrar
322 Student Union/405-744-6876
http://registrar.okstate.edu/
The Registrar’s Office provides services related to the creation and maintenance of student academic records, including assisting students with enrollment, official transcript requests, degree and enrollment verification, updating personal information in the Student Information System, graduation, and other services.

Scholarships & Financial Aid
119 Student Union/405-744-6604
http://financialaid.okstate.edu
Over 80 percent of Oklahoma State University students received scholarships, grants, work, and low-interest loans totaling over $320 million last year. Contact the Office of Scholarships & Financial Aid to apply for financial aid or to meet with a financial aid counselor.

Transfer Students Services
University College/104 North Classroom Building/405-744-1392
http://universitycollege.okstate.edu/transfer/index.html
This office provides undergraduate transfer students with a seamless transition to OSU by collaborating with various departments on campus, including the Undergraduate Admissions, the LASSO Center, the Registrar’s Office, and Scholarships & Financial Aid.

University Assessment and Testing
107 University Assessment and Testing Building/405-744-5958
http://uat.okstate.edu/
campus and national tests as well as testing accommodations are provided.

Veteran Benefit Services
322 Student Union/405-744-6343
http://registrar.okstate.edu/Veteran-Benefit-Services
This office provides information and assistance in completing the appropriate forms to apply for educational benefits through the U.S. Department of Veterans Affairs and through the State of Oklahoma.

Veteran Student Academic Services
University College/104 North Classroom Building/405-744-1390
http://universitycollege.okstate.edu/veteran/index.html
This office works with veteran and military-affiliated students to aid in their transition from military service to successful careers by ensuring they succeed academically through coordination of support services from both on- and off-campus entities.
HEALTH RELATED SERVICES

Counseling Psychology Clinic
107 Public Information Office/405-744-6980
https://education.okstate.edu/cpsy/clinic
Faculty and graduate students offer high quality and cost efficient psychological and mental health services to students Monday through Friday.

University Counseling Services
320 Student Union/405-744-5458
http://www.okstate.edu/ucs/
Services include personal counseling, the Alcohol & Substance Abuse Center, and stress management through the Reboot Center.

University Health Services
1202 W. Farm Road/405-744-7665
http://uhs.okstate.edu/
An allergy clinic, lab services, x-ray, travel clinic, women’s clinic and pharmacy are among the services offered at this campus outpatient medical clinic.

Wellness Department
405-744-5510
http://wellness.okstate.edu/
Intramurals, group fitness and sports clubs are among the many programs and services available through the Wellness Department.

CAMPUS LIFE RELATED SERVICES

Fraternity & Sorority Affairs
211J Student Union/405-744-5490
http://gogreek.okstate.edu/
For questions and comments about Greek life opportunities, contact Fraternity and Sorority Affairs.

Housing & Residential Life
100 Iba Hall/405-744-5592
http://reslife.okstate.edu
For questions and comments about housing and residential life, contact the Housing administration office.

Leadership and Campus Life
211 Student Union/405-744-5488
http://lcl.okstate.edu
Get involved through student organizations; the Center for Ethical Leadership; International Students & Scholars; Non-traditional Student Services; and Parent & Family Relations.

Service-Learning Volunteer Center
211G Student Union/405-744-5145
http://volunteer.okstate.edu/
Find volunteer opportunities and earn the recognition C.O.R.D. to wear at graduation.

University Dining Services
076 Student Union/405-744-4424
http://dining.okstate.edu/
For questions and comments about meal plans or university dining operations, contact University Dining Services.

ACADEMIC SUPPORT RESOURCES AND TUTORING

Learning and Student Success Opportunity (LASSO) Tutoring Center
021 Classroom Building/405-744-3309
https://lasso.okstate.edu/
LASSO offers free individual and group tutoring for a variety of courses.
STUDENT ACADEMIC SERVICES CENTERS

Agricultural Sciences & Natural Resources
136 Agricultural Hall/405-744-5395
Contact: Dr. Deb VanOverbeke
http://casnr.okstate.edu/students/ssc
Academic support and career guidance resources are available for CASNR students.

Arts & Sciences
213 Life Sciences East/405-744-3658
Contact: Dr. Amy Martindale
http://casstudents.okstate.edu/
Academic support and career guidance resources are available for Arts & Sciences students.

