I encourage you to contact me outside of class and office hours! You are welcome to email me, call my office (leave a message if I do not answer and it will send it to my email), or set up a time to Zoom. I’m available at a variety of times including outside of regular business hours, so please reach out however is most convenient for you! If you need accommodations for the course, please visit http://www.sfasu.edu/disabilityservices/ to get set up.

Welcome to the Class!
As you read through the syllabus, there are a lot of statements/rules/policies. Some of this is required by the state or the university to be in the syllabus and is important information. However, some of the information in the syllabus is specific to your course with me, Dr. Jumper. If you see this symbol as you read:

...that is me (well, my bitmoji) and I put it before items that are specific to this course and are the ways that I apply the required policies to my course.

I. Course Description:
HMSC 5355 provides an in-depth investigation in research related to child and family development, nutrition, family and consumer sciences, and interior design.

In HUSC 5300 you had an introduction to the program and to the field of human sciences, in this course, we hope to provide you with a “book end” to the 5300 course. A course that reviews what you have learned and provides you with an opportunity to pull together the research that you have done in your coursework into a coherent review of the literature.
Course Justification: Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper that will also be used for their comprehensive exam or culminating research 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, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 3 hours completing associated activities and assessments.

Course Delivery Modality: This course uses primarily online asynchronous course delivery but there may be synchronous course meetings as well.

II. Intended Learning Outcomes:

Learning outcomes are some of the specific skills or knowledge that I hope that you will gain from taking the course. All the activities in the course are designed to help you obtain these skills or knowledge. It is my hope that you will find these skills and knowledge useful and be able to apply them to your daily life!

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.

Additional information about the College of Education vision, mission, and core values can be found at sfasu.edu/coe.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).

Program Learning Outcomes

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

Student Learning Outcomes

This course provides students with an opportunity to pull together the research and writing that they have done in their Master’s coursework to develop a coherent review of the literature that is relevant to the field of human sciences. In this course, we will cover the following knowledge and skills so that you will:

1. Show proficiency in the use of the appropriate style guide for your field (APA).
2. Analyze and synthesize research from the field of human sciences.
3. Identify and apply quantitative and qualitative research principles to appropriate research questions in the field of human sciences.
4. Produce a review of literature relevant to the field of human sciences.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. **Comprehensive Exam Paperwork (10%)**
   Students will be required to complete the intent to take comprehensive exam paperwork that will posted in the course. This paperwork requires the student to meet with each of their committee members and obtain a signature of approval to take the comprehensive exam.

2. **Weekly Assignments (30%)**
   Each week you will complete assignments based on the readings. These assignments may be writing schedules, small writing assignments, checklists, reflections, or other assignments relevant to the readings. These tasks are designed to help you get ready for the comprehensive exam and to focus your research and articles from your previous coursework so that you are prepared for the exam.

3. **Major Comprehensive Paper (30%)**
   Your major project for the course is to write your comprehensive exam. It is imperative that your paper meet all the requirements outlined in the instructions. Not meeting all the requirements upon submission will result in an automatic rewrite without feedback from the faculty. The exact prompt will be given to all students at the start of their two week writing period. See the syllabus for dates for writing and oral exams.
   General Instructions for all students for the comprehensive exam:
   a. Your paper must be 15-18 pages in length (double spaced, normal margins, & Times New Roman or Arial font) and include a cover page and reference page which are not included in the 15-18 page count.
   b. Your paper and reference list should include a minimum of seven (7) sources and a maximum of fifteen (15) sources.
   c. You should use articles primarily from the past 10 years – exceptions include articles from coursework provided by your faculty.
   d. Your paper should be based primarily on articles or texts from your coursework, but, if needed, you can incorporate other articles. However, your exam should be heavily based on coursework materials and showing that you are able to incorporate what you have learned and read in your classes – your old syllabi are good sources for lists of text and articles. You can look up your syllabi by semester here: [https://orion.sfasu.edu/courseinformation/](https://orion.sfasu.edu/courseinformation/)
   e. If you do use a text that is not from one of your courses in the Master’s of Science in Human Sciences program, you must provide a copy of the article to your committee. You should upload a pdf of the article into the dropbox when you upload your final written paper.
   f. Write your comprehensive exam paper in student research paper format using the APA Manual (7th edition) for your formatting instructions.

4. **Professional Presentation (10%)**
   Students will prepare and present a 10-minute presentation to the class on their comprehensive exam. Please see the syllabus for the date of the presentations and make arrangements to be available for a Zoom meeting where you will give your presentation. If you cannot make the Zoom meeting at the assigned time for a legitimate reason, let me know as soon as possible. In an effort to help prepare you for your oral comprehensive exam, these presentations cannot be recorded.

