# INFORMATION PACKET FOR BS FAMILY and CHILD STUDIES STUDENTS

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WELCOME

Are you interested in learning how to make a difference in the lives of children and their families?

The Family and Child Studies (FCS) undergraduate degree at Cameron University is a combination of theory, research and practice from multiple disciplines. The degree focuses broadly on child development and family dynamics, with special emphases on child care programs/administration, parent education, and practical application of knowledge about children and families.

Students who graduate with a BS in Family and Child Studies (FCS) may begin working as child care administrators/teachers, family advocates, youth workers, social service agency workers and service providers for community agencies serving children, youth and families. The FCS coursework and required internship are also outstanding preparation for many students who intend to pursue a graduate degree in human development, family studies, marriage and family therapy, social work, counseling, family law and other fields focused on children and families.

This Information Packet has been prepared as a guide for students who are working toward a BS degree with a major in Family and Child Studies. The intention is to put into one package many of the day-to-day and common information items that are needed by Family and Child Studies majors.

The Information Packet is meant as a supplement to the Cameron University Student Handbook. It is not intended that any of the information stated herein be in conflict with or supersede established university policy.

Mary Dzindolet  Ralph Alexander  Ric Jerez  John Geiger  Joanni Sailor
Jenel Cavazos  Jeff Seger  Thom Balmer  Bob Milan  Alan Moore
Shaun Calix  Emily Cheshire  Adam Randell  Kerri Stephens

The Faculty of the Department of Psychology
# DEPARTMENT OF PSYCHOLOGY
## FACULTY & STAFF
### Full-Time Faculty Members

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### Adjunct Faculty Members
Please refer to the course syllabus for contact information.

<table>
<thead>
<tr>
<th>Dr. Sharon Brady</th>
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PART I: MISSION STATEMENTS, PROGRAM OBJECTIVES, AND ASSESSMENT

MISSION OF CAMERON UNIVERSITY

Cameron University’s mission is to provide a diverse and dynamic student body access to quality educational opportunities; foster a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepare students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and to be a driving force in the cultural life and economic development of the region.

MISSION OF THE FAMILY AND CHILD STUDIES PROGRAM IN THE DEPARTMENT OF PSYCHOLOGY

The Bachelor of Science degree in Family and Child Studies provides preparation for students to work with children and their families in educational, institutional and human service settings. Family and Child Studies students complete a practicum experience as a part of their degree in environments that prepare them for an exciting professional future focused on the population they will be serving.

STUDENT LEARNING OUTCOMES FOR THE BS FAMILY AND CHILD STUDIES PROGRAM

The specific student learning objectives of the BS Family and Child Studies program include:

Objective 1: Students will demonstrate knowledge of early learning standards.

Objective 2: Students will apply knowledge of biopsychosocial development in childhood and adolescence.

Objective 3: Students will utilize knowledge of children and families in diverse cultural settings and in relation to social institutions.

Objective 4: Students will demonstrate an understanding of family strengths and weaknesses and how family members relate to each other.
PART II: ACADEMIC ADVISING

ADVISORS

Dr. Shaun Calix is the academic advisor for Family and Child Study majors. He is located in Nance Boyer 1019. He can be contacted by phone at 580-581-2931 or by email at scalix@cameron.edu.

OFFICE HOURS

Every faculty member in the Department of Psychology (including Dr. Shaun Calix) has established a minimum of ten (10) scheduled office hours per week. The office hours of each faculty member are posted on the faculty member’s office door and on the office door of the Department of Psychology (NB 1053). There will be at least one faculty member present between 8:30 – 5:00 Monday through Friday.

REQUIRED CORE CLASSES

Regardless of your major, all students must complete the General Education requirements. Please see: http://www.cameron.edu/catalog/general_ed.html for a list of the classes needed to graduate from Cameron University. In addition to these general education courses, you will complete 56 hours of specific Family and Child Studies program courses.

All family and child studies majors are required to successfully complete four Family Science courses (11 hours):

FAMS 1123 FAMILY RELATIONS. An examination of research, issues, challenges, opportunities, and trends relating to family interaction and decision making over the life-span. No prerequisites.

