Instructor: Rachel Jumper, Ph.D.
Office: EDAN 131
Office Phone: (936) 468-2209
Office Hours: Mon 9:00am-noon; Tue 2pm-4pm
I am also available by appointment – email me!
Prerequisites: None

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week. All content is online in D2L.

E-mail: jumperr@sfasu.edu or through D2L
Credits: 3

I. Course Description:
Study of professionalism and ethics in the early childhood and family life education environments. Emphasis on decision-making, problem solving, and collaborative efforts among early child and family service career professionals.

Prerequisites: Junior standing, human development and family studies major. Must take prior to HMSC 4120.

Course Justification: Students in this course receive extensive course content information via online content modules and includes a major final project. Students in the course will engage in a variety of assignments which can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, and development of projects. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

Course Delivery Modality: This course uses online asynchronous course delivery.

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: https://www.sfasu.edu/coe/about/deans-office-statements

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.

Live Text Assignment: HDFS 4319 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText. If you do not already have a LiveText account, please be on the lookout in you SFA email for an email with registration instructions. You do not have to purchase your own LiveText account, SFA will provide you with a registration code.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.
In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course related to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

1. Learners will identify social and cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

1. Develop an awareness of professional appearance and behaviors within a professional organization
2. Utilize the NCFR principles for ethical thinking to address ethical behavior and ethical issues encountered in occupations related to child development and family living
3. Investigate and establish a practicum in a professional setting in the field of child development and family living

III. Certification Competencies:

Family Life Educator Certification:
Course content in HDFS 4319 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

IX. Professional Ethics and Practice: An understanding of the character and quality of human social conduct and the ability to critically examine ethical questions and issues as they relate to professional practice.

Notes from HDFS 4319 should be retained to review for the CFLE exam.
The following chart displays which assignments in the course address each outcome:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>SLO’s</th>
<th>NCFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1: Introduction</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Discussion 2: Feelings about Practicum</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Discussion 3: Goals for Practicum</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Discussion 4: Final Course Discussion</td>
<td>1, 2, &amp; 3</td>
<td>IX</td>
</tr>
<tr>
<td>Career Analysis</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Agency/Organization Investigation</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Interviews with Professionals</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>LinkedIn Profile Assignment</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Small Group Ethics Discussion Board</td>
<td>1 &amp; 2</td>
<td>IX</td>
</tr>
<tr>
<td>Written Ethics Case Study Reflection</td>
<td>1 &amp; 2</td>
<td>IX</td>
</tr>
<tr>
<td>Professional Meeting with Professor</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Selection &amp; Approval of Location</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Confirmation of Practicum Location</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments & Activities:

1. **Discussion board assignments & course survey (10%).** There will be four discussion board assignments throughout the semester and a final course survey. Each discussion is worth 25 points. Discussion questions require you to respond to a prompt with an original answer (often your own thoughts/opinions) and respond to the posts of your peers. Discussion responses must be posted directly to the discussion board by the due date/time for credit. Responses received via email will not count for credit. Detailed point breakdowns are provided in the instructions for each post. Pay careful attention to points & deductions in order to avoid point losses. The final discussion will be your final and is due during finals week.

2. **Written Course Assignments (40%).** There will be four written course assignments throughout the semester for which you will receive a grade. These assignments make up 40% of your grade for the course and should be treated with importance. Assignments open on Monday at 12:01am (CST) the week they are assigned and close Sunday at 11:59pm. Each course activity is worth 100 points and accounts for 10% of your overall course grade.
   a. Career analysis assignment
   b. Agency/organization investigation
   c. Interviews with professionals
   d. LinkedIn profile assignment

3. **Ethics Case Study (20%).** For this assignment, you will be randomly assigned to a case study. The assignment will include a group discussion post and then an individual reflection using the case study analysis process outlined in the course text. Detailed instructions on how to conduct the case study will be provided. Both the discussion and the individual reflection will be worth 50 points for a total of 100 possible points.
   **The individual reflection portion of this assignment must be uploaded into LiveText and D2L Dropbox to receive credit! Please make sure that you load the reflection into both. Not loading the paper into both will lead to a grade of “0” for the assignment. A link and instructions for using LiveText will be provided in D2L and you will be reminded to upload your paper to both locations when the paper is due.**
4. **Professional meeting with professor (15%).** During the middle of the semester students will contact the instructor to set up an appointment to discuss ideas for practicum. This appointment can either be face to face, via telephone or video chat. See course timeline for dates available to set up an appointment to meet. The instructor will not take your practicum paperwork unless you have met (face to face, telephone or video chat) to discuss your ideas for practicum. See the syllabus for appropriate dates during which to schedule your appointment.

