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: HSC 121

I. Course Description: Principles of human sexuality. A biological, psychological and sociological perspective. Emphasis on problematical concepts and methods for facilitating human sexuality education in public/community health setting will be covered in this course.

II. Intended Learning Outcomes/Goals/Objectives:

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

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Program Learning Outcomes:
Community Health Program
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.

Student Learning Outcomes:
At the conclusion of this class, the student will be able to:
1. Learn, identify and present human sexual anatomy components. (NCHEC Standards I, VI, & VII)
2. Plan and implement an interactive teaching activity with the class. (NCHEC Standards II)
3. Communicate current issues related to sexual expression, sexuality and health. (NCHEC Standards VI & VII)
4. Learn and identify the complex issues, including legal, cultural and socioeconomic status, surrounding sexual health. (NCHEC Standards I & VI)
5. Learn the differences between gender roles, sexual orientation and gender identity and the biological, psychological and social factors that contribute to them (NCHEC Standards VI & VII)
6. Understand the contributing factors and components of healthy relationships (NCHEC Standards VI & VII)

III. Course Assignments & Evaluation Requirements:
A. Exams (240 points/34% of final grade): There will be a total of four online exams to be completed via D2L. Each exam will be worth 60 points. Make-up exams will only be administered and scheduled for absences excused prior to the exam date or for absences meeting the University policy for excused medical emergencies! Content of tests 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. Exams are NOT open book nor open note and are to be completed individually.

B. Journals (125 points/18% if final grade): Students will be required to write and complete reaction papers/journals based on prompts provided by the professor during the semester (student will choose ONE of several prompts for most journals). Students must use at least one reputable resource (think .gov or .org; religious texts or other religious-based sources are not considered reputable) to support their view/assertion/opinion and cite their source(s) in-text and on a reference page using APA format. Papers will be 500-750 words (not including reference page), 12 point Arial or Times Roman font, double-spaced, with one-inch margins and NO header (name, class, date, etc.) or title page. Topics will be assigned and turned in through D2L. Grades will be based on formatting (did you follow the instructions?), writing (grammar, spelling, punctuation), content (did you provide support for your beliefs/assertions?), the resource used, correct APA formatting, and proof of editing by the SFA AARC Online Writing Lab OWL (see rubric provided on D2L).

C. In-Class Activities and Homework (225 points/32% of final grade): Content-based activities and/or discussion boards will be assigned for various chapters, videos, readings, and other assignments throughout the semester. In-class assignments will be described during class and either completed and turned in during the class period they are assigned OR will be due on a date determined by the instructor on the day of the assignment. Being absent (unexcused) on the day an assignment is assigned means a student may not turn in the assignment for credit regardless of when the assignment is due. Any homework will be described and assigned in class.

D. Interactive Teaching Projects (50 points/7% of final grade): Students will be assigned to groups of 3-4 other students. Each group will find and facilitate a 15-20 minute interactive teaching activity to conduct with the class. The activity must relate to a topic covered in the course (relationships, gender roles, sexual health, sexual violence prevention, etc.) and have an educational intention. Students may utilize resources available in the instructor's office, a professional in the field, the library, or a sexuality/relationship educational curriculum to determine their activity. Activities will be graded on relevance to the audience (young adults), implementation, professionalism, and effectiveness (how effective the group was in conveying the educational intention of the activity). Each activity can only be done one time. After the group presentation each group member will write a one page reflection describing how successful the activity they thought the activity was in teaching the concept and assessing the contributions of their fellow group members). Reflections will be graded based on accuracy, specificity, grammar, spelling, and formatting. Reflections are due via D2L before the following class after the group has presented. (Reflections are worth 10 points of total grade on the assignment).

E. Professionalism and Civility (65 points/9% 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 (up to 9% of the total possible points to be earned for the class) from their Professionalism and Civility 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). Any student marked absent on any day will not earn any credit for in-class participation points on that day.