5. **Edits to Comprehensive Paper (10%)**
   Students will be required to complete edits to their paper for the course. These edits must be completed even if your comprehensive exam committee does not require you to do rewrites for the comprehensive exam.
6. **Program Feedback Survey (5%)**
   Students will complete a survey on the graduate program to give feedback to the program on areas of improvement and areas where the program is successful. This information will be saved and used for assessment of the program as a whole and to make changes to the program. This survey is not anonymous and students should not include information that they are uncomfortable having their name attached to. Only the faculty member teaching the course and the graduate program coordinator will have access to the data and names and data will not be presented to the graduate faculty with names attached.

7. **Meeting with Professor (5%)**
   At the end of the semester, students will schedule a meeting with the professor via Zoom or in-person (depending on student preference and location) to debrief on the experience of the comprehensive examination and give feedback on areas for continuation and areas for improvement. Students may also give general program feedback at this time as well.

**General notes on 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, 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. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. 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.

**Use of Technology:**
In this class, we meet 100% online. Because of that, it is important to have access to a working computer that has a reliable internet connection. We will also watch a variety of videos and listen to podcasts so speakers/headphones are also essential. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. In order to get the most out of the course, internet access, access to Brightspace, and an SFA email account that you check often are essential.

**Artificial Intelligence (AI):** The use of AI writing tools (i.e., ChatGPT, QuillBot, etc.) beyond the scope of basic editing and grammar correction is prohibited in this course. Turnitin provides a score for the likelihood that you used AI to write your assignments and papers, if your AI score is higher than 50%, you will be asked to meet with your professor. If you do not meet with the professor within five working days of the request, you will be reported through the SFASU academic integrity system. If you meet with the professor, the content of that meeting will determine if you are reported in the SFASU academic integrity system. If you are reported and found guilty of using AI, you will receive a grade of “0” for the assignment for which you used AI.

**Required Technology:**
- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email
Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:

1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

General notes on Brightspace:

• HMSC 5355 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.
• Course content is delivered via class online content modules, Dropbox assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments (or download the app and set it to send you notifications).
• 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 willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.
• Most assignments that you will upload to Brightspace 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.
• The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

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.
IV. 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>Paperwork</td>
<td>Comprehensive Exam Paperwork</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>Writing Site &amp; Schedule</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic &amp; Argument</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference List</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claims of Significance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative vs. Qualitative</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belcher Editing Diagnostic Test</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revision Cover Letter</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journal Article Analysis</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Discussion TOTAL</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Major Comprehensive Paper</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Edits to paper</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Program Feedback</td>
<td>Program Feedback Survey</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Meeting with Professor</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td>Professional Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note: All categories 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. If you have questions about your grade at any time, please reach out to me, I never want your grade to be a mystery! Brightspace also auto-calculates your weighted grade for you throughout the semester.
### Tentative Course Outline

**NOTE:** All submissions, unless otherwise noted, are to be uploaded to the Brightspace Dropbox by 11:59 PM (CST) on the day they are due. Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change. Note: your text titled, *How to Write a Lot*, is abbreviated as “HTWA” and *Writing Your Journal Article in Twelve Weeks*, is abbreviated as “12 Weeks” in the readings column below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 18-21</td>
<td>Introduction/WELCOME to the Course</td>
<td>HTWA: Chs. 1, 2, &amp; 3</td>
<td>Collect your coursework – gather papers, articles, books, etc. so all in one place</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22-28</td>
<td>What is a literature review</td>
<td>HTWA: Chs. 4, 5</td>
<td>Submit Writing Site &amp; Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 weeks: Week 1</td>
<td>Submit Intent to Take Comprehensive Exam Paperwork</td>
</tr>
<tr>
<td>3</td>
<td>Jan 29-Feb 4</td>
<td>Developing a thesis/argument &amp; Abstracts</td>
<td>12 weeks: Week 2</td>
<td>Monday Jan 29th Zoom with former students @ 5:30pm CST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 Weeks: Week 3</td>
<td>Submit Topic &amp; Argument Specific Paperwork</td>
</tr>
<tr>
<td>4</td>
<td>Feb 5-11</td>
<td>Works Cited</td>
<td>12 Weeks: Week 5</td>
<td>Submit Reference List</td>
</tr>
<tr>
<td>5</td>
<td>Feb 12-18</td>
<td>Significance &amp; Evidence</td>
<td>12 Weeks: Week 6</td>
<td>Submit Claim For Significance Specific Paperwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 Weeks: Week 7</td>
<td>Submit Quant vs. Qual</td>
</tr>
<tr>
<td>6</td>
<td>Feb 19-25</td>
<td>Structure of Papers: Introductions &amp; Conclusions</td>
<td>12 Weeks: Week 9</td>
<td>Submit Outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 Weeks: Week 10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 26-Mar 3</td>
<td>Comprehensive Exam</td>
<td></td>
<td>Write comprehensive exam</td>
</tr>
<tr>
<td>8</td>
<td>Mar 4-10</td>
<td>Comprehensive Exam</td>
<td></td>
<td>Write comprehensive exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exam must be uploaded to the dropbox in the course AND in HMS Comprehensive Exam by 11:59 PM CST on March 10th</td>
</tr>
<tr>
<td>9</td>
<td>Mar 18-24</td>
<td>Professional Presentations Committee reads comprehensive exam</td>
<td></td>
<td>In-Class Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule your oral exam for March 25-April 7th</td>
</tr>
<tr>
<td>10</td>
<td>Mar 25-27</td>
<td>Editing</td>
<td>12 Weeks: Week 11</td>
<td>Run &amp; upload Belcher Editing Diagnostic Test</td>
</tr>
</tbody>
</table>