5. **Selection & Approval of practicum location (5%).** All practicum sites must be approved prior to the due date of the “Confirmation of Practicum Location” assignment. You will submit a worksheet via a Dropbox in D2L to receive approval of your site. It is highly recommended that you contact potential site(s) early. You will be competing with other students from related disciplines seeking internship sites as well. Most organizations accept only a limited number of interns. Being early is also a sign of professionalism. Most, if not all, supervisors do not look favorably upon being approached at the last minute.

   **Important notes about practicum sites:**
   - Upon successful completion of this course, many students will enroll in the HMSC 4120 practicum course to complete program requirements for graduation. The HDFS program practicum requires students to complete 200 hours of practicum with a community-based organization providing services to children and families.
   - All sites must allow the student to directly interact with children and family receiving services from the organization. Completing observations at a community-based program without directly interacting with the population is unacceptable.
   - The goal of practicum is to allow students’ the opportunity to learn value skills and to test out the knowledge learned in the classroom to an actual population receiving community-based services. Thus, it is expected all internship sites affords students the opportunity to build skill, expand knowledge and learn hands on preventions and intervention activities designed to improve the well-being of others.
   - You may complete your practicum at your place of employment if it is approved by the instructor. In order for the instructor to approve your place of employment, your employment must be in the field of human development and family studies. You and your supervisor must develop a detailed plan of how your practicum will be different than your current employment at the agency/organization you are employed at.
   - If you are not able to find and secure a practicum site prior to the end of finals week you receive a grade of Withheld in HDFS 4319. As stated previously, you are required to directly interact with the population receiving services provided by the internship site.
   - Students cannot complete internship hours until he/she is in the HMSC 4120 course.

6. **Confirmation of Practicum Site (10%).** By the end of the semester it is expected that you have located and confirmed an internship site that fits your career aspirations after college. Practicum sites may include community-based social services, Head Start programs, public schools, child care and child development centers, faith-based organizations providing services to children and families, state and government agencies, college campuses, health care & family wellness programs, etc. If you have a question about whether a site is
appropriate, email the instructor. It is important you locate a practicum site you find most interesting to ensure you have a rewarding learning experience that may also lead to a paid employment position after graduation.

To confirm that you have found a location and have been approved by the supervisor, you will be required to submit information about the site and provide the contact information for the supervisor of your practicum. This assignment will be completed via a Qualtrics survey.

General Note on Late Assignments:
**Late assignments will not be accepted** e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, having computer/printer/internet problems, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit. Do not request to submit late work.

**Use of Technology:**
Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, check your grades, and communicate with both myself and your classmates. Internet access is an essential part of the course.

**Important notes about D2L:**
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. **You should check D2L on a daily basis.** Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week.** Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox
5. All due dates are in Central Standard Time (CST)

**Re-taking the Course:** If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.
Attendance:
While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

V. Evaluation & Assessments (Grading):
The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% -100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Discussions</td>
<td>Discussion 1: Introduction</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 2: Feelings about Practicum</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 3: Goals for Practicum</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 4: Final Thoughts</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL DISCUSSIONS</strong></td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>Career Analysis</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Agency/Organization Investigation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Interviews with Professionals</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>LinkedIn Profile Assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Ethics Case Study</td>
<td>Small Group Discussion Board</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Case Study Reflection</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CASE STUDY</strong></td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Practicum Assignments</td>
<td>Professional Meeting with Professor</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Selection &amp; Approval of Location</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Confirmation of Practicum Location**</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your weighted grade for you throughout the semester.

