Syllabus

Professional Lecture Series
1 Credit Hour; Fully Online
HMS 400.501
Spring 2019

Instructor: Donna J. Fickes, Ph.D.
Office: Human Sciences North 106C
Office Phone: (936) 468-2130
Office Hours: Mondays, 10am-12pm (virtual); Tuesdays, 10am-12pm; Wednesdays, 1pm-2pm

I will be available to answer emails during office hours. If you would prefer to visit in person, or via Skype or Zoom meetings, please email 24 hours in advance to make arrangements.

Preferably, use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to fickesdj@sfasu.edu and include “HMS 400.501” somewhere in the subject line.

Department: School of Human Sciences
Class Dates: January 22, 2018 – March 13, 2018
Class Day/ Time/ Location: Class is delivered entirely online through Brightspace

Finals Week: March 14, 2018 – March 15, 2018

This class is a senior-level class offered as a required course for the Bachelor of Science in Foods and Nutrition, Bachelor of Science in Fashion Merchandising, and Bachelor of Science in Human Sciences with a concentration in Human Development & Family Studies degrees. These degrees are managed by the School of Human Sciences and the James I. Perkins College of Education.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

The Mission of Stephen F. Austin State University’s School of Human Sciences is to prepare students to be highly qualified professionals in global markets who positively influence individuals, families, and businesses in diverse communities.
James I Perkins College of Education

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, 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, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community
Course Information

Prerequisites

Senior standing or consent of instructor.

Course Description

HMS 400 provides interaction with professionals and industry executives. Satisfies the requirements for TEA Standard 1-1.2K. There are no Course Fees associated with this class.

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the foundation courses for multiple Bachelor of Science in Human Sciences degrees and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

In this course, senior-level students are introduced to the beginning of their careers as leaders in Human Sciences professions. In addition to readings, discussions, and online presentations on leadership topics, students will develop job search strategies and interview skills. Students will leave the class prepared to transition from the college environment to a professional career in their chosen fields.

Course Goals

Program Learning Outcomes (PLOs)

1. The student will display the professional dispositions; academic excellence, life-long learning, collaboration, openness, integrity, and service, relative to Human Sciences professions.
2. The student will exhibit the professional behavior; strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline, expected in Human Sciences professions.

Course Objectives

Student Learning Outcomes (SLOs)

This course is designed to provide students with the basic knowledge and skills necessary to be an empathic, ethical, and effective leader in a variety of Human Sciences professions. Upon completion of this course, students should be able to:

1. Demonstrate the personal and professional aspects of leadership (PLO1) (TEA Standard 1.2S, 1.3S, 1.4S). Assessed by Personal Philosophy & Career Path Papers.
2. Develop the skills necessary to be an effective leader (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions, InterviewStream Interview, and Professional Interview.
3. Describe how multiculturalism affects leadership and the teamwork process (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions.
4. Demonstrate the various components of leadership skills along with when and how to use these components (PLO2) (TEA Standard 1.1S, 1.2S). Assessed by Class Discussions, Resume, Revised Resume, and LinkedIn Profile.
Course Materials

**Required Text:** The 21 Indispensable Qualities of a Leader  
Author: John C. Maxwell  
ISBN: 9780785289043 (Hardcover); 9780785267966 (Paperback)

**Required Technology:** This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the site regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files and/or video capture. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio or video are submitted as .mp4 or PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.

*Brightspace Technical Support*

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1. That your instructor is not qualified to provide Brightspace support; and 2. That notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

**LiveText/Watermark Statement:**

This course **Does NOT** use LiveText/Watermark. The LiveText/Watermark data management system collects critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, call ext. 7050 or e-mail LiveText@sfasu.edu with any technical questions or concerns. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
Grading and Evaluation

Students have the opportunity to earn 900 points in this course. As a senior-level class, students are expected to be able to adhere to higher performance standards. Therefore, overall grade scale percentages are higher (please see below). Grades are determined from a variety of assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Getting Started Activities</td>
<td>40 pts.</td>
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<tr>
<td>8 Discussions</td>
<td>200 pts.</td>
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<tr>
<td>Online Participation</td>
<td>240 pts.</td>
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<tr>
<td>Personal Philosophy Paper</td>
<td>50 pts.</td>
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<tr>
<td>Career Path Paper</td>
<td>75 pts.</td>
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<td>Resume &amp; Revised Resume</td>
<td>75 pts.</td>
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<tr>
<td>Professional Interview (Questions &amp; Paper)</td>
<td>105 pts.</td>
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<tr>
<td>LinkedIn Profile</td>
<td>40 pts.</td>
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<tr>
<td>InterviewStream Interview</td>
<td>75 pts.</td>
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TOTAL COURSE POINTS 900 POINTS

SCALE: A=827+pts. (92%); B=746-826pts. (83%); C=665-745pts. (74%); D=584-664pts. (65%)

If a student wishes to contest a grade, this must be done prior to the semester’s Final’s Week.