FAMS 1123 Family Relations is offered both at night and during the day during the fall and spring semesters; however, it is not offered in the summer. Although the course is not offered in an on-line format, it is offered ITV.
FAMS 3143 PARENTHOOD EDUCATION. Education as to the decisions, responsibilities and social issues related to parent-child relationships. Understanding the role of the parent with emphasis on communication, creativity and discipline. Prerequisite: FAMS 1123 Family Relations, Junior standing or departmental permission.

FAMS 3143 Parenthood Education is offered at least once during each spring semester; however, it is not offered in the summer or fall semesters. The course is not offered in an on-line format at this time.

FAMS 4333 CURRENT ISSUES IN FAMILY DIVERSITY. An in-depth study of the historical, current, and projected demographic trends of American families. Students will examine the impact of increasing cultural diversity of American families on family theory, research, and service delivery. Prerequisite: FAMS 1123 Family Relations.

FAMS 4333 Current Issues in Family Diversity is offered at least once during the fall and spring semesters; however, it is not offered in the summer. The course is not offered in an on-line format at this time.

FAMS 4702 FIELD EXPERIENCE IN CHILD CARE. Supervised study and field experience in a child care facility. Prerequisite: ECEC 1213 Curriculum Resources and Activities, ECE 2163 Health, Safety and Nutrition for Young Children, ECEC 3233 Literacy for Children, EDUC 3023 Creative Experiences, ECEC 4333 Developmental Assessment and Observation, ECEC 4223 Administration of Early Childhood Programs, and approval from Family and Child Studies major advisor (Dr. Shaun Calix).

FAMS 4702 Field Experience in Child Care provides students with the opportunity to work as a child care or family services professional in the community. This class will never appear on the schedule in Aggie Access. To enroll in the class, secure approval from Dr. Shaun Calix and submit a required form to the Chair of the Department of Psychology.

In addition, all family and child studies majors are required to successfully complete two Psychology courses (6 hours):

PSY 3363 PSYCHOLOGY OF EARLY CHILDHOOD. An in-depth study of the theories, research, and findings in the biological, psychological, and social development of early childhood (conception to age 5). Prerequisite: PSY 1113 General Psychology.

PSY 3363 Psychology of Early Childhood is offered at least once during each fall semester; however, it is not offered in the summer or spring semesters. The course is not offered in an on-line format at this time.
PSY 3373 PSYCHOLOGY OF MIDDLE CHILDHOOD AND ADOLESCENCE. An in-depth study of the theories, research, and findings in the biological, psychological, and social development of middle childhood (ages 6 - 12) and adolescence. Prerequisite: PSY 1113 General Psychology.

PSY 3373 Psychology of Middle Childhood and Adolescence is offered at least once during each spring semester; however, it is not offered in the summer or fall semesters. The course is not offered in an on-line format at this time.

In addition, all family and child studies majors are required to successfully complete seven Early Childhood Education and Care courses (21 hours):

ECEC 1113 CHILD GROWTH AND DEVELOPMENT. The principles of physical, intellectual, emotional, social and linguistic development of children from diverse cultural backgrounds are studied. No prerequisites.

ECEC 1113 Child Growth and Development is offered at least once during the spring semester of even years (e.g., spring 2014, spring 2016) in an online format.

ECEC 1123 INTRODUCTION TO EARLY CARE AND EDUCATION. An introduction to the profession of early childhood education focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics, current issues, and what it means to be a professional. No prerequisites.

ECEC 1123 Introduction to Early Care and Education is offered at least once during the fall semester of even years (e.g., fall 2014, fall 2016) in an online format.

ECEC 1213 CURRICULUM RESOURCES AND ACTIVITIES. The course focuses on a developmentally appropriate activity-oriented approach to curriculum for young children. No prerequisites.

ECEC 1213 Curriculum Resources and Activities is offered at least once during the fall semester of odd years (e.g., fall 2013, fall 2015) in an online format.
ECEC 1223 CHILD GUIDANCE. An exploration of common behavioral problems of young children with emphasis on positive guidance techniques. No prerequisites.

ECEC 1223 Child Guidance is offered at least once during the fall semester of odd years (e.g., fall 2013, fall 2015) in an online format.

