I. Prerequisites: RHB 220 (for rehabilitation service program majors)

Course Description: Introduction to the utilization of interpersonal communication skills in professional settings. This course will teach you the art of interacting with people both verbally and non-verbally, as well as the ethical and cultural underpinnings to helping and interviewing clients for your future profession. The skills you learn in class can help you not only in human services but in your personal communication with friends and when you apply for jobs (knowing how to present yourself professionally by use of these skills will set you way apart from applicants without these skills). Emphasis will be placed on the understanding of the principles of interviewing and on the demonstrated application of these skills by the student.

*A complete list of standards associated with Programs and Student Learning Outcomes, assignments, and assessments are located on the Perkins College of Education Website.

General Learning Goals & Objectives:
The overall goal of this course is to provide the basic knowledge and skills necessary to be an empathic, ethical and effective interviewer in a variety of helping professions.

II. Specific learning objectives are as follows:

1. To gain an understanding of the personal and professional aspects of the interviewing process.
2. To develop the skills necessary to be an effective interviewer.
3. To gain an understanding of how multiculturalism affects the interviewing process.
4. To gain an understanding of the various components of an interview along with when and how to use these components.

SACS Student Learning Outcomes

1. Students will have the basic skills to conduct an assessment and communicate their findings
2. Students will be able to know and use effective professional communication skills
III. Course Activities:
Interviewing is best learned by doing. This course will therefore involve practicing what you learn in the classroom. The course format will involve lectures followed by actually practicing the interviewing process with others. All of this will take place in class. Because knowledge is essential to practice, there will also be exams covering the technical aspects of the material. Outside of class, each student will complete two interviews at our Counseling Clinic located in HSTC 202 (on the second floor right around the corner from the elevators). Each student is required to provide a USB thumb drive for the interview recording.

Course Assignments
Examinations (300 points)
Exam #1 – Preparing to interview (100 points)
Exam #2 – Basic interviewing skills (100 points)
Exam #3 – Advanced interviewing skills & odds and ends (100 points)

• You MUST bring SCANTRONS for exams – Scantron form 882 E
• The three exams are comprised of various types of test questions, e.g. multiple choice questions, true/false, short answer, and matching. Questions will be drawn from course lectures, discussion, and readings.
• IT IS ESSENTIAL TO READ YOUR TEXT. LECTURES WILL NOT COVER ALL TEST MATERIAL.
• Make up exams are permitted with proper documentation and are to be scheduled with the instructor. You must contact the instructor as soon as possible and arrange a makeup exam; exam must be completed within ONE WEEK after missing or forfeit the opportunity to make it up.
• You will have 1.5 hrs of class period to complete the exam.
• You will not be permitted to take the exam if you are late on exam day. Do not enter the classroom after the class/exam has begun.
• Weeks 6, 11, and exam week 17 – 100 points each; 300 total points

Demonstrated Skills (300 points)
Interview #1 (100 points) will last 12 to 15 minutes and cover all required skills
Interview #2 (200 points) will last 15 to 20 minutes and cover all required skills and any applicable enhanced skills.
  o For Interview #2 only, you will be required to write short essay answering a few questions provided during class regarding your performance as a helper for the second video. This means you will have to watch your video. For grading, I am looking for evidence of careful analysis of your own performance and thoughtful answering of the questions provided. 50 of 200 points will be related to this essay, leaving 150 of 200 points to be based on your performance as a helper on the video.
• All interviews, rubrics, and papers are to be TURNED IN on D2L on the due date.
• 25% per day will be deducted for late submissions with arrangements beforehand.
• Interviews are due by class time on due date (4:30 pm)

Homework & In-Class Activity (150 points)
Take home or in-class assignments that relate to course content will be distributed and discussed throughout the semester. Depending on time constraints and other factors, these assignments may be given during class as individual or group assignments. Each assignment will be worth 15 points unless otherwise specified and will be designated on the course calendar. These will be graded for a combined total of 150 points.

