**Department of Kinesiology and Health Science**  
**HLTH 3551-501 (ONLINE)**  
**SUBSTANCE PREVENTION EDUCATION**  
**Fall 2020**

**Instructor:** Marym Lakhani, MPH  
**Course Times & Location:** Online only on D2L  
**Office:** Contact via Email/Zoom  
**Office Hours:** Available via mySFA email; Virtual Zoom appointments available by request.  
**Email:** lakhanim@sfasu.edu  
**Credits:** 3 hours

**Other Contact Information:** The best way to contact me is via the above mySFA email. You can also contact me via the D2L email tool, however it may take me a little longer to respond.

**Prerequisites:** None

**I. Course Description:** This course will explore legal and illegal drug use in modern society. Issues related to the social, cultural, political, and economic impact of drug use will be discussed. There also will be an emphasis on prevention, treatment, and effective educational techniques of various practice settings and target populations. Various types of drugs and their effects will be addressed in the context of health education and prevention. Students will investigate constructs in their lives with a sense of purpose and self-responsibility and apply course content in their personal environment.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Course Justification:** HLTH 3351 is an online course that will meet 150 minutes of D2L classroom time with online engagement with the content per week for 16 weeks. The course works on NCHEC’S following areas of responsibility (II, V, VI, VII) through two course assignments tied with accountability and accreditation. Students will have assignments beyond the interaction with the online modules that consist of weekly readings from the textbook, weekly discussion board posts/replies, three exams and two major assignments related to accreditation. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.
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.

Student Learning Outcomes – The student will learn to:
1. Describe the scope of issues related to the use and abuse of drugs. (PLO#2, CH PLO#4) 2. Analyze historical trends in drug taking behavior in America. (PLO#2, CH PLO#4)
3. Distinguish between and understand the differences in drug use, misuse, and abuse. (PLO#2, CH PLO#4)
4. Describe the major categories of drugs and risks associated with their misuse and abuse. (PLO#2, CH PLO#4)
5. Understand how both objective and subjective factors influence the total effect of a drug. (PLO#2, CH PLO#4)
6. Determine healthy decisions regarding personal drug use. (PLO#2,5; CH PLO#4,5) 7. Describe the psychological aspects of drug use. (PLO#2, CH PLO#4) 8. Analyze the role of the health educator as a link between their program and outside group organizations. (PLO#2,4; CH PLO#1,4)

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

A. Discussion Board Posts and Reply to Peers (140 points total – 10 points per week)
Each week, you will be responsible for completing the assigned readings. You will then write a thorough and thoughtful post on the D2L Discussion Board for that week of a minimum of two (2) paragraphs as well as citing your references (textbook with page, PowerPoint slide w/page). Since everyone is reading the same material, your weekly discussion post should NOT be a summary of the readings. Instead, in the discussion posts, I want to hear your thoughts on the material you read. What did you find interesting? What seemed like common sense? Do you have questions on the material you read? Were there points the author made that you didn't agree
with? If so, why? Can you relate the material to current events or something that happened to you? Leaving it open like this allows for better conversations with your peers. Your discussion post is worth 6 points each week and is due every Sunday by 11:59 PM.

In addition to your own post, you must review and reply to two (2) of your peers’ discussion posts each week. Each response is worth 2 points, for a total of 4 points each week. Your reply must be thoughtful and respectful of your peer’s post and should be a minimum of one (1) full paragraph (at least 3 full sentences). Simply saying, “I agree with you,” is not enough and you will not receive credit for posts like these. You MUST post first in order to view your peer’s responses. All post entries and edits are visible to the instructor.

Respect and Privacy are extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students who share their thoughts and experiences in class.

B. Exams (3 @ 50 points each = 150 points)
The word “Exam” will be interchangeably used as “Quiz”. There will be three (3) online quizzes administered throughout the course. Each quiz will be worth 50 points and will cover all material and chapters covered UPTO THAT POINT according to the syllabus. They will be schedule as “quizzes” on D2L and will NOT be cumulative. This means that the chapters covered on Quiz 1 will not be tested on Quiz 2. Each quiz will have both multiple choice and true/false questions. You must read the material in order to do well on them. This means the textbook is necessary for this course.