### Curriculum Alignment

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>NCHEC Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals/Discussions/Content Activities/Interactive Teaching Projects</td>
<td>VI &amp; VII</td>
</tr>
<tr>
<td>Exam 1</td>
<td>VI &amp; VII</td>
</tr>
</tbody>
</table>

*Perspectives on Sexuality, Sex Research, Female & Male Sexual Anatomy & Physiology, Gender Issues*
### IV. Evaluation and Assessment (Grading):

**Evaluation Criteria: Grading Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 60 points each)</td>
<td>240</td>
<td>34%</td>
<td>A=89% or higher</td>
</tr>
<tr>
<td>Journals</td>
<td>125</td>
<td>18%</td>
<td>B=79%-88%</td>
</tr>
<tr>
<td>In-class Activities and Homework</td>
<td>225</td>
<td>32%</td>
<td>C=69-78%</td>
</tr>
<tr>
<td>Interactive Teaching Projects</td>
<td>50</td>
<td>7%</td>
<td>D=59%-69%</td>
</tr>
<tr>
<td>Civility &amp; Professionalism</td>
<td>65</td>
<td>9%</td>
<td>F=Below 59%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>705</strong></td>
<td><strong>100%</strong></td>
<td></td>
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</tbody>
</table>

**Grading Scale:**

- **A=89% or higher** (627+ points)
- **B=79%-88%** (556-626 points)
- **C=69-78%** (486-555 points)
- **D=59%-69%** (415-485 points)
- **F=Below 59%** (414 points or less)

### V. Tentative Course Calendar (Subject to changes and all changes will be announced in class)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td><strong>Course Introduction</strong>&lt;br&gt;Student and instructor introductions, course content and syllabus review.</td>
</tr>
<tr>
<td>January 24</td>
<td><strong>Chapter #1: Perspectives on Sexuality</strong>&lt;br&gt;Covers sexual rights, definition of sexual intelligence, controversies and diversity in sexuality, cultural aspects of sexuality, historical perspectives of sexuality and media and politics.</td>
</tr>
<tr>
<td>January 29</td>
<td><strong>Chapter #2 Sex Research</strong>&lt;br&gt;Covers goals of sexology, methods of sexuality research, technology and research, ethics of sexuality research and evaluation guidelines for sex research.</td>
</tr>
<tr>
<td>January 31</td>
<td><strong>Chapters #3 &amp; #4 Female &amp; Male Sexual Anatomy &amp; Physiology</strong>&lt;br&gt;Covers anatomical structures of male and female sexual anatomy, functions of these structures and physiological responses of anatomical structures. <strong>Journal #1 DUE by 11:59 pm via D2L</strong></td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Chapters #3 &amp; #4 (continued)</strong></td>
</tr>
<tr>
<td>February 7</td>
<td><strong>Discussion Board Gender Issues</strong></td>
</tr>
<tr>
<td>February 12</td>
<td><strong>Chapter #5-Gender Issues</strong>&lt;br&gt;Covers difference between sex and gender, gender identity formation, gender roles and transcending gender roles</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>February 14</td>
<td><strong>Video-Gender Revolution</strong></td>
</tr>
<tr>
<td>February 19</td>
<td><strong>EXAM #1 (Chapters 1-5)</strong>&lt;br&gt;Mrs. Morton out of town at a conference 2.15-2.20. Available via email (<a href="mailto:mortonca1@sfasu.edu">mortonca1@sfasu.edu</a>)</td>
</tr>
<tr>
<td>February 21</td>
<td><strong>Chapter #6-Sexual Arousal and Response</strong>&lt;br&gt;Covers how the brain influences sexual arousal, senses involved in sexual arousal, substances that influence sexual arousal, role of hormones, physiological changes during sexual arousal, age and sexual arousal and difference in sexes.</td>
</tr>
<tr>
<td>February 26</td>
<td><strong>Chapter #7 Love and Communication in Intimate Relationships</strong>&lt;br&gt;Covers the definition of love, types of love and relationships, factors influencing choice of mates, styles of attachment, definition of intimacy, factors in relationship satisfaction, effective communication and its role in relationships, and how to say “no”</td>
</tr>
<tr>
<td>February 28</td>
<td><strong>Intimate Partner Violence</strong></td>
</tr>
<tr>
<td>March 5</td>
<td><strong>Chapter #8-Sexual Behaviors</strong>&lt;br&gt;Covers various sexual behaviors including but not limited to celibacy, fantasy, self-stimulation and coitus and the importance of context in sexual expression and how it influences sexual behaviors.&lt;br&gt;Journal #2 DUE by 11:59 pm via D2L</td>
</tr>
<tr>
<td>March 7</td>
<td><strong>Chapter #9-Sexual Orientations</strong>&lt;br&gt;Continuum of sexual orientations, determinants of sexual orientation, social attitudes and influences, gay rights movement, the process of coming out and how to support someone in their process/be an ally and research about the differences between heterosexual and homosexual relationships.</td>
</tr>
<tr>
<td>March 12</td>
<td><strong>Chapter #10-Contraception</strong>&lt;br&gt;Historical and social perspectives, sharing responsibility, choosing a birth control method, hormone based contraception, barrier and spermicide methods, intrauterine devices, emergency contraception, fertility awareness, sterilization and new directions</td>
</tr>
<tr>
<td>March 14</td>
<td><strong>EXAM #2 (Chapters 6-10 &amp; Intimate Partner Violence Presentation)</strong></td>
</tr>
<tr>
<td>March 19</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>March 21</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>March 26</td>
<td><strong>Chapter #11-Conceiving Children: Process and Choice</strong>&lt;br&gt;Pros and cons of parenting and remaining child-free, causes of infertility and artificial reproductive technologies, spontaneous and elective abortion, pregnancy and sexuality, components of a healthy pregnancy, childbirth and after childbirth.</td>
</tr>
<tr>
<td>March 28</td>
<td><strong>Chapter #12-Sexuality During Childhood and Adolescence</strong>&lt;br&gt;Sexual behaviors during infancy and childhood, physical changes in adolescence, sexual behavior during adolescence, adolescent pregnancy, sex education and age appropriate sexuality education.&lt;br&gt;Journal #3 DUE by 11:59 pm via D2L</td>
</tr>
<tr>
<td>April 2</td>
<td><strong>Chapter 13-Sexuality and the Adult Years</strong>&lt;br&gt;Single living trends in the US, differences in sexual activity between single people and married couples, cohabitation, marriage in collectivist and individualistic cultures, nonmonogamy, polyamory, divorce and sexuality and aging.</td>
</tr>
</tbody>
</table>
### April 4
**Chapter #14 Sexual Difficulties and Solutions**
Covers various forms of sexual difficulties including incidence, prevalence, symptoms and causes as well as treatment, sexual enhancement and therapeutic interventions.