Be careful not to plagiarize. Your work is subject to submission to plagiarism software. If you are found to have plagiarized, you will lose all points for the assignment and you will be reported to the University Committee of Academic Integrity. No late assignments are accepted, unless discussed and excused before due date. In-class assignments are due during the class time assigned or at the beginning of the following class as specified.

You will turn in all assignments in D2L unless otherwise specified or if you have made arrangements before due date.

*Exam review assignments will not be accepted late for any reason. These are due at the beginning of the class period on exam day with no exceptions. These submissions are made electronically in D2L.

Minute Papers (50 points)
Five minute papers will be assigned throughout the semester during class. These allow you to express any thoughts or feelings you have about course material for the week in a few sentences, in response to basic questions posed by the instructor. What I’m looking for is proof that you’re thinking about the material. There are no right or wrong answers. Each minute paper will be worth 10 points. Minute papers are in-class assignments. You cannot make up for missed minute papers.

*Please use complete sentences and write legibly. I have to be able to understand what you have written!

*You are able to type these in class and submit by D2L email if you choose to. These must be completed in class before you are dismissed.

Attendance/Participation (100 points)
Class Participation includes:
• Attendance (being in class) and Promptness (being on time to class) = 100 points
  o Each person will be allowed two unexcused absences, after which each unexcused absence will result in a twenty point deduction from the possible 100 point total for attendance and participation.
  o If you are more than ten minutes late to any class, consistently late to class, or leave class early without discussing beforehand, this may count as an unexcused absence. If you are late or leave early you will lose half of your attendance/participation points for that class.
- **Why shouldn’t I miss class?** In addition to attendance points, each lecture will involve “hidden” slides that are only available for people who are present in class, and for those with excused absences. There will also be five minute papers, each worth ten points. *For any given day missed, you run the risk of missing a minute paper, which cannot be made up (unless you have an excused absence), and at least one or two “hidden” slides, material from which I make an extra effort to include on tests.* Additionally, when we get to the skills section of the course, it is extremely important for each person to be present not only to learn helping skills through practice for their own benefit, but also to be present to ensure that other groups have an adequate number of people. So know that I respect your freedom *not* to be in class, but that you’re gambling with your final grade for each class you miss (unless your absence is excused).

- **It is necessary to be present for skills practice and to actively participate in skills practice to receive the full participation points for the day.**

  - Participation Do’s and Don’ts =
    - Examples of Participation Do’s are:
      - Being engaged with the lecture or group, i.e., “really there”
      - Speaking up in class with questions
      - Demonstrating knowledge of material in response to questions
      - Participating appropriately in class discussion and group activities
    - Examples of Participation Don’ts are:
      - Not speaking up at all in class, ever
      - Dominating class discussions or other activities
      - Having side conversations during class
      - Texting or paying attention in any way to your phone.

      - Points will be deducted for repeated disruptions and for a failure to regularly participate in class.

**IV. Evaluation and Assessment (Grading Criteria):**

<table>
<thead>
<tr>
<th>A = 900 – 810 points</th>
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<tbody>
<tr>
<td>B = 809 – 720 points</td>
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<tr>
<td>C = 719 – 630 points</td>
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<tr>
<td>D = 629 – 540 points</td>
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<tr>
<td>F = 539 or below</td>
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</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Item</td>
<td>Total Item</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Each of 3</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>Demonstrated Skills (Interviews)</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Interview One</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>


I will not round grades up or down. Do not ask me to round (or bump) your grade. The grade you earned is the grade you will receive.

**Professionalism**
Part of your success in this class and in your college experience is related to sharing your ideas in class, collaborating and working equitably with colleagues, and treating colleagues and the instructor with respect both in and out of class. Professionalism also includes appropriate behaviors during lectures and presentations. When someone is speaking to the class or making a presentation, professionals do not engage in conversations, read the paper, check their email, or participate other distracting behaviors that detract from the audiences’ attention to the speaker. Question to consider: Based on the expectations described, how well did I demonstrate professionalism throughout the course?