**NOTE:** March 28-31 is a holiday

**SPRING BREAK MARCH 11-17**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>April 1-7</td>
<td>Editing Cont.</td>
<td>12 Weeks: Week 11</td>
<td>Complete Oral Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Edit your paper as required by your committee and/or based on the information from class &amp; Belcher Editing Diagnostic Test.</td>
</tr>
<tr>
<td>12</td>
<td>Apr 8-14</td>
<td>Rewriting</td>
<td>12 Weeks: Week X</td>
<td>Upload Revision Cover Letter and edited/rewritten paper to dropbox for class and in the comprehensive exam course if required by committee.</td>
</tr>
<tr>
<td>13</td>
<td>Apr 15-21</td>
<td>Publishing</td>
<td>HTWA: Chs 6, 7, 8, &amp; 9</td>
<td>Faculty read rewrites &amp; provide feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule 2nd oral exam if required</td>
</tr>
<tr>
<td>14</td>
<td>Apr 22-28</td>
<td>Academic Journals</td>
<td>12 Weeks: Week 4</td>
<td>Last week to complete a 2nd oral exam for comprehensive exams.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Upload Journal Analysis Worksheet</td>
</tr>
<tr>
<td>15</td>
<td>Apr 29-May 5</td>
<td>Institutional Review Boards</td>
<td><strong>ALL COMPS EXAMS MUST BE COMPLETED IN FULL BY APRIL 26th</strong></td>
<td>Schedule Debrief Meeting with Professor</td>
</tr>
<tr>
<td>16</td>
<td>May 6-10</td>
<td>Final Thoughts/Graduation</td>
<td></td>
<td>Complete Program Survey &amp; Debrief Meeting with Professor</td>
</tr>
</tbody>
</table>

**VI. Course Readings:**

**APA manual** (Purchase Required) *Please note that the APA manual required for this course should be kept for the duration of your academic career.*:
Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

**Textbooks** (Purchase Required)
University of Chicago Press.

**Journal Article Readings** (Purchase not Required)


**QClassroom Statement:**
This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

**VII. 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.

I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

**VIII. Student Ethics and Policy**

**Institutional Absences (HOP 04-110)**
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a
valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

**Students with Disabilities**

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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**

***Other SFA policy information is found in the **Handbook of Operating Procedures (HOP)*****

**IX: Resources**

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
  - dos@sfasu.edu

- **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub** “The Hub”
  - Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.
  - Services include:
    - Health Services
Counseling Services
Student Outreach and Support
Food Pantry
Wellness Coaching
Alcohol and Other Drug Education

HUB Contact Information:
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

XI: Other Relevant Course Information:

Attendance: It is important that you read all the course content (this is the equivalent of attending class!) and read all assigned readings. You can do this on your own time within the week-long session. I understand that you may have days or even a week when you have extenuating circumstances that make getting your work done more difficult. If you have a situation where your work is not getting done, please reach out and let me know! If you miss a week of work, you may be overextended. I ask that you talk with me to discuss your options. The sooner we can connect, the more I can help you!

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. 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.

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 the student’s 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.

Office Hours
I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to conduct my office hours (as much as I can) 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. What that means for you on Zoom is that when you follow the link for office hours from the course 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 and no student in my physical office, 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.