ECEC 3233 LITERACY FOR CHILDREN. A study of principles, methods, and materials for helping young children develop literacy using developmentally appropriate practices. The course focuses on emergent literacy best practices through the examination and application of current research in early literacy. No prerequisites.

ECEC 3233 Literacy for Children is offered at least once during the spring semester of odd years (e.g., spring 2015, spring 2017) in an online format.

ECEC 4333 DEVELOPMENTAL ASSESSMENT AND OBSERVATION. Students will explore observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments. No prerequisites.

ECEC 4333 Developmental Assessment and Observation is offered at least once during the spring semester of odd years (e.g., spring 2015, spring 2017). The course is not offered in an on-line format at this time.

ECEC 4223 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS. An in-depth study of the management procedures for operating, supervising, and evaluating programs for young children. No prerequisites.

ECEC 4223 Administration of Early Childhood Programs is offered at least once during the fall semester of even years (e.g., fall 2014, fall 2016) in an online format.

In addition, all family and child studies majors are required to successfully complete one Education course, EDUC 3023 (3 hours):

EDUC 3023 CREATIVE EXPERIENCES. The study of art, music, drama, and dance appropriate for early childhood and elementary school children. Emphasis will be placed on the fundamentals of art, music, drama, and dance as well as the integration of aesthetic and creative experiences into the elementary curriculum. No prerequisites.

EDUC 3023 Creative Experiences is offered at least once during the fall and spring semesters. The course is not offered in an on-line format at this time.
In addition, all family and child studies majors are required to successfully complete one Special Education course, SPED 2103 (3 hours):

**SPED 2103 YOUNG CHILDREN WITH SPECIAL NEEDS.** This course introduces teachers, service providers and paraprofessionals to early childhood special education and intervention methods. The course will focus on children from birth to age five who are at risk for school success due to such factors as congenital disorders, developmental problems, and environmental factors such as poverty, abuse, and cultural linguistic differences.

SPED 2103 Young Children with Special Needs is offered at least once during the spring semester of even years (e.g., spring 2014, spring 2016) in an online format.

In addition, all family and child studies majors are required to successfully complete one Early Childhood Education course, ECE 2163 (3 hours):

**ECE 2163 HEALTH, SAFETY AND NUTRITION FOR YOUNG CHILDREN.** A course for students working in an early childhood educational setting, for child caregivers, and for adults and parents who desire additional information about current concepts in the fields of health, safety, and nutrition and their relationship to the young child.

ECE 2163 Health, Safety and Nutrition for Young Children is offered at least once during the spring and summer semesters in an online format.

Finally, all family and child studies majors are required to successfully complete three major elective courses (9 hours) chosen from these courses:

**SOCI 4403 DOMESTIC VIOLENCE.** A focus on child, spouse, and elderly abuse with a discussion of services available to the abused. Social influences will be examined that may cause or reinforce violent behavior in the home. Lecture 3 hours. Prerequisites: SOCI 1113 Introduction to Sociology and FAMS 1123 Family Relations.

SOCI 4403 Domestic Violence is offered from time to time. Please contact the Chair of the Sociology Department for recent projected offering times.
**ECE 3303 HOME, SCHOOL AND COMMUNITY.** Overview of the impact of home, school, and community relationships as they affect the total educational experience of the child from birth through age eight. Examines the importance of parental involvement in the schools and a variety of community resources available to both educators and parents that enhance the educational experiences of the child. Techniques to develop and maintain home, community, and school communications will be explored. No prerequisites.

ECE 3003 Home, School and Community is offered at least once during each fall semester in a hybrid format; however, it is not offered in the summer or spring semesters.

**LIBS 3423 CHILDREN’S LITERATURE.** General survey of the literature available for children. Criteria for evaluation of materials in terms of needs, interests, and abilities of children. Methods of selecting books and introducing them to children. No prerequisites.

LIBS 3423 Children’s Literature is offered at least once during the fall and spring semesters. The course is not offered in an on-line format at this time.