Getting Started: The ‘Getting Started’ module contains activities to familiarize yourself with the course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

Class Discussions: Discussions will take place at various intervals throughout the course and can be accessed in the associated learning module. The Main Forum of the discussion board will be visible for all students throughout the semester.

In a discussion, you must post your own response to the prompt, respond to other students, and reply to those students who respond to you. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn’t require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students’ postings with oppositional points of view, but always speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings but on your active participation and the content of your messages. Note that while you may not fully understand each module’s content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.
**Online Participation:** The Online Participation grade is generated from student involvement in the online environment (75%) as well as proper completion and submission of Career Strategy assignments, including Resume and Revised Resume, InterviewStream Interview, and LinkedIn Profile (25%).

Important information, including lectures and links, will be posted in Brightspace. Students are responsible for viewing the information provided prior to completing assignments and activities. The due dates and times for all assignments and activities can be found on the Course Timeline (available on Brightspace).

The instructor will utilize course-generated reports to determine each students’ activity on Brightspace and assign grades accordingly.

**Papers:** You will complete two (2) personal papers during the semester. These papers include **Personal Philosophy** and **Career Path**. These assignments must be properly formatted using APA style. Proper grammar, spelling, and syntax are expected.

**Career Strategies:** Throughout the semester, you will work on several assignments designed to prepare you for your career after college. These assignments include Resume and Revised Resume, InterviewStream Interview, LinkedIn Profile, and a Professional Interview (including question submission and written, reflective analysis). These assignments must be properly formatted, as indicated by the assignment instructions on Brightspace. Proper grammar, spelling, and syntax are also expected.

The Resume, Revised Resume, InterviewStream Interview, and LinkedIn Profile are deemed critical to your career success. Students who fail to properly complete and submit these assignments will receive a failing grade for the assignment and will also lose up to 80 Online Participation points, 20 per assignment.

**Course Timeline and Due Dates**

Please see the **Course Timeline** on the Brightspace homepage (this is not the Brightspace Calendar) for a schedule of all due dates and times.

**Deadlines Policy**

In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. **All assignments are due on the dates indicated on the Course Timeline and will not be accepted late** (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late. **Additionally, your final grade will drop 5 percent for each activity you do not complete beyond three** (that is, if you do not complete six activities, not only will you receive a zero for all six activities, your final grade will also drop 15% because you missed three activities beyond three.) Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.
Guidelines for Evaluating Students in Human Sciences degree programs:

What is an ‘A’ Student?

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
- Does not act like a “know it all”
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems
- Displays common sense
- Is flexible

Every student should not expect an ‘A’! It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives the “excellent” grade.

A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average”. Be extremely careful of the number of ‘C’ grades you earn as graduate students are expected to perform at above average levels. If you feel you are tending toward a final grade of ‘C’ contact your instructor; help him/her help you.

Extra Credit Policy

There is no extra credit in this course.

Make-Up Policy

Make-up work is not allowed without a university-approved, documented excuse. For the purpose of this class, only the following will be considered an excused absence. Other absences may be excused at the discretion of the instructor. NOTE: Alerts from the Office of Student Rights and Responsibilities alone do not fulfill the requirements below.

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<tr>
<th>Excused Absences</th>
<th>Make-Up Requirement</th>
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<tr>
<td>University-related event (i.e. athletic event) with letter of proof provided to</td>
<td>All graded content submitted within seven (7) days of</td>
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<td>the instructor, by the student, at least seven (7) days in advance.</td>
<td>approved absence.</td>
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<tr>
<td>Observance of Religious Holy Day (a holy day observed by a religion whose places</td>
<td>All graded content submitted within seven (7) days of</td>
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<td>of worship are exempt from property taxation under Texas Tax Code §11.20.) with</td>
<td>approved absence.</td>
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<td>letter provided to the instructor, by the student, at least seven (7) days in</td>
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<td>advance.</td>
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Attendance Policy

As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course at least every other day.