### April 9
EXAM #3 (chapters 11-14)

### April 11
*Interactive Teaching Activities*

### April 16
*Interactive Teaching Activities*

### April 18
*Easter Break*

### April 23
*Interactive Teaching Activities*

### April 25
*Interactive Teaching Activities*

### April 30
**Chapter #15-Sexually Transmitted Infections**
Covers risks, symptoms, treatments and prevention of viral, bacterial, manageable and curable sexually transmitted infections.  
**Journal #4 DUE by 11:59 pm via D2L**

### May 2
**Chapter #16 Atypical Sexual Behavior**
Covers definition of atypical sexual behavior, coercive and non-coercive paraphilias, and sex addiction including potential causes and treatment

### May 7
**Chapter #17 Sexual Coercion**
Covers the definitions of sexual assault, rape and coercive behaviors, childhood sexual abuse and sexual harassment.  
**Video: Invisible War**

### May 9
**Chapter #18 Sex for Sale**
Covers the characteristics of pornography versus erotica, how online pornography has influenced sexual behavior, the “pornification” of mainstream culture, prostitution and sex work and human trafficking and the sex trade.  
**Journal #5 DUE by 11:59 pm via D2L**

**Tuesday, Tuesday, May 14 10:30 am-12:30pm**
**Exam #4-Chapters 15-18 via D2L**

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### VI. Required Readings:


2. D2L to access readings and media as provided/indicated by the instructor in D2L.

3. **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 ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once LiveText is activated, if you have technical questions, call ext. 7050 or e-maillivetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
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/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to
certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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:
   - 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.