Education, Health & Aviation
106 Willard Hall/405-744-6350
Contact: Ms. Amy Gazaway
http://education.okstate.edu/watson
Academic support, advisement and career counseling is available to all education majors.

Engineering, Architecture & Technology
110 Engineering North/405-744-5276
Contact: Mr. Lance Millis
https://studentservices.okstate.edu/advising
Academic advising and career services are available for all CEAT students. Tutoring is offered for general math, science, and engineering courses.

Human Sciences
101 Human Sciences/405-744-2772
Contact: Ms. Kristi Seuhs
http://humansciences.okstate.edu/current-students
Academic support and career guidance resources are available for Human Sciences students.

Spears School of Business
155 Business Building/405-744-2772
Contact: Ms. Marissa McIntyre
http://spears.okstate.edu/ss/
Academic advisement is provided for freshmen through seniors in all business major areas.

University College Advising
214 Student Union/405-744-5333
Contact: Ms. Missy Wikle
https://uca.okstate.edu/
University College Advising has academic advisors to help with your academic needs, whether planning your semester schedule, teaching your First-Year Seminar class, looking at degree options, or helping to bridge the gap between student life and academic success. Call or visit the office anytime Monday through Friday, between 8:00 a.m. and 5:00 p.m.

DISCIPLINE SPECIFIC TUTORING

Academic Development Center
Kerr-Drummond Mezzanine/405-744-5905
http://reslife.okstate.edu/vac
Tutoring and supplemental instruction are available on select weekday, weekend, and evening hours.

Accounting
416 Business Building/405-744-2863
Walk-in tutoring is available for ACCT 2103, 2203, and 3103. See https://spears.okstate.edu/accounting/ace/ for hours.

Biology & Zoology
303 Life Sciences West
http://biol1114.okstate.edu
Tutoring is provided for BIOL 1114.
Chemistry
453 Physical Science/405-744-9046
Tutoring for chemistry classes is available.

Civil & Environmental Engineering
315 Engineering South/405-744-9308
Tutoring for Statistics and Strength of Materials is available. Contact for more information.

Eta Kappa Nu Electrical and Computer Engineering Honor Society
010 Engineering South/405-744-4910
https://campuslink.okstate.edu/organization/eta-kappa-nu
Tutoring is provided by Eta Kappa Nu membership for Circuits, Network Analysis, and Electronic Devices.

The Language Lab
206 Gunderson Hall/405-744-9547
http://languages.okstate.edu
Two 28-user labs fully equipped with personal computers and listening/recording devices are available. Students may practice vocabulary building and grammar in the target language.

Graduate Research and Writing Lab
Contact: Victor D. Baeza/victor.baeza@okstate.edu/405-744-1241
http://info.library.okstate.edu/RLS/grads
Tutoring is available evenings from 5:00 p.m.-8:00 p.m. on Monday and Tuesday for current OSU graduate students.

History
101 S Murray Hall/405-744-5680
http://history.okstate.edu/contact
Tutoring is given for Survey of History and upper division courses.

Mathematics Learning Success Center
5th Floor Edmon Low Libraries/405-744-5818
http://www.math.okstate.edu/
Tutors are available to answer questions for classes ranging from Beginning Algebra through Calculus II. Tutoring for Differential Equations and Linear Algebra is offered at specific times.

Writing Outpost
102 Q, R, S Edmon Low/405-744-6671
http://osuwritingcenter.okstate.edu
30-minute walk-in consultations for writing projects are offered on a first come-first served basis on Monday-Thursday evenings 7:00 p.m.-10:00 p.m.

Writing Center
440 Student Union/405-744-6671
http://osuwritingcenter.okstate.edu
The Writing Center helps writers throughout the composing process; plan to visit early and often throughout the semester, not just the day before an assignment is due. Tutors work with students to improve brainstorming, organizational, and composing techniques.

Writing Center West
103 Ag Hall/405-744-6671
http://osuwritingcenter.okstate.edu
30-minute walk-in consultations for writing projects are available Monday-Friday from 11:30 a.m.-2:30 p.m.

FOR MORE INFORMATION

go.okstate.edu/apps
The OState app is your link to campus departments, OSU news, and maps. The Orange Shield app is the official safety app of OSU.

my.okstate.edu
This portal connects students to a wide range of campus services including links to student email, the library, and the Online Classroom and Community (D2L).

For other comments and inquiries, please contact academics@okstate.edu.