Students are expected to respect one another in the classroom. This includes not talking while other students or the instructor are talking and being courteous and non-judgmental regarding the comments of other students. If you feel uncomfortable with what someone is saying (or the course content), pause and try to see the world from their perspective. Ask yourself, why am I feeling uncomfortable? It may be an opportunity for personal growth.

**Basic Ground Rules**
As a student, you will be treated and respected as an adult. Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. Likewise, there should be empathy and understanding for the personal impact that can occur in those with whom we interact or discuss in class. You are expected to participate in classroom activities and discussions in such a manner as to maximize learning for yourself and your classmates. The following are the basic ground rules of this class:

- **Value differences**
- **One person speaks at a time**
- **Laugh with each other – not at each other**
Maintain confidentiality
Have consideration for opinions other than your own
No one dominates – everyone participates
Keep an open mind – seek to understand others’ viewpoints

Communication
Please check your email daily. If you send me an email, look for a reply to at least confirm I received your email. If you do not receive a confirmation, email me again! If you ask me to do something, e.g. accept an assignment by email or inform me that you will be absent, check back to see if I have given you any further instructions. I am not responsible for items I cannot open, emails I did not receive, or your neglect to obtain my return email.
I will typically get back to you that day and usually even on weekends (with some exceptions – I am off on the weekends too!).

V. Course Calendar

Preparing to Interview

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic (Reading due)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 23</td>
<td>Introduction to the Course and each other Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>2 Jan 30</td>
<td>Introduction to Helping Our Motivations</td>
<td></td>
</tr>
<tr>
<td>3 Feb 6</td>
<td>Common Concerns of Helping Our Values (Chapter 3, pp. 52-53) Culture, Multiculturalism, Diversity Understanding Yourself and Others (Chapter 1)</td>
<td>Homework 1 due</td>
</tr>
<tr>
<td>4 Feb 13</td>
<td>Perspectives on Yourself and Others (Chapter 2) Ethics and Legalities (Chapter 3, pp. 53-70) Boundaries</td>
<td>Bring a copy of your Ethics Code</td>
</tr>
<tr>
<td>5 Feb 20</td>
<td>Professionalism (Chapter 4), The Helping Relationship (Chapter 5) The Helping Process</td>
<td>HW 2 due</td>
</tr>
<tr>
<td>6 Feb 27</td>
<td><strong>Exam #1 on Preparing to Interview</strong></td>
<td>Exam 1 Review due</td>
</tr>
</tbody>
</table>

Basic Interview Skills

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Mar 6</td>
<td>Attending (Chapter 6) Reflecting Content &amp; Feeling (Chapter 8) Reasons for Listening handout Reflecting Content &amp; Feeling (Chapter 8)</td>
</tr>
</tbody>
</table>
**Note:** please take extra care to be sure you read chs 6&8 Feelings vocabulary handout

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Mar 13</td>
<td>Questioning Skills (Chapters 9 &amp; 10) Summaries Opening and Closing a Meeting (Chapter 7)</td>
<td>Homework 3 due</td>
</tr>
<tr>
<td>9 Mar 20</td>
<td><strong>Spring Break – No Class!</strong></td>
<td></td>
</tr>
<tr>
<td>10 Mar 27</td>
<td>Strengths Interview # 1 Instructions Clinic Practice</td>
<td>Homework 5 due</td>
</tr>
<tr>
<td>11 April 3</td>
<td><strong>Exam #2 on Basic Skills</strong></td>
<td>Exam 2 Review due</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Skills</strong></td>
<td></td>
</tr>
<tr>
<td>12 April 10</td>
<td>Assessing Motivation (Chapter 11) Stages of Change handout</td>
<td></td>
</tr>
<tr>
<td>13 April 17</td>
<td>Goals (Chapters 12, 13) Information Giving and Self-disclosure (pp. 272-274)</td>
<td>Interview 1 Due</td>
</tr>
<tr>
<td>14 April 24</td>
<td>Challenging Skills (pp. 270-271) Extra Practice Interview # 2 instructions</td>
<td>Homework 6 due</td>
</tr>
<tr>
<td></td>
<td><strong>Odds &amp; Ends</strong></td>
<td></td>
</tr>
<tr>
<td>15 May 1</td>
<td>Interpreting Themes (pp. 221-223) Taking Action (Chapter 14) The Helping Process Redux</td>
<td>Homework 7 due</td>
</tr>
<tr>
<td>16 May 8</td>
<td>Terminating Professional Relationships (Chapter 15) Stress, Burnout, and Self Care</td>
<td>Interview 2 Due</td>
</tr>
</tbody>
</table>
| 17 May 15 | **Finals Week**
Exam #3 on Advanced Skills and Odds & Ends
*will be during scheduled final exam time | Exam 3 review Due |

