



School of Human Sciences
Family, School, & Community Relations
HMS 242.001 – Face-to-Face
Fall 2019

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Office Hours: Monday 9:00-11:00am,
Tuesday 8:15-9:15am & 10:50- 11:50am,
Thurs 8:15-9:15am

Course Time & Location: Office: TR 9:30-10:45am
EDAN 126

Credits: 3

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.

This course covers theory of partnerships, research on parent, teacher, and student feelings about parental involvement in schools, as well as policy related to parental and community involvement with schools. This course also has two service learning projects requiring time outside of class to complete. One project requires you to design and implement a bulletin board for a community agency. This project will require students to purchase materials, but should be no more than an approximate \$10 cost to students.

Course Justification: HMS 242 “Families, School, and Community” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. Students in this course are typically expected to complete at least one community-based service-learning project and reflection. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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, social justice and continued professional and intellectual development in an interconnected global society.

Additional information about the College of Education’s vision, mission, and core values can be found at <http://coe.sfasu.edu/about-us>.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). 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 and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

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

Student Learning Outcomes:

Upon successful completion of this course, the student will:

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

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 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.

Educator Standards for Family & Consumer Science Composite 6-12:

These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: [https://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards: 1.1k, 1.2k, 1.3k, 1.2s, 1.5s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.19s, 1.20s)

Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 2.2k, 2.4k, 2.1s, 2.2s, 2.4s, 2.8, 2.9, 2.15s, 2.16s, 2.18s, 2.19s, 2.21)

Standard III. Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Specific Sub-Standards: 3.2k, 3.3k, 3.3s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s).

Below is a chart of how all assignments in the course map to the learning outcomes and standards relevant to the course.

Assignment	SLO's	NCFR	TEA
Syllabus Quiz			
Service Learning Project	6	I, V, VII, IX	I, II, III
Service Learning Reflection	4, 5, 6	I, V, VII, IX	I, II, III
Course Content Quizzes	1, 2, 3, 4, 5	I, V, VII	I, II, III
Group Bulletin Board Design	2, 3, 6	I, V	II
Group Bulletin Board Presentation	2, 3, 6	I, V	II

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments & Activities:

- Syllabus Quiz:** A quiz will be given within the first three weeks of class over the syllabus (available online in D2L "Quizzes" module). Please review the syllabus and take the quiz. **Not completing the quiz by the due date may result in you being dropped from financial aid!!!!**
- Service Learning.** Students will document 10 hours' worth of volunteering in a community setting that involves direct interaction **with school-age children, ages 5 through 17**. As part of

this assignment, students will also complete a service learning notebook with assignments due throughout the semester. The notebook should be a reflection about student's experiences volunteering and a topic in child-development that interests them and that they see exemplified during their volunteering. ****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 for service learning paperwork portion of assignment (see schedule for due dates):

- a. **Initial Volunteer Form** completed in its entirety with signatures; downloaded from D2L and uploaded into Dropbox = 40 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 four hours to receive points = 30 Points
 - c. **Volunteer Time-Log** completed in its entirety with signatures; download from D2L filled out, then submitted to D2L dropbox. = 30 Points
3. **Service Learning Writing Assignments.** Throughout the semester you will complete four written reflections about the service learning project. Your reflection answers will be long answer in paragraph form. You will use your experiences volunteering at a community organization to answer the reflection questions. You will also be asked to pull in and cite relevant current information (2009-present) to justify your responses.

Important notes on assignment:

- a. Forms & instructions for written assignments will be posted on D2L.
- b. When using outside sources, you must use APA formatting, so refer to the course lecture on APA formatting to ensure proper formatting of your poster.
- c. You will be expected to utilize the online academic articles available on the SFA library website.
- d. Note: Failure to provide relevant resources to support your ideas will result in a zero earned for the written submission—because the references are critical to ensuring the validity of in-text citations and information presented.
- e. For some questions, the only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference

but all others should be academic articles obtained from the SFA library or Google Scholar. For other questions you may be asked to use newspapers or magazines to support your ideas. Because the requirements vary by question, it is imperative that you read the instructions carefully for each discussion prompt so that you avoid losing points or not receiving credit for your responses.

- f. When using outside material for your reflection, 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).

4. **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. Quizzes will be taken online via D2L. Content Quizzes will be open from 5am-9pm on the day they are assigned. We will not meet face-to-face the days that an exam is assigned so that you may use the class time to take the exam. Exams are to be taken as individuals.
- 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 the end of the time allotted 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. 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.