**To see which chapters are covered for each Exam/quiz, refer to the tentative timeline BELOW**

C. Prevention Program Planning Guide (50 points)

***This assignment is related to accountability and accreditation. This assignment MUST be completed and submitted to LiveText***

The presentation planning guide worksheet and rubric used to assess your work will be posted on D2L. You will have an extensive conversation with your group members resulting in an extensive map for your presentation covering the following areas:
1. Specific subtopics covered in your presentations (Check the “Presentation Project module” on D2L for more information)
2. Links to supplemental videos you intend to use,
3. List of resources, links to resources, articles, etc. you plan to use to create the presentation
   (4) decide on your target audience (i.e. college freshman)
(5) Which prevention level you will be using.
Please NOTE: Even though this is a group project, EACH STUDENT must individually submit a copy of the project to D2L & LiveText in order to receive credit for the assignment. If you do not submit assignment to both locations, it can result in a grade of zero for this assignment.

D. Prevention Program Presentation Video (100 points)

***This assignment is related to accountability and accreditation. This assignment MUST be completed and submitted to LiveText***

This is a GROUP project. You and your group members will need to prepare and facilitate a “30-minute” presentation video. You will be assigned one of the following topics. You will be assigned one of the following topics:

1) Alcohol,
2) Tobacco
3) Prescription Drugs
4) Marijuana
5) Codeine-promethazine (syrup)
6) Methamphetamines
7) Alcohol + Energy Drinks
8) Current Drug Trends, like “Bath Salts” and Salvia.

You will CREATIVELY present (using visual aids, power point or prezzi) with the goal of either trying to solve a problem before it starts, reduce the impact of a problem, or lessen the impact of lasting effects. These goals reflect the primary, secondary, and tertiary levels of prevention. You must have use at least 4 peer-reviewed journal articles. Websites that are used for presentation content, must have a .gov, .edu or .org extension to be included. All the supplemental videos must be appropriately referenced in APA format as well.

You will decide what age group your presentation will be delivered to and what prevention level you will use to communicate with that demographic. You must have a 30 minute recorded video of yourself and a visual aid/communication aid to receive full points on the project. The video portion of the project is mandatory. Your face and your visual aid must both be visible in one video. Content from the visual aid should be readable on my screen. If you choose to use Prezi/PowerPoint, your projects must still contain videos of yourselves presenting the information to your chosen demographic.

How should I record my video?

- Zoom - set up a meeting with group, record your presentation and than upload it to D2l. Every student through SFA has access to Zoom.
• You could also record a video using screencast-o-matic (free version). From here, you could do an easy upload to you tube or download the video and then submit on D2L! If you used the free version, you will need to upload the video in 2 parts (there should be no more than 2 parts to every video assignment)
• Google Slides allows recording of a similar fashion as well. You will need a webcam on your computer/laptop.
• Mac computers can use iMovie program. You will need a webcam on your computer/laptop or a video camera to use this software.
• The power point has a special function which allows you to record a video of yourself through a laptop/computer’s webcam. You will need to record yourself presenting content from each slide. You will need a webcam connected to your computer/laptop.
• Videos from cell phone are ONLY acceptable if they are of high quality. A video with poor resolution, angle and lack of clarity will receive point deductions.
• **You can also use any other video software of your choice as long as it allows face recording and screen sharing!**

You do not need a detailed background in video recording (mass communication) to complete this project. Since you will be submitting material which will have size/content limits and requirements, **I would suggest you start getting familiar with the software you will be using ASAP.** If you wish to ensure your submission will meet the necessary size requirements prior to the deadline date, please email me at least 2 weeks prior to the deadline. You will use the textbook and other reliable/credible resources to create your unique presentation. A list of resources must be included at the end of the presentation in the style of the American Psychological Association (APA; see the APA reference manual that is required for this course).