**Potential for Course Changes**

All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.
VI. Required Textbook:

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. (See last section on syllabus for LiveText info and eligibility.)

You will need access to a thumb drive for this course.

Recommended Textbook:

Because this is a skills-based course, seeing as many examples as possible can be extremely helpful in gaining a better understanding of what is involved with different skills. The above textbook is optional because the Chang text provides some examples, and we’ll also be providing examples in class. If, however, you’re extra concerned about learning skills and would like more help, I highly recommend buying an older edition of this text online, which will allow you to save a lot of money (many texts that are one edition older than the current edition are 80% cheaper than the current edition). Know that we’ll have over a month before we begin discussing and practicing helping skills in detail, so you’ll have time to find an older edition if you decide on it.

VII. Course Evaluation:

Near the conclusion of each semester, you may complete an online course/instructor evaluation survey. Evaluations 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. Please be thoughtful, thorough, and accurate in completing the evaluation. The evaluation process is completed electronically through MySFA. Although I will be able to view the names of students who have completed the survey, all ratings and comments are confidential and anonymous, and will not be available to me until after final grades are posted. I appreciate your comments and will thoughtfully consider them as means of improving the course.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall
maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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

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

**Student Academic Dishonesty: Policy 4.1**

Academic integrity is a responsibility of all university faculty and students. 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.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Although I do not expect that this will be a problem, any student caught cheating can expect, at minimum, serious penalties. Such penalties may include failure of the assignment and/or the course. Further disciplinary action may result per university policy.

**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
Students will not receive credit for assignments that contain plagiarized material and/or are a product of cheating.

If you use ANY electronic devices or ANY written materials for ANY reason during an exam (or any other type of cheating), I will collect the exam from you and you will automatically receive 0% on the exam. You will be also reported to the academic integrity committee for investigation.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3) and must appeal within 30 days of the beginning of the long semester following the incident. The student(s)' grade may be withheld by the instructor pending resolution through the above procedures.
If the student wishes further appeal, he/she may apply to the Provost V.P. for Academic Affairs for a hearing by the University Committee on Academic Integrity.

Withheld Grades Semester Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard
academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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

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

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

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

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

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

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

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

**Statement on Harassment, Assault, AND discrimination**

If you encounter personal problems of any kind on or off campus, please reach out for help. This specifically includes being the victim of sexual assault, domestic violence, harassment based on sex or gender, discrimination based on race, religion, or national origin, or hate speech of any kind. If you are the victim of any of these types of violations on campus, immediately call campus security (936-468-2608 for non-emergencies) or see the Assistant Dean of Student Affairs (Hollie Smith, Suite 3.105 Baker Pattillo Student Center, 936-468-7249) or the Title IX Coordinator (Michael Walker, Rusk Building, Room 301, 1936 North Street; 936-468-8293); You may also seek out the Campus Health Clinic (On the S.E. corner of Raguet and East College Streets; 936.468.4008); the campus counseling centers (Student Counseling Services - 3rd Floor, Rusk Bldg; 936.468.2401 and the Department of Human Services Counselor Education Counseling Clinic 2100 Raguet St., Human Services and Technology Building; 936.468.1041).

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Additionally, Stephen
F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Sex discrimination includes sexual harassment and sexual assault. It is the policy of Stephen F. Austin State University (SFA), in accordance with federal and state law, to prohibit unlawful discrimination as outlined in University policy 2.11 (Discrimination Complaints/Sexual Harassment).