Instructor: Cyndra Krogen-Morton
Course Time & Location: TR 2:00-3:15 HPE 223
Office: HPE 220
Credits: 3 hours
Office Phone: 936-468-1812
Email: mortonca1@sfasu.edu
Other Contact: 936-468-3503 (Main Office)
Office Hours: MW 10:30-11:30 TR 10:45-12:15 & by appointment

The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: None

I. Course Description: Introductory course that examines the multi-dimensional factors that affect health. There are two critical assignments in this course related to accountability and accreditation.

Prerequisites: None

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

This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (Community Health):

1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program

1. The student will be able to plan and evaluate a classroom-based health lesson. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (ISTEA; InTASC 4, 5, 6, & 9)

Student Learning Outcomes - The student will be able to:

• Deliver a presentation on how to improve health (AAHE Standards I, IV, and VII, CH & EC-12 = PLO4).
• Identify a health behavior that needs to be addressed, and then develop an appropriate health behavior change plan (AAHE Standard I, CH & EC-12 = PLO5).
• Apply the principle factors involved in developing one’s optimal health (AAHE Standard I, CH & EC-12 = PLO5).
• Identify the major concepts relative to making positive decisions regarding one’s health (AAHE Standards I & VII, CH & EC-12 = PLO5).
• Comply with the principle factors that affect quality of life (AAHE Standard I, CH & EC-12 = PLO5).

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

1. HEALTH BEHAVIOR CHANGE PROJECT (100 points/13% of final grade). The four components of the project are listed below:
• **HEALTH BEHAVIOR ASSESSMENT (How Healthy Are You?)** - Complete “How Healthy Are You” Assessment (found under the Content tab in D2L). Staple the assessment to a **double-spaced, typed summary with 1 inch margins** that answers the following questions:
  - What was your highest score and why do you think it was highest?
  - What was your lowest score and why do you think it was lowest?
  - How do you think your behaviors are impacting your overall health?
  - What score do you most want to improve and why?
  - What can you do to improve your health behaviors/scores?

Your grade will be determined based on following the instructions, answering of all of the questions, and the specificity and accuracy with which you answer the questions. **Worth 15 points.**

• **HEALTH BEHAVIOR CONTRACT (Goal)** - Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.). This must be listed as a SMART Goal. Complete “Behavior Change Contract” in the front of the textbook or the copy uploaded onto D2L. See the rubric on D2L for specific grading criteria. **Worth 25 points.**

• **WEEKLY REFLECTION OF PROGRESS** - Students will submit 2-3 sentence weekly progress updates via the dropbox on D2L by answering the questions provided. Reflections are due on Fridays by 11:59 pm. **Worth 10 points (1 point/week).**

• **HEALTH BEHAVIOR CHANGE EVALUATION** - At the end of the semester, each student will write a paper about their experience trying to change the health related behavior identified in their health behavior contract. Each student will submit a 750 word (minimum), double-spaced (1 inch margins) summary of the project. Answer the following questions in the body of the paper:
  a) **HEALTH BEHAVIOR:** Describe your original SMART goal and why you chose this goal to work on. Were you successful in changing your behavior?
  b) **PLAN:** Talk about your original short-term goals, whether you met them in the time you allotted, why or why not you met them in the time allotted, and how they helped or did not help you achieve your SMART goal/behavior change.
  c) **CLASS HELPFUL:** How did this class help you achieve your SMART goal/health behavior change? How could the class have been more helpful to you in achieving your goal?
  d) **SUPPORT/BARRIERS:** Name two barriers to your original behavior change goal.
     - a. **if you were successful**-describe how you overcame these barriers?
     - b. **if you were not successful**-how could you have overcome these barriers?
  e) **FRIENDS/FAMILY:** Did you have helpful support from your friends or family?
     - a. If so, who supported you, what did they do and how was their support helpful?
     - b. If not, why not?
       i. Was it that you did not ask for support? Why not?
       ii. Was it that the support was not helpful? Why not? How could it have been?
  f) **GOALS CHALLENGING REALISTIC/ATTAINABLE:** Were your goals realistic yet challenging?
     - a. If so, how?
     - b. If not how could they have been more realistic yet challenging?
  g) **EFFORT:** How do you feel about the efforts you made in attempting to achieve your goal?
  h) **MAINTENANCE:** How will you maintain your changed behavior?
  i) **PROFESSIONAL DEVELOPMENT:** How will the completion and experience of this project influence your approach to your future work/job?
  j) **WORKING WITH OTHERS:** How will understanding the factors that influenced your behavior change and your application of these help you do a better job working with others to influence their health habits?

Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on your evaluation of the project. Your Health Behavior Change Evaluation will be evaluated on the following criteria: paper content (thoroughly answered questions) and writing style (grammar, spelling and format) . See D2L for associated rubric. **This assignment is related to accountability and accreditation. This assignment MUST be submitted via D2L & LiveText by the assigned due date and time. Failure to submit assignments to D2L AND Livetext will result in a zero on the assignment.** Worth 50 points.
2. **Quizzes (280 points/37% of final grade)** - A series of seven (7) quizzes worth fifty (50) points each will be completed via D2L. Students will be assigned one quiz every other week (see course outline/calendar for dates). Quizzes will be available after class ends for the week and will be due the following Sunday by 11:59 pm. Students will have 50 minutes to complete each quiz. **Quizzes are NOT open note/book and are to be completed individually.**

On the assigned day and time of the final exam an optional, comprehensive exam can be completed online. The score on the optional final will be used to replace the lowest quiz score (if the final exam score is higher than the lowest quiz score). The final exam will consist of 80 questions that will be worth \( \frac{1}{2} \) point each.

Content of quizzes will include, but is not limited to, materials covered in the class text, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material from handouts provided by the instructor, materials gathered by students to complete homework assignments, and material presented by guest speakers. Both specific content and application of content are stressed on examinations. Late quizzes will not be accepted. Worth 280 points.

3. **SFA Kick Axe Group Wellness Challenge (75 points/10% of final grade)** - students will participate in a group project in conjunction with SFA Campus Recreations Kick Axe Wellness Challenge. Individual students will engage in weekly activities, as determined by Campus Recreation staff, to earn points. Individual’s scorecards will be submitted to their group leaders by Monday each week at noon. A summary of each group’s points will be submitted to Campus Recreation by noon on each the of each week of the challenge. Points are earned by individual students based on effort, participation, and timely submission of scorecards to group leaders.

4. **In-class activities and homework (250 points/33% of final grade)** - Class attendance and participation is required and will be reflected in the final grade. Periodic unannounced activities (quizzes, readings, online assignments/quizzes, personal reflections, guest speaker reports, group activities, etc.) will be given for the purpose of class participation and reflection.

5. **Civility and Professionalism (50 points/7% of final grade)** - chronic tardiness, lack of courtesy, and disruptive behavior can impede academic and professional success. As such, students who are late for class, utilizing their cell phones, giving the appearance of sleeping, engaging in discourteous written or verbal communication in or outside of class, or engaging in other disruptive behavior will receive a 5 point deduction per infraction from their Civility and Professionalism grade. **It is the responsibility of students to inform the instructor immediately after class when late to class (late is defined as after role has been taken).**

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Health Behavior Change Project</td>
<td>100</td>
<td>13%</td>
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<tr>
<td>Quizzes (+ optional Final)</td>
<td>280</td>
<td>37%</td>
</tr>
<tr>
<td>Group Axe Wellness Challenge</td>
<td>75</td>
<td>10%</td>
</tr>
<tr>
<td>In-class activities and homework</td>
<td>250</td>
<td>33%</td>
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<tr>
<td>Civility and Professionalism</td>
<td>50</td>
<td>7%</td>
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(see VIII for attendance policy)

