CIED 5301.641, Models of Teaching in Diverse Educational Settings
Course Syllabus

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Mark S. Montgomery, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>2095</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:montgomems@sfasu.edu">montgomems@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>(936) 468-1697</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M: 2:30-3:30pm; T: 12:00-1:00pm; W: 9:30-11:00am; Th: 12:30-2:00pm; (all online) additional by appointment</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Location</td>
<td>Online</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can expect a response to emails and phone calls within 24-48 hours, Monday - Friday.

COURSE INFORMATION

I  COURSE DESCRIPTION

An advanced examination of various models related to teaching in diverse educational settings. The course is designed to assist teachers in exploring the current trends, practices, research, development, and use of applicable teaching methods associated with various content, student interest, and educational need.

II  PREREQUISITES

Admitted to SFASU Graduate School

III  DIVERSITY STATEMENT

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.

IV  COURSE JUSTIFICATION

CIED 5301, Models of Teaching in Diverse Educational Settings (3 hours; fully online) spans 16 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules and activities is approximately 6 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she/they spend at least 2 hours completing associated activities and assessments outside of class, for a total of 6 hours or more per week.

COURSE OBJECTIVES & ASSESSMENTS

Each assignment in CIED 5301 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

Vision of the College of Education

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

Mission Statement of the College of Education

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

Values of the College of Education

Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.
Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1 The candidate will design, analyze, and share educational research in curriculum and instruction to influence practice in diverse educational settings.
  • SLO 1.1 The master’s candidate will locate, critically analyze, and synthesize current, relevant literature related to curriculum design.
    o Assessment - LEADER presentation of teaching model; Final Exam

PLO 2 The candidate will consider the multiple contexts of education such as socio-cultural, political, economic, organizational, and historical perspectives to design learning activities that emphasize collaboration with students, families, and communities to support and honor diversity, equity, exceptionality, and inclusion in diverse educational settings.
  o SLO 2.1 The master’s candidate demonstrates understanding of impact of multiple contexts on curriculum development and student learning.
    • Assessment - Teaching Models Response to Learning (RtL); Final Exam
  o SLO 2.1 The master’s candidate will develop lessons that will provide artifacts of the teacher’s ability to create a learning experience that is relevant, challenging, integrative, and exploratory while enhancing the students’ ability to think critically and to problem solve.
    • Assessment - Final Exam

PLO 3 The candidate will design, implement and assess effective, research-best pedagogy within and across disciplines in diverse educational settings. (ACEI 3; AMLE 4; InTASC 2, 3, 4, 5, 6, 7, 8)
  • SLO 3.1 - The master’s candidate demonstrates ability to evaluate effective, research-best pedagogy for creating and designing curriculum.
    o Assessment - LEADER presentation of teaching model; Teaching Model Discussion Board; Teaching Models Response to Learning (RtL); Final Exam

PLO 4 The candidate will demonstrate knowledge and skills specific to theoretical frameworks, research and best practices within their field of study. (ACEI 4; AMLE 4; InTASC 2, 3, 6, 7, 8)
  • SLO 4.1 The master’s candidate will demonstrate the ability to consider teaching best-practices, along with student contexts, and content when designing curriculum.
    o Assessments - Final Exam

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all learners. (ACEI 5; AMLE 5; InTASC 9,10)
  • SLO 5.1 The master’s candidate will review and analyze educational resources and their impact on teaching and learning.
    o Assessments - LEADER presentation of teaching model; Teaching Model Discussion Board; Teaching Models Response to Learning (RtL); Final Exam

ASSIGNMENTS, PROJECTS & EVALUATION

V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

• Location of Assignments
  Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

• Accessing Assignments on D2L
  You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. Know that if you intend to use a “dial-up” connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily. Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

• Formatting Requirements of Assignments
  All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.
• Assignment Deadlines
  All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

• QClassroom Requirements
  This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

• Assignments/Associated Standards/Points
  Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

VI EVALUATION AND ASSESSMENTS (GRADING)