5. **Group Bulletin Board Design.** You will be assigned to a group to complete a bulletin board for the Boys & Girls Club of East Texas in Nacogdoches or Lufkin. You will be randomly assigned to a group for this project. Together you will pick a community or school aged oriented theme and design a bulletin board for the Boys & Girls Club. Supplies can be purchased from a variety of locations including dollar stores, Wal-Mart, & Target. A limited number of supplies are available from the instructor for your use at no charge.

Point breakdown for the group bulletin board assignment (see schedule for due dates). All points, except for the "Bulletin Board" points are given on an individual basis. Please note that attendance days are not available for make-ups. Your presence to help your group is the purpose of these class meetings and if missed, for any reason, the points will not be awarded:

- a. Work Day 1 attendance & worksheet = 10 points.
- b. Work Day 2 attendance = 10 points.
- c. Work Day 3 (presentation work day) = 10 points.
- d. Bulletin board. I will visit the clubs after the due date and evaluate the boards. I'm looking to see that they are up, match the theme you presented to me, and are completed with care. = 40 points
- e. Reflection worksheet = 20
- f. Peer Review = 10 points. You can earn up to 10 points for completing the peer review on your group members. Any group member who receives a composite score (all group members' scores combined) that is below average will have 20 points deducted from their individual grade.

6. **Group Bulletin Board Presentation.** After the boards have been completed, you will give a brief presentation of 5-10 minutes about your process, the design of your board, and your experience developing and implementing the project. All members of the group must present and a rubric is available on D2L so that you can see how you will be graded.
7. **Destination: Career Exploration=15% grade replacement** (optional) Students can choose to attend an excursion to the Children's Museum of Houston on October 4. The cost to register for this excursion is \$25.00 and does not include parking and lunch. In addition, you will be responsible for your own transportation to the museum. This excursion is limited to the first 30 students to register. Students who attend the excursion will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the excursion.

If a student who attends the excursion chooses this class (HMS 242.001 with Dr. Jumper) for grade replacement, they WILL NOT need to take the final exam and will receive a grade of 100% on the exam. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. No other opportunities can substitute for the field trip and students who do not attend will take the final exam as scheduled.

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 that it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. 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 use D2L to access course materials, submit your assignments, take your quizzes, check your grades, and communicate with me outside of class. 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 log-on to D2L on a daily basis to check for notices. 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 willing to discuss ways you can improve your future 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.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

Attendance:

Class attendance is beneficial to your grade. While your general attendance is not part of your course grade, you have a group project with three workdays for which you will earn individual points for your group project grade by attending. These three workdays are not available for make-up for any reason, as there is no way to make-up the time missed with the group. These workdays are marked on the calendar and you will be notified in class and via D2L should any changes arise in dates. Additionally, we will do many in-class activities that relate to the topic discussed in class. Being present and actively participating in these activities (no social media, texting, off-topic side conversations, etc.) can earn you up to 10 points of extra credit on your final exam (enough to raise your overall course grade by 2 points!). These points are not available for make-up for any reason and must be completed in class on the day they are given. Finally, I will take attendance daily for records purposes. It is your responsibility to sign the roll sheet daily. Forgetting to sign the roll will record that you did not attend all classes. Signing the roll sheet for another student in the course is academic dishonesty (and forgery). If a student is caught signing the roll sheet for another student, both the student being signed for and the student doing the signing will be ineligible for any bonus points offered for attendance.

IV. 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
Syllabus Quiz			
	Syllabus Quiz	100	5%
Service Learning FORMS			
	Initial Volunteer Form	40	
	Volunteer Check-in	30	
	Volunteer Time Log	30	
	TOTAL	100	15%
Service Learning REFLECTIONS			
	Reading Reflection: Service Learning	20	
	Experience Reflection: Introduction	20	
	Experience Reflection: Midpoint	10	
	Experience Reflection: Closing	50	
	TOTAL	100	25%
Course Content Quizzes			
	Course Content Quiz 1	100	10%
	Course Content Quiz 2	100	10%
	Course Content Quiz 3 (Cumulative)	100	15%
Group Bulletin Board Design			
	Work Day (Bulletin Board Day #1)	10	
	Work Day (Bulletin Board Day #2)	10	
	Work Day (Presentation)	10	
	Bulletin Board	40	
	Individual Reflection Worksheet	20	
	Peer Review	10	
	TOTAL	100	15%
Group Bulletin Board Presentation			
	Presentation		
	TOTAL	100	5%
TOTAL			100%

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). 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.

