



School of Human Sciences  
Family, School, & Community Relations  
HMS 242.501 - Online  
Fall 2016

**Instructor:** Rachel Jumper, Ph.D.  
**Office:** EDAN 130  
**Office Phone:** (936) 468-2209  
**Office Hours:** Tuesday 8:15-9:15am; Wed 10:00-11:30 am, & Thurs 8:15-9:15 am & 10:45am-12:15pm  
**Credits:** 3

**Course Time & Location:** Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week. All content is online in D2L.  
**Email:** [jumperr@sfasu.edu](mailto:jumperr@sfasu.edu) or through D2L  
**Prerequisites:** None

**I. Course Description:**

Investigative study of the interrelationships among the young child, the home, school and community. Emphasis on parental involvement in schools.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships.

**Program Learning Outcomes:**

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.
- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally competent educational materials and learning experiences.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will:

- be able to articulate the role of parent involvement in schools and the community.
- be able to define family and explain the diversity of family forms as related to the school and community environment.
- be able to develop resources for working with families in school and community settings.
- be able to discuss research issues related to parenting and/or parent education.
- be able to articulate strategies for involving parents in their child's education.
- have gained experience in participating in a volunteer capacity related to family, school, and community involvement.

**III. Certification Competencies:**

**Family Life Educator Certification:**

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9). There are a total of ten content areas in all—but primarily only four are covered in this course:

**Area I:**Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

**Area V:** Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

**Area VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

**Area IX:** Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

**Specific to Teacher Certification:**

National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 242) provides information related specifically to the following standard noted below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TexES

**NAEYC Standard II:** Candidates know about, understand, and value the importance and complex characteristics of children, families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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

Course Assignments & Activities:

1. **Service learning.** Students will document 6 hours' worth of volunteering in a community setting that involves direct interaction **with school-age children, ages 5 through 17.**  
**\*\*Students are not allowed to volunteer in a school setting during normal school hours. \*\***

Important notes on choosing a location:

- a. Volunteering site examples include, but are not limited to the following: SFA Gear Up Program, Boys' and Girls' Club, 4-H, SFA Big Jacks, Helping House in Nacogdoches, Solid Foundation (an after school mentoring program), or other

community non-public school settings (also see Nacogdoches Chamber of Commerce for ideas).

1. If a faith-based organization is of interest, please make sure that the service involves direct contact with school-age children.
  2. A relative **may not** be your direct supervisor and/or sign your volunteer hours log.
  3. If you are not in Nacogdoches and need help finding a location to volunteer, feel free to notify me and I will help you search for opportunities in your area.
- b. Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization.
- c. Select your service learning site carefully and early to avoid not completing service commitments.

Point breakdown (see schedule for due dates):

- a. **Initial Volunteer Form** completed in its entirety with signatures; downloaded from D2L and uploaded into Dropbox = 15 Points
  - b. **Volunteer Check-In** Students will inform professor of how many volunteer hours completed up to this time period by showing a copy of volunteer log with signatures. You must have at least two hours to receive points= 10 Points
  - c. **Volunteer Time-Log** completed in its entirety with signatures; download from D2L filled out then submit to D2L dropbox. = 25 Points
  - d. **Volunteer Reflection Report** completed in its entirety; filled out then submitted to D2L dropbox = 50 Points
2. **Scholarly Digital Poster (Online Group Project)**. This project will be completed in an assigned group. As a group, you will select an issue related to child development and discuss strategies for involving multiple stakeholders (e.g., can refer to parents, teachers, students, and community members), the impact of such involvement, and current relevant scholarly research related to your group's topic in poster format. As a general guide, you will primarily use Google Scholar and apply years 2006-2016 to gather published research journal articles and published research reports.

**NOTE:** This is a group project that will be completed fully online. You will be assigned to a group of 3-5 students. To complete the assignment, you will be expected to participate in group discussions with your group members throughout the semester. These discussions will have specific due dates that occur during the week in which group work is assigned. **You will receive an individual grade for your timely participation in the group discussions.** Based on your group discussions, you will create a poster that will be submitted in parts for review before submitting a final poster at the end of the semester.

Important notes on assignment:

- a. Overview, Instructions, and Rubric can be found on D2L. Also, you must use APA formatting, so refer to the course required APA manual and/or lecture from the course to ensure proper formatting of your poster.
- b. Example posters are available from groups who took my course and successfully created posters for which they earned high marks!
- c. You will be expected to utilize the online academic articles available on the SFA library website. You will be sharing these articles with each other in the group discussions.