Grades will be assigned per the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in D2L. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student needs when appropriate. No extra assignments will be made; existing assignments may be revised.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Submission Type</th>
<th>SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Educational Design</td>
<td>4</td>
<td>Teaching Models Response to</td>
<td>2.1, 3.1, 5.1</td>
</tr>
<tr>
<td>Portfolio Pages</td>
<td></td>
<td>Learning (RtL)</td>
<td></td>
</tr>
<tr>
<td>Instructional Models Portfolio</td>
<td>18</td>
<td>Teaching Models Response to</td>
<td>2.1, 3.1, 5.1</td>
</tr>
<tr>
<td>Pages</td>
<td></td>
<td>Learning (RtL)</td>
<td></td>
</tr>
<tr>
<td>Model LEADER Presentation</td>
<td>35</td>
<td>Various Technologies; Module;</td>
<td>1.1, 3.1, 5.1</td>
</tr>
<tr>
<td>Module Completion Quizzes</td>
<td>7</td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Brightspace Dropbox</td>
<td>1.1, 2.1, 2.2,</td>
</tr>
<tr>
<td>Professionalism (see Professional</td>
<td>6</td>
<td>Observation, Participation in</td>
<td>3.1, 4.1, 5.1</td>
</tr>
<tr>
<td>ism below)</td>
<td></td>
<td>course</td>
<td></td>
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PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face. Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior becoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university;
  http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;
  http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.
Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

Grading
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

Late Work & Professionalism Points
1. Late assignments may be accepted with a 30% late penalty if the assignment is submitted within 7 calendar days of the original due date. Assignments not submitted within 7 days will not be accepted for grading.
2. Excessive late work will result in the loss of professionalism points.
3. Deduction of other professionalism points may be at the discretion of the instructor based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)
4. To be eligible to receive an “A” in the course, ALL assignments must be completed and submitted on, or before the due date, or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.

Your final grade will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

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**TENTATIVE COURSE TIMELINE**

**VIII TENTATIVE COURSE TIMELINE** (see timeline posted in D2L course for actual due dates)

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Module 1: Getting Started in CIED 5301 | *Module Assignments are due by 11:30pm on Sunday*
|      | *Module Goal: Identify course goals, requirements and layout of course. Students will also engage with each other in a video introduction, searching for connections and creating a collaborative environment for the course.* | o Read Module: Graduate Resources: Quick Links and Resources
|      | o Read Module 1: Getting Started in CIED 5301 | o Quiz: Module 1 Completion Quiz
|      | o Assignment Due | |
| 2    | Module 2: Teacher as Educational Designer AND Instructional Design, Educational Design, and Designing Effective Instruction | *Module Assignments are due by 11:30pm on Sunday*
|      | *Module Goal: Identify the role, responsibility, and considerations of educators as designers of curriculum, as well as trends and models that are useful for designing instruction to meet the needs of all students.* | o Read Module 2: Teacher as Educational Designer AND Instructional Design, Educational Design, and Designing Effective Instruction
|      | o Module 2 Completion Quiz | o PRESENTERS FOR MODULE 4: Materials Due
|      | o Assignment Due | |
| 3    | Module 3: Instructional Tools for Educational Designers: Models, Strategies, and Technologies AND Classroom-Based Assessment in the 21st Century | *Module Assignments are due by 11:30pm on Sunday*
|      | *Module Goal: Identify the tools, model, strategies, and technologies that are useful for designing, and assessing instruction to meet the needs of all students.* | o Read Module 3: Instructional Tools for Educational Designers: Models, Strategies, and Technologies AND Classroom-Based Assessment in the 21st Century
|      | o Assignment Due | o Chapter 3: Classroom-Based Assessment in the 21st Century
|      | o Module 3 Completion Quiz | o PRESENTERS FOR MODULE 5: Materials Due

For modules 4 - 13, each student will be assigned (either individually or in groups) to read, prepare, and deliver the content for one module. For the remainder of the 9 modules that you are not presenting, you will be expected to be a participant in the materials, readings, and activities prepared by the peer(s) assigned to present that module.
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 4    | Module 4: *The Direct Instruction Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 5  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Direct Instruction Model when instructing students.

| 5    | Module 5: *The Concept Attainment Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 6  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Concept Attainment Model when instructing students.

| 6    | Module 6: *The Concept Development Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 7  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Concept Development Model when instructing students.

| 7    | Module 7: *The Inductive Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 8  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Inductive Model when instructing students.

| 8    | Module 8: *The Vocabulary Acquisition Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 9  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Vocabulary Acquisition Model when instructing students.