V. Tentative Course Outline

NOTE: All submissions, unless otherwise noted, are to be uploaded to D2L Dropbox before the start of class (that means finished and uploaded no later than 9:29am Central Standard Time (CST)) on the day that they are due!! On the following calendar a “*” indicates a topic or assignment that specifically includes issues related to diversity.

Week	Date	Topics/Content	Readings	Assignments Due
1	Aug 27	Welcome to Class	Course Syllabus	
	29	Family-School-Community Partnerships*	Introduction (pgs. 3-17)	
2	Sep 3	Theory	2.1 (pgs. 25-41)	
	5	Partnerships*	2.2 (pgs.42-66) Service Learning Readings Set 1: Introduction	
3	10	Article Analysis	Online readings in D2L	Syllabus Quiz Due by 9:30 am!!!!
	12	Guest Speaker		Service Learning Reading Reflection Due
4	17	Bulletin Boards Work Day*	None	Work Day #1 Worksheet (completed in class)
	19	Teacher Thoughts on Parent Involvement*	3.1 (91-114) & 3.2 (pgs. 115-128)	Initial Volunteer Form Due
5	24	Influences on Teacher Thoughts of PI*	3.3 (129-149)	
	26	Parent Reactions to Parent Involvement*	3.4 (150-170) & 3.5 (171-199)	
6	Oct 1	Parent Attitudes & Contexts*	3.6 (200-215)	
	3	Bulletin Boards Work Day*	None	Experience Reflection: Introduction
7	8	Content Quiz 1	No Readings	Content Quiz #1 due by 9PM CST
	10	Student Achievement*	3.7 (216-230)	
8	15	Student Behavior & Reactions*	3.8 (231-246) 3.9 (247-256)	
	17	Homework Debate	In-Class Readings	Bulletin boards must be completed
9	22	Bulletin Board Presentations	No readings	Presentations & Group Paperwork Due Volunteer Check-in Due

Week	Date	Topics/Content	Readings	Assignments Due
	24	Bulletin Board Presentations	No Readings	Presentations & Group Paperwork Due
10	29	Bulletin Board Presentations	No Readings	Presentations & Group Paperwork Due
	31	Policy Implications*	4 & 4.1 (299-311) Service Learning Readings Set 2: Midpoint	Experience Reflection: Midpoint Due
11	Nov 5	State & District Policy	4.2 (312-330)	
	7	Policy & Practice	4.3 (331-346)	
12	12	Content Quiz #2	No Readings	Content Quiz #2 Due by 9PM CST
	14	Partnerships	5 & 5.1 (387-414)	
13	19	Teachers Involve Parents in Schoolwork (TIPS)	6 & 6.1 (493-520)	
	21	TIPS Application	6.2 (521-540) & 6.3 (555-561)	**Today's class will be an online module, we will NOT meet face-to-face.**
Thanksgiving Holiday Saturday November 23-Sunday December 1				
14	Dec 3	TIPS Review & Content Wrap-Up	7 (573-575)	Final Volunteer Time-Log & Experience Reflection: Closing Due
	5	Course Review	None	
15	10	CONTENT QUIZ #3 (Cumulative)	None	Content Quiz #3 Tuesday December 10, 2019 8am-10am

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

1. Epstein, J.L. (2011). *School, Family, and Community Partnerships* (2nd ed.). Boulder, CO: Westview Press. ****Please note that in previous semesters, the library has had a digital copy that could be used with internet access for no cost. This may or may not continue to be available and the bookstore has hard copies of the book.**
2. Service Learning Project readings:
 - a. Experience Reflection Readings Set 1: Introduction –
 - Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students. *Higher Education*, paper 144.
 - Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*.
 - Haas Center for Public Service. Principles of ethical and effective service. Retrieved from <https://haas.stanford.edu/about/about-our-work/principles-ethical-and-effective-service>. Accessed 8/1/2019

- b. Experience Reflection Readings Set 2: Midpoint –
Davis, J., Cronley, C., Beamon, K., & Madden, E. (2019). Voices from the field: A qualitative exploration of community partners' definitions of service-learning. *Partnerships: A Journal of Service-Learning and Civic Engagement*, pg. 146-155.
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.**

Course materials: You will be using or purchasing materials for your group bulletin board project. Materials can be purchased inexpensively at locations like dollar stores and Wal-Mart. Additionally, some materials may be available from your professor. Boards should be decorated for less than \$20.

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 <http://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 (including the first 12 day attendance report) 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information:

Acceptable Student Behavior

In a face-to-face course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. 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.

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.