- d. Note: Failure to provide relevant resources to support your Digital Poster will result in a zero earned for the final submission—because the references are critical to ensuring the validity of in-text citations and information presented.
- e. The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference (many groups use the text for their required theory).
- f. DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go directly to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization, then this may be used.
- g. When using scholarly material for your poster, DO NOT quote—but instead summarize in your own words (paraphrasing) and then apply correct APA in-text citations (e.g., note author and year published either before, during, or after a given sentence).

Point breakdown (see schedule for due dates):

- a. **Group Topic Submission** word doc uploaded to D2L dropbox; with typed 200 word description = 10points
- b. **Purpose, Problem, and Theoretical Link** upload ppt. slide to D2L dropbox = 20 points
- c. **Literature Review and Short-Term/Long-Term Impacts** upload ppt. slide to D2L dropbox = 20 points
- d. **Final Submission** upload ppt. slide to D2L dropbox = 50 points

3. **Individual Group Participation for Scholarly Digital Poster.** These are designed to ensure that groups communicate with each other about the project in a timely manner. You will be asked each week to post thoughts, readings, or parts of the poster. Each group member may receive a different grade for participation.

Important notes on group participation:

- a. There will be four group participation discussion boards in which you will be required to participate.
- b. In order to discourage students from waiting until the last minute to participate, you will be required to post by specific dates within the week the discussion is assigned.
- c. I monitor & may provide input in your discussions, so please remember that I am a group member in all groups.
- d. Each group member may receive a different grade for her/his participation based on her/his input and discussion directions.

Point breakdown for individual group participation:

- a. **Group Discussion #1** =25 points
- b. **Group Discussion #2** = 25 points
- c. **Group Discussion #3** = 25 points
- d. **Group Discussion #4** = 25 points
- e. **Bonus Points: Timely, purposeful, and active participation in all four discussions** will earn you (as an individual) a bonus five points on your final Scholarly Digital Poster grade!!!

4. **APA Formatting Quizzes.** There will be 3 short APA formatting Quizzes that occur throughout the semester. Please see course timeline for dates. These quizzes will start following an online module about APA formatting and reading academic journal articles. You will be tested over the course of the semester, as a review of knowledge and for practice, using the APA handbook to find information.

5. **Course Content Quizzes (Exams).** There will be 3 Course Content Quizzes (Exams) on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

Important notes on content quizzes:

- a. As with the entire course, Quizzes will be taken online via D2L. The D2L Quiz will be open Monday at 12:01am through Sunday at 11:59pm.
  - b. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. **\*\*NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing quizzes. Avoid waiting until the last moment to take the quiz.
  - c. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Because the quiz is open all week, a student must have a compelling reason for every day that the quiz is open (in other words, sickness on Sunday is not a compelling reason to make-up the quiz) Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the professor means that a student will earn a zero for the given quiz.
6. **Course Activities.** There will be five general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Each activity is worth 20 points for a total of 100 possible points. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names & due dates.

General Note on Late Assignments:

**Late assignments will not be accepted** e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:

Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.

2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

Attendance:

While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete at least one of the activities the first two weeks of class to avoid losing your financial aid. Therefore, either the introductory survey or the partnerships discussion should be completed to avoid being dropped from financial aid!!

**V. Evaluation & Assessments (Grading):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% -100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs Addressed
Service Learning Project				6
	Initial Volunteer Form	15		
	Volunteer Check-in	10		
	Volunteer Time Log	25		
	Volunteer Reflection Report	50		
	<b>TOTAL</b>	<b>100</b>	<b>20%</b>	
Group Scholarly Digital Poster				1, 2, 3, 4, 5
	Group Topic Submission	10		
	Purpose, Problem, & Theoretical Link	20		
	Literature Review & Short/Long term impacts	20		
	Final Submission	50		
	<b>TOTAL</b>	<b>100</b>	<b>20%</b>	
Individual Group Project Grade				3, 4, 5
	Group Discussion #1	25		
	Group Discussion #2	25		
	Group Discussion #3	25		
	Group Discussion #4	25		
	<b>TOTAL</b>	<b>100</b>	<b>10%</b>	
APA Formatting Quizzes				3, 4, 5
	APA Quiz 1	100	5%	
	APA Quiz 2	100	5%	
	APA Quiz 3	100	5%	
Course Content Quizzes				1, 2, 3, 4, 5
	Course Content Quiz 1	100	10%	
	Course Content Quiz 2	100	10%	
	Course Content Quiz 3	100	10%	
Course Activities				1, 2, 3, 4, 5
	Introductory Survey	20		
	Partnerships Discussion Board	20		
	Teacher Thoughts Discussion Board	20		
	Homework Discussion Board	20		
	Policy Quiz	20		
	<b>TOTAL</b>	<b>100</b>	<b>5%</b>	
<b>TOTAL</b>			<b>100%</b>	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your weighted grade for you throughout the semester.