Grading Scale:
- **A=89% or higher** (672+ points)
- **B=79%-88%** (596-671 points)
- **C= 69%-78%** (520-595 points)
- **D=59%-68%** (445-519 points)
- **F=Below 58%** (444 points or less)

**Final Point Total**

| Points | 755 |

**Two assignments of the Health Behavior Change Project are related to accountability and accreditation. The assignment MUST be submitted via D2L & LiveText by the due date and time. Failure to submit assignments to D2L AND Livetext will result in a zero on the assignment.**

V. Course Calendar

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<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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| Week 1 (1/22-1/24) | Introductions/Syllabus Overview  
SFA Wellness Model  
Overview of the multiple components of living a healthy life and how these influence lifelong health and current collegiate experience  
Group Axe Challenge Assignment Overview and group assignment | • Health Behavior Assessment (How Healthy Are You?) and Summary DUE Thursday, 1/31 at 11:59 pm via D2L  
• Quiz #1 DUE Sunday @ 11:59 pm (chapters 1 & 1A, SFA Wellness Model, and SMART Goals) |
|---|---|---|
| Week 2 (1/29-1/31) | Chapter 1-Accessing Your Health  
Covers a review of the World Health Organization’s current definition of health; how progress in health care has helped influence and evolve the definition of health; how gender, racial, economic and cultural factors influence health; Healthy People 2020; modifiable and non-modifiable factors that influence health  
SMART Goals/Health Behavior Contract Assignment  
SMART goals will cover how to establish goals that are specific, measurable, attainable, realistic and timely  
Chapter 1A-Financial Health  
Covers the importance of learning how to budget, creating a budget, & how to prioritize spending | • Health Behavior Contract (Goal) DUE Thursday 2/7 at 11:59 PM via D2L  
• Start your behavior change |
| Week 3 (2/5-2/7) | Chapter 8-Drinking Alcohol Responsibly and Ending Tobacco Use  
Covers moderate drinking practices, how alcohol and tobacco impact the brain and body, collegiate alcohol and tobacco use trends, how to support a friend wanting to quit using tobacco  
Guest Speaker John Fleming, Nacogdoches County Attorney | • Group AXE Scorecard due via D2L and to Group Leader 2/12 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm  
• Quiz #2 DUE Sunday @ 11:59 pm (guest speaker, chapters 7 & 8) |
| Week 4 (2/12-2/14) | Chapter 7-Recognizing and Avoiding Addiction and Abuse  
Covers the signs and symptoms of alcohol and other drug abuse or addiction, the most common drugs of abuse among college students and the general population, how these impact the body and brain, enabling and codependence and how to help a friend quit using. | • Group AXE Scorecard due via D2L and to Group Leader 2/19 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm |
| Week 5 (2/19-2/21) | Chapter 4-Preventing Violence and Injury-Sexual Assault  
Covers unintentional and intentional injuries, factors that contribute to violence, definition and elements of intimate partner violence and sexual assault, how to support a friend who is a victim of IPV or sexual assault and prevention of violence, and bystander intervention  
Guest Speaker Lumberjacks Care Office OR Family Crisis Center of East Texas, Tuesday, February 19th. Mrs. Morton at NIRSA Conference 2/15-2/20. Available by email at mortonca1@sfasu.edu. | • Group AXE Scorecard due via D2L and to Group Leader 2/19 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm |
<table>
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<tr>
<th>Week</th>
<th>Schedule</th>
<th>Material Covered</th>
<th>Assignments</th>
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| Week 6 (2/26-2/28) | Chapter 5—Building Healthy Relationships and Understanding Sexuality | Covers the elements of healthy relationships, definition of intimacy, improving communication and interpersonal interactions, gender roles, sexual identity and orientation, basic sexual anatomy and variety of sexual expression. | • Group AXE Scorecard due via D2L and to Group Leader 2/26 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm  
• Quiz #3 DUE Sunday @ 11:59 pm (Guest speaker, chapters 4 & 5) |
| Week 7 (3/5-3/7) | Chapter 6—Considering Your Reproductive Choices | Covers reproductive health issues contraceptive methods and their effectiveness, spontaneous and elective abortion issues, prenatal care, pregnancy, infertility; Chapter 13—Protecting Against Infectious Diseases and Sexually Transmitted Infections | • Group AXE Scorecard due via D2L and to Group Leader 3/5 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm |
| Week 8 (3/12-3/14) | Chapter 12—Reducing Your Risk of CVD & 12A—Diabetes | Covers the basic anatomy and physiology of the heart, incidence of cardiovascular disease, types of CVD, risk factors for CVD, prevention of CVD, Diabetes, types of Diabetes, risk factors of Diabetes, treatment and prevention of Diabetes, the process and challenges of aging, theories of aging, successful and healthy aging, death, strategies for coping with death and stages of grieving. | • Group AXE Scorecard due via D2L and to Group Leader 3/12 before or in class (TBD)  
• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm  
• Quiz #4 DUE Sunday @ 11:59 pm (Chapters 9, 10, 10A & 11) |
| 3/18-3/22 | Spring Break | | |
| Week 9 (3/26-3/28) | Chapter 9—Eating for a Healthier You | Covers factors that influence choices about eating and nutrition, six types of nutrients and their functions, strategies for healthy eating, and food safety.  
Chapter 10—Reaching and Maintaining a Healthy Weight | Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm |
| Week 10 (4/2-4/4) | Chapter 10A—Eating Disorders and Body Image | Covers how the media and other factors affect body image, eating disorders, how to talk to a friend with an eating disorder and how to enhance one’s body image.  
Chapter 11—Improving Your Personal Fitness | Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm  
• Quiz #5 DUE Sunday @ 11:59 pm (Chapters 9, 10, 10A & 11) |
### Core Concepts in Health HSC 121-004
Krogen-Morton Spring 2019