This course spans 8 weeks. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of one (1) hour per week. In addition to the “lecture” materials, students have required academic components and deliverables: written assignments, discussions, and career preparation assignments. For every hour a student spends engaging with the online content, he/she should spend at least three (3) hours completing associated activities and assessments.

Medical Emergency

There may be an instance of medical emergency that arises. Examples of medical emergency include, but may not be limited to, car accident, broken limbs, or extended hospitalization. Please make every effort to contact your instructor immediately in this instance. If you are unable to do so, please have a trusted friend or family member do so. Your instructor will provide further information at that time to assist you in contacting other instructors.

Student Conduct Policy

Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

Here are some basic Netiquette rules to help you get the most out of online learning:

- **ALL CAPS IMPLIES THAT YOU ARE SHOUTING** - Please do not do this (unless you are capping specific words, nicely, for emphasis)!
- **Watch your “tone”** - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- **Check your spelling** - Always!
- **Make your messages easier to read** by making your paragraphs short and to the point.
- **Never “say” anything that you would not want posted on the wall** of a face-to-face classroom, because it could be!
- **Behave as you would in a face-to-face classroom.**
- **Remember there is a real live person** at the other end reading your posts and email. Treat them with respect.
- **Foul language, insults and harassment are not tolerated** (just as it would not be tolerated in a face to face classroom).
- **Think about what you have written** before you submit it.
Course Evaluation

Course Survey

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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.

The course evaluation process 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.

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

Resolving Student Grievances

1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented: 2. Contact the instructor and attempt to resolve the issue. 3. If the student is uncomfortable discussing the issue with the instructor, the student should contact the Director of the School of Human Sciences, Dr. Lynda Martin. 4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks. 5. If the problem that has to do with being a student at Stephen F. Austin State University or should the student be dissatisfied with the outcome of discussions with the above authorities, the student may visit the Dean of Student Affairs, Dr. Adam Peck in room 3.105 of the Baker Patillo Student Center, or call 936-468-7249.

Other Relevant Course Information

The Instructor’s Role in this Course

The Instructor’s role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor will provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.

The Instructor will provide facilitation, guidance, encouragement and clarification, as needed.
How to “Manage” an Online Class
A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:

1. Make the course a priority. For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.

2. Take the course with a friend or colleague. Online learning has been described as "a lonely experience." Make it less lonely- and increase your chances of both completing the course and managing time well- by seeing if a friend will take the course with you. Online learners are more likely to complete a course of study when they have actual colleagues.

3. Set aside a minimum of one hour a day to work on the course. Think of the hour per day as your class time. Can’t spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!

4. Make a study plan. Set fixed times during the week to work on the course. If you have a learning partner, decide what days you will meet to go through course readings and participate in the online discussions.

5. Make your own calendar or schedule. Some weeks will be easier than others for getting all your work done, so look ahead and make a schedule. Determine what weeks look very busy and plan how you’ll get your coursework done ahead of time to compensate for your lack of time in busy weeks.

6. Get rid of distractors. That may mean closing the door to keep family members away, going to a café, turning off your cell phone, not opening your email or social media, or turning off the TV. Figure out what distracts you from your online course and eliminate it as you work on your course.

7. Set goals and incentives. Give yourself, or have someone give you, incentives for completing a module or assignment within a certain time period. Set personal learning and time goals. Give yourself a treat when you’ve finished a module or a discussion (but don’t reward yourself when you haven’t!).

8. Explore ways to multitask that don’t contribute to cognitive overload. Can you access the course on your tablet and do the readings at the gym? In multitasking, it’s important to avoid cognitive conflict (e.g., reading while watching TV doesn’t really help) or cognitive overload (reading while on a Skype call, for example).

9. Ask for help. Communicate. Your Instructor cannot help or advocate for you if he/she doesn’t know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

How to “Manage” Your Mental Health (Disaster Planning)
Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work, relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).
Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.

Student Ethics and University Policy Information

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 SFASU Disability Services.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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;
• submitting work purchased or obtained from the Internet or other 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, resubmission of work, make-up exam, failure of course, and/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: Policy 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 the 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 assignments/exams may be referred to the iCare: Early Alert Program at SFA (936-468-2703). More information regarding the program can be found at iCare.

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