**VI. Tentative Course Outline**

**NOTE:** Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

<b>Week</b>	<b>Date</b>	<b>Topics/Content</b>	<b>Readings from book</b>	<b>Activities &amp; Assignments</b>
1	Aug 29- Sept 4	Welcome to the Course	Introduction (pgs. 3-17)	“Welcome to HMS 242” Module in D2L  Assignments: “Introductory Survey”
2	Sept 5-11	Theory & Partnerships	Chs. 2.1 & 2.2 (pgs 25-66)	“Theory & Partnerships” Module in D2L  Assignments: “Partnerships” Discussion
3	Sept 12-18	Reading Academic Research & APA	APA Handbook: Chapters 2, 6, 7, & section 8.03 (pgs 228-231)	“Reading Academic Journals & APA Style” Module in D2L  Assignments: “APA Quiz #1”  Extra Credit Opportunity: “APA Extra Credit Activity”
4	Sept 19-25	Teacher Thoughts and Behaviors	Chs 3.1, 3.2, & 3.3 (pgs 91-149)	“Teacher Thoughts On Parental Involvement” Module in D2L  Assignments: “Teacher Thoughts” Discussion “Initial Volunteer Form”
5	Sept 26- Oct 2	Parent Reactions & Attitudes	Chs. 3.4, 3.5, & 3.6 (pgs 150-215)	“Parent Reactions & Attitudes” Module in D2L  Assignments: “Group Participation #1” Discussion “Topic Selection” Discussion
6	Oct 3-9	Content Quiz #1	None	<b>Content Quiz #1 due by 11:59pm on Oct 9th</b>

Week	Date	Topics/Content	Readings from book	Activities & Assignments
7	Oct 10-16	Group Work Week	No assigned readings, but you will be required to search for and read articles for your group poster.	Assignments: "Group Participation #2" Discussion APA Quiz #2
8	Oct 17-23	Student Thoughts on Parental Involvement	Chs. 3.7 & 3.9 (pgs. 216-256)	"Student Thoughts on Parental Involvement" Module in D2L  Assignments: "Purpose, Problem, Theoretical Link" uploaded into Dropbox
9	Oct 24-30	Homework	Ch 3.8	"Homework" Module in D2L  Assignments: "Homework" Discussion Begin "Group Discussion" #3 "Volunteer Check-In" Due in Dropbox
10	Oct 31- Nov 6	Community Resources	Readings will be provided in D2L	"Community Resources" Module in D2L  Assignments: Complete "Group Discussion" #3 "Literature Review & Short/Long Term Impacts" Due in Dropbox
11	Nov 7-13	Content Quiz #2	None	<b>Content Quiz #2 due by 11:59pm on November 13</b>
12	Nov 14-20	Policy	Chs 4, 4.1, 4.2, & 4.3 (pgs. 299-346)	"Policy Module in D2L  Assignments: "Policy Quiz" APA Quiz #3
13	Nov 21-27	Creating Partnerships	Chs. 5 & 5.1 (pgs 387-414)	"Creating Partnerships" Module in D2L  Assignments: Begin "Group Discussion" #4
14	Nov 28- Dec 4	TIPS	Chs 6, 6.1, 6.2, & 6.3 (pgs 493-561)	"TIPS" Module in D2L  Assignments: Complete "Group Discussion" #4 Upload Final Poster into Dropbox!

Week	Date	Topics/Content	Readings from book	Activities & Assignments
15	Dec 5-11	Wrap-up & Review	Ch 7 (pgs 573-575)	“Wrap-up & Review” Module in D2L  Assignments: “Final Volunteer Time-Log” Due in Dropbox “Volunteer Reflection Report” Due in Dropbox
16	Dec 12-15	Finals Week	None	<b>Content Quiz #3 Due by 5pm December 15th</b>

**VII. Course Readings (Required):** You may purchase digital copies if available.

1. Epstein, J.L. (2011). *School, Family, and Community Partnerships* (2<sup>nd</sup> ed.). Boulder, CO: Westview Press.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
3. Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

**Course Readings (Recommended):**

You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

**VII. Course Evaluations:**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information: Found at <https://www.sfasu.edu/policies>**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.**

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

### **Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

### **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average,

### **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

### **Additional Information:**

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu).**

**VIII. Other Relevant Course Information:**

**Acceptable Student Behavior**

In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

**Class participation**

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.