**FAMS 4143 CRISIS MANAGEMENT AND RESOURCES.** Examination of crisis and management theories and strategies used to help individuals and families deal productively with crisis producing situations. Identification and mobilization of pertinent personal, family, and community resources. Prerequisite: Junior standing or department approval.

FAMS 4143 Crisis Management and Resources is offered at least once during each fall semester; however, it is not offered in the summer or spring semesters. The course is not offered in an on-line format at this time.
CHOOSING A MINOR

All Cameron University students must select a minor. Please see the catalog at www.cameron.edu/catalog for a full listing of minors. Many Family and Child Studies majors select Family Science or Psychology as their minor.

To minor in Family Science, a Family and Child Studies major completes 18 hours (6 courses) chosen from:

- CRM 3603 Consumer Economics*,
- FAMS 2153 Human Sexuality,
- FAMS 4123 Marriage,
- FAMS 4143 Crisis Management and Resources*,
- FAMS 4163 Healthy Aging,
- FAMS 4173 Functional Family Systems, and
- PSY 3353 Lifespan Human Growth and Development

To minor in Psychology, it is recommended that a Family and Child Studies major complete 18 hours (6 courses) chosen from:

- PSY 1113 General Psychology*
- PSY 2113 History of Psychology (prerequisite: PSY 1113)
- PSY 2223 Applied Psychology (prerequisite: PSY 1113)
- PSY 2373 Introduction to Health Psychology (prerequisite: PSY 1113)
- PSY 3313 Cognitive Psychology (prerequisite: PSY 1113)
- PSY 3333 Counseling and Clinical Psychology (prerequisite: PSY 1113)
- PSY 3353 Lifespan Human Growth and Development (prerequisite: PSY 1113)
- PSY 3383 Social Psychology (prerequisite: PSY 1113)
- PSY 3413 Psychology of Learning (prerequisite: PSY 1113)
- PSY 4363 Abnormal Psychology (prerequisite: PSY 1113)
- PSY 4393 Personality (prerequisite: PSY 1113)
- PSY 4443 Biopsychology (prerequisite: PSY 1113)
- Up to six credit hours of: PSY 4331 Special Topics courses (see next page)

*Please note that a course cannot be used to fulfill both a major and minor requirement. Therefore, FAMS 4143 Crisis Management and Resources can be used to fulfill either the Family Science minor requirements or the Family and Child Studies major electives, but not both. However, a course can be used to fulfill both a General Education requirement and a major or minor requirement. Therefore, CRM 3603 can be used to fulfill both the Family Science minor requirement and the General Education Economics requirement; PSY 1113 can be used to fulfill both the Psychology minor requirement and the General Education Behavioral Sciences requirement.
Up to 6 of the 18 credit hours for the minor in Psychology can be one-credit hour PSY 4331:

**PSY 4331 Special Topics**

Most of the PSY 4331 courses are weekend workshops that meet two Saturdays (usually in a row) from 8:30 – 4:30 (with a one hour break for lunch). The workshops focus on specific psychological topics thought to be of interest to the Cameron University student body and community. In the 2013-2014 academic year, look for:

- Understanding Loneliness
- Once a Warrior
- Depression: Signs, Symptoms, Causes, and Treatments
- Increasing Self Understanding through Group Work
- Psychology of Dreaming
- Stepfamilies
- Psychology of Love
- Theories of Therapy
- Communication and Conflict Resolution
- Death and Dying
PART III: GENERAL INFORMATION

ACADEMIC DISHONESTY

Honesty is a fundamental precept in all academic activities and you have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University, is therefore unacceptable, and is rigorously proscribed. Academic misconduct includes

A. Cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of student academic performance;

B. Assisting others in any such act; or

C. Attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Code of Student Conduct and Academic Regulations of Cameron University: http://www.cameron.edu/student_development/student_conduct/. In order to advance the highest standards of academic excellence, and to establish high qualities of student learning, Cameron University employs academic software applications for the purpose of verifying scholarly originality.

PLAGIARISM

It is important that when you are writing a term paper or answering review questions that you give proper credit to the sources that you use. If you do not give proper credit to your sources, plagiarism has occurred.