**VI. Required Readings:**


2. **LiveText Statement:**
   
   This course uses the LiveText data management system to collect 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 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 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 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 account, call 936.468.1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call 936.468.7050 or

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<tr>
<th>Week</th>
<th>Title</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>Week 11 (4/9-4/11)</td>
<td><strong>Chapter 13</strong>-Protecting Against Infectious Diseases and Sexually Transmitted Infections (part 2) <strong>Chapter 14</strong>-Preparing for Aging, Death, and Dying</td>
<td>Covers immune system functioning, how to protect oneself from infectious disease, most common pathogens, major infectious diseases, Covers the concept of aging, the impact of increased lifespan on society, biological and psychosocial impacts of aging, health challenges faced by older adults, death and stages of grieving, strategies for coping with death, rational suicide/right to death, and end of life care and services.</td>
<td>• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm</td>
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<td>Week 12 (4/16-4/18)</td>
<td><strong>Chapter 16</strong>-Making Smart Health Care Choices</td>
<td>Covers being a responsible healthcare consumer, when to seek help, how to choose a healthcare provider, OTC v. prescription drugs and family history.</td>
<td>• Weekly health behavior progress reflection due via D2L Friday @ 11:59 pm</td>
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<td>Week 13 (4/23-4/25)</td>
<td><strong>Chapter 15</strong>-Promoting Environmental Health</td>
<td>Covers the impact of population growth on the environment, causes of air pollution, sources of water pollution, distinguish between municipal solid waste and hazardous waste and how to reduce carbon footprint, consequences of noise pollution and ways to enhance environmental wellness and the benefits of doing so. <em>Easter Holiday 4/18</em></td>
<td>• Weekly health behavior progress reflection due Friday @ 11:59 pm • Quiz #6 DUE Sunday @ 11:59 pm (chapters 13, 14, 15 &amp; 16)</td>
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<tr>
<td>Week 14 (4/30-5/2)</td>
<td><strong>Chapter 2 (Promoting and Preserving Psychological Health)</strong> <strong>Chapter 2A (Enhancing Your Spiritual Health)</strong></td>
<td>Covers the four components of psychological health, factors that influence psychological health, psychological disorders and various treatments for psychological disorders</td>
<td>• Health Behavior Change Evaluation Friday at 11:59 pm am via D2L &amp; LiveText</td>
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<tr>
<td>Week 15 (4/7-4/9)</td>
<td><strong>Chapter 3 (Managing Stress and Coping with Life's Challenges)</strong> <strong>Chapter 3A (Focus on Improving Your Sleep)</strong></td>
<td>Covers the definition of stress, how it impacts health and wellness, general adaptation syndrome, sources of stress and stress management techniques</td>
<td>• Quiz #7 DUE Sunday, @ 11:59 pm (Chapters 2, 2A, 3A)</td>
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<tr>
<td>Week 16 (12/10-12/14)</td>
<td>Optional Online Final Exam (replaces lowest quiz score)</td>
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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:

A. 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.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Activities completed during class cannot be made up. In-class activities make up a significant part of a student’s grade so in order to do well in class students must attend class regularly. See Civility and Professionalism under section III: Course Assignments, Activities, Instructional Strategies, Use of Technology regarding class attendance and tardiness policies.

Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency (student must contact the Office of Student Rights and Responsibilities no later than one day after their return, who will, in turn, notify me). It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip and to provide written documentation before or immediately after (the day the student returns) the trip.

There is a 10 point perfect attendance bonus at the end of the semester ("perfect attendance" is defined as always on time for class, always staying for the entirety of class, and only missing class for University-sponsored events or occurrences covered by University policy for which documentation is provided either before or the first day back to class after the event).

Absence is not an excuse for not knowing.

You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be
sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared.

Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions.

In order for an online assignment to be considered “on time” it must be submitted via D2L. Anything else will be considered late. Start and complete your assignments early! This does not apply to in-class activities. If you miss an activity you miss the points.

Late homework assignments will have a minimum, automatic 25% point deduction if turned in within 48 hours of the due date. Assignments later than two days will not be accepted. Any late homework must be turned in as a hardcopy (and to LiveText as required). If the assignment is late due to a University sponsored event or for any other excused absence the student must attach documentation to the assignment before submitting it. Late work will be graded as the professor as time to do it.

B. 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/.

C. 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).

D. 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.

E. 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.


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

a. 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/.
b. 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/). 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.

c. 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.

IX. Other Relevant Course Information:

Class Expectations

1. Laptops, Netbooks, E-readers and iPod devices are not allowed for use during class.
2. Cell phones should be **set to silent or turned off** before class begins and should be place out of sight (in backpacks or pockets).
3. Absolutely no use of cell phones during class for any reason. Use during quizzes and exams will result in a grade of zero.
4. No reading of outside materials, listening to MP3 devices, wearing ear phones or ear buds, or disorderly conduct.
5. Students sleeping or giving the appearance of sleeping during class will be counted absent.
6. Respect your instructor, your classmates, and yourself.
7. **Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:**
   - When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
     - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Mrs. Morton,” or “Mrs. Krogen-Morton,” or “Mrs. Cyndra.”
     - When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore **do not use informal language in your e-mails**.
     - **If you have a request, say it politely.** You can start with “I would like to ...”, “I wonder if you can ...”, “May I ...”, “Is it possible to ...”, “Do you mind ...?” **DO NOT WRITE:** “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ...” Just adding the word “please” does not mean that you are being polite.
     - **Your identity is an important clue to the context of the message.** Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Morton, I am a student enrolled in your online HSC 216 course.” Also, **please include a brief description of the subject of your email in the subject line of the email.**
     - **Be concise.**
     - **Always re-read your e-mails** and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
     - **When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like** “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mrs. Krogen-Morton/Mrs. Morton/Miss Cyndra) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

Failure to follow the expectations outlined above can result in being dismissed from class and counted absent.