**Video:** I do not care what software you use to record/execute/upload your video. It matters to me that you are able to submit your 30 min video – to D2L and LiveText. It also matters that I am able to easily view it. **If I cannot hear/see you, and cannot see/read your visual aid, do not expect to receive a good grade on this project.** If it is easiest for you to upload your video to YouTube, and you are comfortable doing so, go right ahead. ***You do not have to upload anything to YouTube if you are uncomfortable doing so***

**Meeting:** You will be asked several times throughout the semester to meet with your group. As this is an online class in 2017, you do not have to meet face-to-face with your group members to complete this assignment. You can meet via skype/facetime/google+/group email. **You do not have to meet face-to-face with your group to complete this presentation effectively.** However, your group MUST be able to contact you throughout.

**Each of you will also evaluate your group members’ contributions to the presentation.**
Please NOTE: Even though this is a group project, EACH STUDENT must individually submit a copy of the project to D2L & LiveText in order to receive credit for the assignment. If you do not submit assignment to both locations, it can result in a grade of zero for this assignment.

1. **Presentation Peer Evaluation (60 points)** After the presentations have been turned in, a document will be uploaded to D2L. You will use the presentation peer evaluation worksheet to review the members of your group on their performance. Please follow all directions on the worksheet and answer these questions in paragraph form with complete sentences. This worksheet can and will affect your group members’ grades.

2. **Methods of Instruction:** The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn (D2L) web site. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).

3. **Attendance:** Attendance is MANDATORY for this course. Attendance will be taken weekly via discussion participation. Failure to participate in class discussions will result in being dropped from this course.

4. **FAQ’s About the Video Assignment:** I would like to use this section to address some of the common questions about the assignment from previous semesters. Please note that answers to all these are answered in the course documents (presentation project documents module). However, I would like to clarify any confusion there may be regarding the project~ See below for most common FAQ's regarding the presentation project.
   - **Length of the video:** It is a 30-minute group video. A common question asked is how do you calculate the individual time that you (the student) must contribute to the overall video? Depending on the number of group members, you could be contributing between 5-6 mins of your own portion to the overall video. Just divide 30 by the number of group members assigned to your group. All the individual video portions should add up to a 30-minute group video.
   - **Who should submit?** Each student from the group will submit the completed 30-minute video project and visual aid to their D2L and LiveText account. In sum, everyone should submit every deliverable of the assignment to D2L and LiveText.
   - **More on recording the video:** If you use video camera to record yourself and group members, make sure you are comfortable and are able to use the movie editing software on your own laptops. It is the student’s responsibility to record, edit, compile and submit the video. Check above to see what software you can use to record your video portion!
   - **Visual aid submission:** Make sure to turn in both the visual aid (the content, i.e. slides from PowerPoint) and the 30-minute video to both D2L and LiveText.
   - **Using PowerPoint to record video:** If you are using Power Point, please go the "slideshow" tab and click on "record slide show" (your laptop/computer's webcam must be connected and function otherwise you will only see a blank white window). This
function will allow you to record your content for each slide; therefore, you will be recording the content for each slide separately. Make sure to check that each slide's recording does add up to your individual 5-6 minute video portion. Using Power Point will be easier as it will be simple for one member in the group to compile all the slides, make sure it adds up to a 30 minute video and do any final touches to the ppt. design!

- If you do use Power Point or google slide- you will have your visual aid and video incorporated into one document.

- Examples- I do have past group projects that I can show to groups. However, these projects cannot be shared via D2i in order to maintain student privacy (since student's faces are visible). I do offer the option that groups or one of the group member can come by my office to see those previous projects if you would like to see an example of the project done on Power Point, or google slides.

- If you have any questions, or are facing lack of group members' contribution, please let me know ASAP!

IV. Evaluation and Assessments (Grading):

Discussion Board & Replies = 140 points
(10 pts. Each)
Quizzes (3) = 150 points (50 pts. Each)  A = 90-100% (≥ 448 pts.)
Presentation Planning Guide = 50 points  B = 80-89% (398-447 pts.)
Prevention Presentation = 100 points  C = 70-79% (348-397 pts.)
Presentation Peer Evaluation = 60 points  D = 60-69% (298-347 pts.)
(15 pts each)  F = <60% (< 297 pts.)
TOTAL = 500 points

FINAL POINT TOTAL 500 points

V. Tentative Course Outline/Calendar: This is a tentative course calendar. This is subject to change.

ALL DISCUSSION POSTS ARE DUE ON SUNDAY at 11:59 PM CST OF THAT WEEK. You must post first to reply to your peers & all post entries/edits are visible to the instructor.

Quizzes, Projects, and other assignments will close at 11:59 pm CST on the assigned date

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Class work</th>
<th>Due</th>
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7
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<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 1  | 08/24 -08/28 | Ch. 1 – Introduction to Drugs and Society  
*Defining drug use, dimensions of drug use, overview of drugs in society, and economic costs of drug use* | Chp. 1 Board Posts & Replies                      |
| 2  | 08/31 to 09/04 | Ch. 2 – Explaining Drug Use and Abuse  
*Theories and signs of addiction*  
Review appendix B: Drug use and abuse  
*CSA schedule (classification) of drugs* | Chp. 2 Discussion Board Posts & Replies           |
| 3  | 09/07 to 09/11 | Ch. 3– Drug Use, Regulation, and the Law  
*Cultural attitudes and discussion of U.S. drug regulations and laws and their effectiveness*  
Review Appendix A: Federal Agencies with Drug Abuse Missions  
*Lists U.S. agencies that focus on drug regulations/laws* | Chp. 3 Discussion Board Posts & Replies           |
| 4  | 09/14 to 09/18 | Ch. 4 – Homeostatic Systems and Drugs  
*Overview of homeostasis and drug actions* | Chp. 4 Discussion Board Posts & Replies           |
| 5  | 09/21 to 09/25 | Ch. 5 – How and Why Drugs Work  
*The intended and unintended effects of drugs* | Chp. 5 Discussion Board Posts & Replies           |

**Presentations Topics Assigned on D2l**
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<tr>
<th>Week</th>
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<th>Chapters</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>6</td>
<td>09/28 to 10/02</td>
<td><strong>Ch. 6</strong> – CNS Depressants: Sedative-Hypnotics&lt;br&gt;History and effects of CNS depression</td>
<td>Chp. 6 Discussion Board Posts &amp; Replies</td>
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<td><strong>Quiz/Exam #1 (Ch. 1-6) on D2L</strong>&lt;br&gt;Due 10/04 @11:59 PM</td>
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<td>7</td>
<td>10/05 to 10/09</td>
<td><strong>Ch. 7</strong> – Alcohol: Pharmacological Effects&lt;br&gt;The natural history and effects of alcohol&lt;br&gt;&lt;br&gt;<strong>Ch. 8</strong> – Alcohol: Behavioral Effects Statistics, definitions, and influences of alcohol use</td>
<td>Chp. 7 &amp; 8 Discussion Board Posts &amp; Replies</td>
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<td>8</td>
<td>10/12 to 10/16</td>
<td><strong>Ch. 9</strong> – Narcotics (Opioids)&lt;br&gt;Definition, history, and effects of narcotics&lt;br&gt;&lt;br&gt;<strong>Ch. 10</strong> – Stimulants&lt;br&gt;Introduction, examples, and effects of stimulants</td>
<td>Chp. 9 &amp; 10 Discussion Board Posts &amp; Replies</td>
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<td>9</td>
<td>10/19 to 10/23</td>
<td><strong>Ch. 11</strong> – Tobacco&lt;br&gt;History, statistics, and effects of tobacco</td>
<td>Chp. 11 Discussion Board Posts &amp; Replies</td>
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<td>Week</td>
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| 10   | 10/26 to 10/30 | **Ch. 12**– Hallucinogens (Psychedelics)  
*Introduction, history, types, and effects of hallucinogens* | | **Quiz/Exam #2 (Ch. 7-12) on D2L**  
Due 11/01 @ 11:59 PM |
| 12   | 11/02 to 11/06 | **Ch. 13**– Marijuana  
*Introduction, history, and effects of marijuana*  
**Ch. 14**– Inhalants  
*Introduction, history, and effects of inhalants* | | **Video Presentations Due on D2L & LiveText**  
Due on 11/07 @ 11:59 PM |
| 13   | 11/09 to 11/13 | **Ch. 15**– Over-The-Counter, Prescription, and Herbal Drugs  
*Introduction, history, and effects of OTC, Rx, and dietary supplements*  
**Ch. 16**– Drug Use in Subcultures of Special Populations | | **Peer Evaluation Forms DUE on D2L**  
Due on 11/15 @ 11:59 PM |
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<th>Week</th>
<th>Dates</th>
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<th>Assignments</th>
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<tr>
<td>14</td>
<td>11/16 to 11/20</td>
<td><strong>Ch. 17</strong>– Drug Use Prevention&lt;br&gt;<em>Risk factors, protective factors, and prevention program examples</em></td>
<td><strong>Chp. 17</strong> Discussion Board Posts &amp; Replies</td>
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<td><strong>Ch. 18</strong>– Treating Drug Dependence&lt;br&gt;<em>Treatment options, assessing addiction, and co-morbid conditions and their effects on treatment</em></td>
<td><strong>Chp. 18</strong> Discussion Board Posts &amp; Replies</td>
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<td>15</td>
<td>11/23 to 11/27</td>
<td><strong>Thanksgiving Holiday 😊</strong></td>
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<td>16</td>
<td>11/30 to 12/04</td>
<td><strong>Catchup on Course Content</strong></td>
<td><strong>Quiz #3 (Ch. 13-18) on D2L</strong>&lt;br&gt;Due 12/06 @11:59 PM</td>
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<tr>
<td>17</td>
<td>12/07 to 12/11</td>
<td><strong>Final Grades Submitted to D2L</strong></td>
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VI. Readings (Required and recommended – including texts, websites, articles, etc.):

2. D2L
3. LiveText! – This course uses the LiveText/Watermark 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/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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 PCOE, 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:

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

**Academic Accommodations 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, 468-3004/468-1004 (TDD) 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/disabilitiyservices/](http://www.sfasu.edu/disabilitiyservices/).

**Student Academic Integrity: 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:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class
- the falsification or invention of any information, including citations, on an assigned exercise; and/or
- helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own.

**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 if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- 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](http://www.sfasu.edu/policies/academic_integrity.asp)
Penalties for Academic Dishonesty Failure to adhere to SFA’s academic honesty policy will result in a grade of zero for the assignment or exam.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54) Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms 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 Disruptive Behavior- 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 (see the Student Conduct Code, policy D-34.1). 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. Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

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&eh=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 nonrefundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.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
1. Assignments – Late assignments are NOT accepted unless an exception is granted by the instructor: Assignments are due on assigned date NO LATER.
2. Extra Credit – I DO NOT GIVE EXTRA CREDIT. Please complete assignments in full and on time. You will not receive points you didn’t earn. ***This is a 300 level class***

Please keep the following in mind during the semester:
1. I will not respond to any emails which: do not include “HSC 351” in the subject line.
   • are not written with professional courtesy and not written in proper English
   • ask me a question which is in the syllabus (including any statements that are in this section)
   • are silly or ridiculous in any other way
2. The grading policies are clearly laid out in section IV. I will not round your grade anything beyond this, even if it is only one point.
3. There are no extra credit opportunities in this course.

4. If you have an excused absence, you must present this to me promptly. It is your responsibility to follow through with this. What constitutes “excused” is at my discretion.

5. I will not accept any late work. Remember, assignments are due by the due date and time on course calendar unless an extension is granted by me.

6. Finally, do not come to office hours to request exceptions to anything in the syllabus.