All family and child studies majors are responsible for completing the Oklahoma University online academic integrity tutorial modules 1 through 4 at the following web address: http://libraries.ou.edu/help/tutorials/academicintegrity/player.html. (Module 5 does not need to be completed.) This online tutorial will familiarize you with what plagiarism is and how to avoid it.

Faculty members in the Department of Psychology view plagiarism as a very serious offense. Please be aware that all written work can be subject to a review using SafeAssign, the anti-plagiarism software used by the Cameron University. Departmental faculty members make a subjective judgment to determine if plagiarism has occurred and administer the following penalties to students who engage in plagiarism:

(1) The first plagiarism offense will result in a grade of 0 for the plagiarized assignment

(2) Additional plagiarism offenses will result in an automatic F for the course.

A record of plagiarism offenses will be kept by the Chair of the Department. There are no exceptions to these rules!
INCLEMENT WEATHER

The campus rarely closes due to inclement weather. Cancellations due to weather will be posted on: www.cameron.edu, KSWO-TV-7, or KCCU FM 89.3. Students should make their own informed decisions as to whether or not to come to class during inclement weather.

IN AN EMERGENCY

It is important that we all know what to do and where to go in the event of an emergency. If an emergency occurs on the Cameron University campus, please call 580-581-2911 RATHER THAN 911. When you get a chance, please look over the information on the web pages of the Office of Public Safety on Cameron's website, especially the pages on tornado safety: www.cameron.edu/ops/tornadosafety.html. Physical Facilities has identified suitable protective areas within each of the university buildings:

If your classroom is in the center section of Nance Boyer, your protective areas are the basement mechanical room and the Psychology Department Office (1053).

If your classroom is in the south section of Nance Boyer, your protective areas are the second floor restrooms, and the interior core offices (1078, 1078A, and 1078K).

If your classroom is in Howell Hall, your protective areas are the first floor restrooms, Rooms 110, 113, and the reception area of Room 104.

If your classroom is in the Academic Commons, your protective areas are the first floor restrooms and Rooms 125, 127, and 128.

WELLNESS CENTER

The Student Wellness Center’s mission is to provide services that enhance the physical and mental health of CU students. Services available at the Student Wellness Center include medical care for acute conditions, mental health counseling, and interactive workshops. The Student Wellness Center is located in North Shepler Room 121 (581-6725).

In addition, the Student Wellness Center hosts a variety of other activities including free pregnancy testing and options counseling and massage therapy. Although faculty and staff members may use the massage therapy services for a fee, students have priority for massage appointments.

The Student Wellness Center is open from 8:00 to 5:00 Monday through Friday. Medical services are currently available Mondays and Wednesdays from 8:00 to 2:00, Tuesdays and Thursdays from 10:00 to 4:00, and Fridays from 8:00 to 1:00. Medical services are provided on a
walk-in basis. Counseling services are available every weekday from 8:00 to 5:00. Counseling services are provided by appointment only. All students who are actively enrolled on the main campus are eligible for medical services. All students who are enrolled at least ½ time on the Lawton or Duncan campuses are eligible for counseling services.

ACADEMIC LABS

The academic labs are provided to give students an opportunity to improve their academic skills. Students can increase their reading, study, test-taking, math, and writing skills with concentrated individual effort. The instructors in the labs are able to develop individual programs or to direct students to appropriate classes. Students are urged to take advantage of this free service whenever they need it but especially early in the semester when they have time to improve for that semester.

1. **READING LAB – NB 1008**
   This lab specializes in study skills, improvement of reading, and test-taking skills. Classes can be taken (classes meet in NB 1008 and are in the regular schedule of classes) or individualized programs can be developed with the instructor.

2. **WRITING LAB – NB 2060**
   This lab provides assistance for all types of writing. Students receive assistance for their individual writing problems.

3. **MATH LAB – BURCH 211**
   The instructors in this lab will assist students with their individual needs in mathematics.

STUDENT EVALUATIONS

Each semester, students will evaluate their instructors using IDEA evaluations. In face-to-face classes, a different faculty member than the instructor, the administrative assistant, or the chair will administer the evaluations. The instructor will not be in the room when the evaluation takes place. These evaluations are anonymous and the instructors will not see the results until after they have turned in their grade reports. All online and ITV courses will be evaluated with an online survey completed by the students in the course.