| 9    | Module 9: *The Inquiry Model* | - Module Assignments are due by 11:30pm on Sunday  
  - **Module Presenters**  
    - Read Chapter 10  
    - Fully participate in peer-created materials  
    - Respond to Discussion board questions & to at least 3 peers’ posts  
    - Create entry in Teaching Models RtL  
  - **Module Participants**  
    - Create entry in Teaching Models RtL  

*Module Goal:* Identify purposes, uses, usefulness, strategies and effectiveness of the Inquiry Model when instructing students.
### ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### IX READINGS

Required Course Textbook


#### END OF COURSE

#### X COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation.

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### Week 10

**Module 10: The Problem-Based Learning Model**

**Module Goal:** Identify purposes, uses, usefulness, strategies and effectiveness of the Problem-Based Learning Model when instructing students.

- Module Assignments are due by 11:30pm on Sunday

**Module Presenters**

- Read Chapter 11
- Fully participate in peer-created materials
- Respond to Discussion board questions & to at least 3 peers’ posts
- Create entry in Teaching Models RtL

**Module Participants**

- Moderate the Discussion Board through 11/5
- Include link to presentation in Teaching Models RtL
- Module 10 Completion Quiz
- PRESENTERS FOR MODULE 12: Materials Due

### Week 11

**Module 11: The Cooperative Learning Models**

**Module Goal:** Identify purposes, uses, usefulness, strategies and effectiveness of the Cooperative Learning Models when instructing students.

- Module Assignments are due by 11:30pm on Sunday

**Module Presenters**

- Read Chapter 12
- Fully participate in peer-created materials
- Respond to Discussion board questions & to at least 3 peers’ posts
- Create entry in Teaching Models RtL

**Module Participants**

- Moderate the Discussion Board through 11/12
- Include link to presentation in Teaching Models RtL
- Module 11 Completion Quiz
- PRESENTERS FOR MODULE 13: Materials Due

### Week 12

**Module 12: The Integrative Model**

**Module Goal:** Identify purposes, uses, usefulness, strategies and effectiveness of the Integrative Model when instructing students.

- Module Assignments are due by 11:30pm on Sunday

**Module Presenters**

- Read Chapter 13
- Fully participate in peer-created materials
- Respond to Discussion board questions & to at least 3 peers’ posts
- Create entry in Teaching Models RtL

**Module Participants**

- Moderate the Discussion Board through 11/26
- Include link to presentation in Teaching Models RtL
- Module 12 Completion Quiz

### Week 13

**Module 13: The Socratic Seminar Model**

**Module Goal:** Identify purposes, uses, usefulness, strategies and effectiveness of the Socratic Seminar Model when instructing students.

- Module Assignments are due by 11:30pm on Sunday

**Module Presenters**

- Read Chapter 14
- Fully participate in peer-created materials
- Respond to Discussion board questions & to at least 3 peers’ posts
- Create entry in Teaching Models RtL

**Module Participants**

- Moderate the Discussion Board through 12/3
- Include link to presentation in Teaching Models RtL
- Module 13 Completion Quiz

### Week 14

**Module 14: Final Exam & Conclusion of Course**

**Module Goal:** Final assessment of course content learning and conclusion of course.

- Module Assignments are due by 11:30pm on Sunday
  - Final Exam
  - Module 14 Completion Quiz

**Module Participants**

- Submit Final Exam by 11:30pm on Sunday

*All times are Central Standard Time (CST)*
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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 will not be available to the instructor until after final grades are posted.

**ADDITIONAL COURSE INFORMATION**

**Repeating This Course Policy**
If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

**Nondiscrimination**
“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf).

**UNIVERSITY POLICIES**

**VII STUDENT ETHICS AND OTHER POLICY INFORMATION ([WWW.SFASU.EDU/POLICIES](http://www.sfasu.edu/policies))**

**UNIVERSITY POLICIES**

- **CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)**
  - [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)
- **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)**
  - Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities (Policy 6.6): [https://www.sfasu.edu/docs/policies/6.6.pdf](https://www.sfasu.edu/docs/policies/6.6.pdf)
- **STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**
  - The Code of Student Conduct and Academic Integrity 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.

- **WITHHELD GRADES (POLICY 5.5)**
  - [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)
- **FINAL COURSE GRADE APPEAL BY STUDENTS (POLICY 6.3)**
  - [https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)
- **STUDENT CODE OF CONDUCT: POLICY 10.4**
  - [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

**STUDENT SUPPORT**
SFASU 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](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 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

- **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