**Students are required to secure a practicum site by the end of finals week in HDFS 4319. If a practicum site is not found by this time, students will receive a grade of Failing (F) in HDFS 4319. If you are having trouble finding a practicum location, you must be in communication with me (the professor) on a regular basis.
VI. **Tentative Course Outline**

**NOTE:** Weeks run from Mondays at 12:01am - Sundays at 11:59pm (CST). All submissions are to be uploaded to D2L Dropbox before 11:59 PM (CST) on the last day of the week as shown below, unless otherwise noted!!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Course Module &amp; Book Readings</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Jan 11-15     | Welcome to the Course              | Course Module 1              | Pleased to Meet You Discussion & Complete HDFS 4319 Agreement Quiz *
<p>|      |               |                                    |                              | <em>Subsequent modules will not open until you have earned 100% on the Agreement Quiz</em>         |
| 2    | Jan 16-22     | What is a Practicum                | Course Module 2              | Feelings about Practicum Discussion                                                          |
| 3    | Jan 23-29     | Setting Professional Goals         | Course Module 3              | Personal Goals for Practicum Discussion                                                       |
| 4    | Jan 30-Feb 5  | Career Preparation                 | Course Module 4              | Career Analysis Assignment                                                                    |
| 5    | Feb 6-12      | Finding a Practicum Location       | Course Module 5              | Agency/Organization Investigation Assignment                                                   |
|      |               | First Steps                        |                              |                                                                                             |
| 6    | Feb 13-19     | Professionalism &amp; Interviewing     | Course Module 6              | Begin Interviews with Professionals Assignment                                               |
|      |               | Potential Employers                |                              | Schedule Professional Meeting with Professor                                                  |
| 7    | Feb 20-26     | Professionalism &amp; Branding         | Course Module 7              | LinkedIn Profile Assignment                                                                  |
|      |               |                                    |                              | Continue Interviews with Professionals Assignment                                             |
|      |               |                                    |                              | Professional meetings with Professor as scheduled                                             |
| 8    | Feb 27- Mar 5 | Professionalism &amp; the Field of     | Course Module 8              | Continue Interviews with Professionals Assignment                                             |
|      |               | Family Life Education              |                              | Professional meetings with Professor as scheduled                                             |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Course Module &amp; Book Readings</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar 6-12</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>9</td>
<td>Mar 13-19</td>
<td>Introduction to Ethics</td>
<td>Course Module 9</td>
<td>Interviews with Professionals Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read Text pgs 42-44 &amp; 1-16</td>
<td>Professional meetings with Professor as scheduled</td>
</tr>
<tr>
<td>10</td>
<td>Mar 20-26</td>
<td>Ethics &amp; Family Life Education</td>
<td>Course Module 10 Text pgs. 17-26</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 27-Apr 2</td>
<td>Case Study Analysis</td>
<td>Course Module 11 Text pgs. 19-26</td>
<td>Ethics Case Study Small Group Discussion board. Discussion posts due WEDNESDAY &amp; SUNDAY</td>
</tr>
<tr>
<td>12</td>
<td>Apr 3-9</td>
<td>Securing a Practicum Location</td>
<td>Course Module 12</td>
<td>Written Case Study Reflection &amp; Selection &amp; Approval of Location</td>
</tr>
<tr>
<td>13</td>
<td>Apr 10-16</td>
<td>Resumes, Cover Letters, &amp; Interviews</td>
<td>Course Module 13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 17-23</td>
<td>Preparation for Practicum &amp; Submitting Paperwork</td>
<td>Course Module 14</td>
<td>Confirmation of Practicum Location Due</td>
</tr>
<tr>
<td>15</td>
<td>Apr 24-30</td>
<td>Course-wrap up &amp; Review</td>
<td>Course Module 15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>May 1-3</td>
<td>Final Thoughts</td>
<td>Course Module 16 Final Discussion</td>
<td>Final Thoughts Discussion Due by Wednesday May 3rd at 11:59 PM (CST)</td>
</tr>
</tbody>
</table>

VII. **Course Readings (Required):** You may purchase digital copies if available.

2. Some course modules require online readings. Online links to articles are provided to you in D2L in these cases.

**LiveText/Watermark Statement:**

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 e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText/Watermark account or any technical
questions, call 936-468-7050 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.

Course Evaluations:
“Near the conclusion of each semester, students in the Perkins College of Education electronically
evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data
will not be available to the instructor until after final grades are posted.

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
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).

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

Zoom Office Hours
I conduct my office hours via Zoom, but do try (as much as I can) to make them feel as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a “waiting room.” You’ll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I’m with someone. Don’t worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I’ll get to everyone who logs on! So if you have to wait, please be patient and know that I haven’t forgotten you are there.
HDFS Background Check Statement:
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

CFLE approved program statement: SFASU's undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.ncfr.org/cfle-certification/cfle-approved-programs). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

a. you transfer hours toward your major at SFA or if you substitute any major coursework.
b. you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.