INCOMPLETE

A grade of “I” is appropriate only for students who, at the time of the last drop date, completed all the evaluative materials with a passing grade. Students who are not passing at this time should withdraw from the class. Incompletes will be given at the discretion of the instructor and are assigned sparingly and only in exceptional cases.
PROCEDURE FOR FORMAL COMPLAINTS BY STUDENTS

In the event that a dispute arises between a psychology major and a faculty member in the Department of Psychology, the Family and Child Studies major is expected to follow the procedures detailed below.

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:

2. The department chair is contacted in person or by email. The department chair will schedule a meeting and will request a written complaint. If not resolved:

3. A written statement is filed with the Dean of the School of Education and Behavioral Sciences. The Dean will request a meeting. If not resolved:

4. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Student Services as appropriate.

All written complaints and resolutions will be kept on file for three years in the appropriate office.

GRADE INFLATION

Cameron University continually explores grade distributions to guard against grade inflation. Faculty members use a variety of assessment procedures to ensure that students’ abilities are evaluated appropriately.

FERPA

Faculty must adhere to the Family Educational Rights and Privacy Act (FERPA). Information concerning students must be treated in strict confidentiality as required by law. More details concerning FERPA are contained at the Student Services Office in North Shepler 324.

CODE OF STUDENT CONDUCT

The current Cameron University Student Handbook contains information about student services and the Code of Student Conduct. Conduct required and conduct prohibited appear in sections 2.01 and 2.02 of the Code of Student Conduct. Conduct that interferes with or disrupts any University teaching is considered prohibited behavior (see Section 2.02 h). Violations should be reported to the Director of Student Development who is responsible for administration of the student conduct. Before reporting a violation to the Director of Student Development, the faculty member should report the situation to the department chair. The chair may initiate a conference with the faculty member and/or the student.
PART IV: 2013-2014 ACADEMIC CONFERENCES

There are a couple academic conferences that may be of interest to BS Family and Child Studies majors.

NATIONAL COUNCIL ON FAMILY RELATIONS (NCFR)

Well-being of Children and Youth in Families and Communities
November 06, 2013 - November 09, 2013
Grand Hyatt, San Antonio, Texas

NCFR's mission is to provide an educational forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establish professional standards, and work to promote family well-being. The goal of the 2013 conference is to bring together researchers, practitioners, program evaluators, policy makers, and community members to examine the well-being of child and adolescent family members. The multidimensional concept of well-being is associated with individual characteristics, family and social contexts, political and historical contexts, and their interactions. The conference should empower and inform participants to take the next steps to better understand and enhance the well-being of children and adolescents, and, in turn, their families and communities.

Please contact Dr. Shaun Calix for more information about this conference.

OKLAHOMA ACADEMY OF SCIENCE (OAS)

November 8, 2013 at Cameron University in Lawton, Oklahoma

The mission of OAS is to stimulate scientific research through encouragement of fraternal relationships and the sharing of ideas among Oklahomans working in the sciences. It fosters knowledge through meetings and science related publications for all Oklahomans interested in the sciences. OAS also promotes the scope and relevance of science to state citizens through the investigation and publication of natural, educational, and other resources of the state. OAS counsels governmental and educational agencies on the advancement of state science programs and enlists participation by the private sector in scientific research and education. OAS is affiliated with the National Association of the Academies of Science and the American Association for the Advancement of Science.

Please go to http://oas.edu for more information about presenting and attending the OAS meeting.
OKLAHOMA RESEARCH DAY

March 7, 2014 at University of Central Oklahoma in Edmond, OK

The Oklahoma Research Day will hold its 15th annual meeting on March 7, 2014 at the University of Central Oklahoma in Edmond. Research Day is a consortium event coordinated by Oklahoma's Regional Universities and is the premier academic research event in the State. The first Research Day in Oklahoma was held in 1999 and included 233 poster presentations by students and faculty from Oklahoma colleges and universities. Since then, the number of oral and poster presentations has grown to over 660 with over 1,100 students, faculty, and guests in attendance.

For more information about the conference, please go to: