READ 5314 - 501
Professional Learning and Leadership
Fall 2023

Stephen F. Austin State University
James I. Perkins College of Education
Department of Education Studies

Instructor Information

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Other Contact Information: WhatsApp or GroupMe or https://calendly.com/jheeok/30min

I. Course Information

COURSE TIME & LOCATION: Online
CREDIT MODALITY: Online
CREDIT HOURS: 3 hours
PRE-REQUITES: None

COURSE DESCRIPTION: This course offers an in-depth and extensive exploration of diverse perspectives, theories, and strategies concerning leadership, professional growth, coaching, mentoring, action research, and change facilitation within the context of reading and literacy instruction and learning.

COURSE JUSTIFICATION: READ 5314 is a 3-credit online graduate course spanning a 16-week semester. The course is founded upon the Texas Reading Specialist educator standards, encompassing all pertinent Texas Essential Knowledge and Skills (TEKS), along with the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals, forming its curriculum framework.

Throughout the course, reading specialist candidates (RSC) will engage with the materials through discussions, assignments, videos, and readings. Candidates are expected to dedicate a minimum of six hours per week to independent reading, research, practical application, and reflection. This commitment is essential for candidates to develop the necessary knowledge, competences, and attitudes expected of novice reading specialists.

This course is designed to prepare and support aspiring reading specialists and literacy coaches on their journey toward becoming proficient reading specialists or literacy coaches. Throughout the course, candidates will gain knowledge, skills, and insights into effectively providing support, coaching, mentoring, fostering collaboration, and facilitating transformative change.

As a result of completing this course, reading specialist candidates will develop:

1. the understanding of diverse approaches, theories, research findings, and methodologies pertaining to reading/literacy instruction, assessment, and interventions.
2. the understanding of various theories, practices, methods, and strategies concerning leadership, professional development, coaching, mentoring, action research, and change facilitation within the context of reading/literacy instruction and learning.
3. the ability to collaboratively design, align, and assess instructional practices and interventions that bolster both students and fellow professionals.
4. demonstrated leadership skills in the realms of reading/literacy coaching, mentoring, collaborative efforts, and transformation of conditions to foster equitable and high-quality reading/literacy learning and development.
5. the capacity to engage in collaborative decision-making and advocate effectively on behalf of teachers, students, families, and communities.

PCOE 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.

II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT
Each assignment in READ 5314 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 Objectives (PLOs) & Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Components of Reading</td>
<td>Standard 1: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
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<td>Standard III: Strengths and Needs of Individual Students</td>
<td>Standard 3: Assessment &amp; Evaluation</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
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<tr>
<td>Standard 7: Practicum/Clinical Experiences</td>
<td>Standard 6: Professional Learning &amp; Leadership</td>
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READ 5314 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1**: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (TX Standard 1). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (ILA Standard 1).

- **PLO 2**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates foster teachers’/specialists’ knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (ILA Standard 3).

- **PLO 3**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard 4). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (ILA Standard 6).

READ 5314 is aligned to the Texas English Language Arts and Reading (Grades 4-8) Standards:

- **PLO 1**: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development (TX Standard II).
- **PLO 2**: Teachers understand the importance of word analysis (including, blending, structural analysis, and sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency (TX Standard III).
- **PLO 3**: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving comprehension (TX Standard IV).
- **PLO 4**: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (TX Standard V).
- **PLO 5**: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills (TX Standard VI).
- **PLO 6**: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area (TX Standard VII).

### III. 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 SFA Online.

Know that if you intend to use a "dial-up" connection to access the Internet and this course 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.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### 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 Q Classroom.

### 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 the coursework will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete coursework 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.

Late work

Late work is NOT accepted except in the event of the death of an immediate family member, serious illness, and with proper documentation, or other circumstances may be considered at the discretion of your professor. Accepted late work for a grade must be completed within one week (7 days) following the return from being absent. See more detail in the Attendance Policy section below.

***Please note, to ensure all content of the course is learned, all discussions/drop-boxes assignments/quizzes must be completed before you will be cleared to take the final exam.
IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% and below</td>
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Please note, there are no extra credit options for this course. 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.

**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 unbecoming 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](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](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;
- assigning 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 the 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.

<table>
<thead>
<tr>
<th>WORK POLICY EXPECTATIONS</th>
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<tr>
<td><strong>Late Work</strong> — Late work receives no credit unless there is prior approval from the instructor.</td>
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<tr>
<td>Make-up Work Policy — The decision whether to accept make-up work is at the discretion of the instructor.</td>
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<tr>
<td>“Redo Work” Policy — Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.</td>
</tr>
<tr>
<td>Students must submit all assignments in the requested format found in the assignments.</td>
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</table>

**TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS**

**Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may
not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

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**CONSEQUENCES OF UNPROFESSIONALISM**

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**TEXAS EDUCATORS’ CODE OF ETHICS**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

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**QCLASSROOM REQUIREMENTS**

This course does not require that you submit designated assignments to Q Classroom.

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**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course.

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**CERTIFICATION/LICENSE REQUIREMENTS**

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Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You are planning to enroll in a Texas educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
2. Successfully complete state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

V. Course Timeline:
A separate course timeline is located at the end of this document.

VI. Required Textbook:
None – All required reading materials are provided within the modules.

VII. 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;
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.
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

Attendance Policy 6.7:
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Go to Class Attendance, Policy 6.7

Students with Disabilities Policy 6.1
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to Academic Accommodation for Students with Disabilities, Policy 6.1

Academic Integrity Policy 4.1:
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of intellectual honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to 1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2) the falsification or invention of any information, including citations, on an assigned exercise; and/or 3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: 1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; 2) submitting a work that has been purchased or otherwise obtained from an internet source or another source; and 3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

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

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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

- **On-campus Resources:**
  - SFASU Counseling Services 3rd floor Rusk Building 936-468-2401
  - SFASU Human Services Counseling Clinic Human Services Room 202, 936-468-1041

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - Suicide Prevention Lifeline: 1(800) 2730 – TALK (8255) Crisis
  - Text Line: Text HELLO to 741-741

**IX. Code of Ethics for Texas Educators**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward the realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.
The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS/PERIODICALS**

- *Journal of Literacy Research*, Literacy Research Association
- *Journal of Adolescent & Adult Literacy*, International Literacy Association
- *Literacy Today*, International Literacy Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Outside of Class Assignments (Total Possible Points)</th>
<th>DUE in D2L by</th>
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</thead>
</table>
| Week 1   | • Module 1: Setting Up for Success  
           | • Module 2: Standards          | • Discussion: Introduction (2.5)         
           |                                           | • Dropbox: Aligning Standards (6.5)         | Sunday 9/3 |
| Week 2   | • Module 2: Standards        |                                       | • Discussion: Instructional Planning (6.5) | Sunday 9/10 |
| Week 3   | • Module 3: Theory into Practice |                                 | • Discussion: Outdated Literacy Practices (6.5) | Sunday 9/17 |
| Week 4   | • Module 4: Reading Research |                                       | • Dropbox: Reading Research (6.5)         | Sunday 9/24 |
| Week 5   | • Module 5: Fluency          |                                       | • Dropbox: Research on Fluency (6.5)      | Sunday 10/1 |
| Week 6   | • Module 6: Instructional Improvement |                   | • Dropbox: School Design (6.5)           | Sunday 10/8 |
| Week 7   | • Module 6: Instructional Improvement |                   | • Dropbox: Big Ideas (6.5)               | Sunday 10/15 |
| Week 8   | • Module 7: Instructional Coaching |               | • Discussion: Instructional Coaches (6.5) | Sunday 10/22 |
| Week 9   | • Module 8: Reflective Practices |                                | • Discussion: Sharing Advice (6.5)       | Sunday 10/29 |
| Week 10  | • Module 9: Differentiating Instruction |            | • Discussion: Structure of Intervention (6.5) | Sunday 11/5 |
| Week 11  | • Module 10: Culturally and Linguistically Responsive Pedagogy | | • Discussion: Research Article Analysis (6.5) | Sunday 11/12 |
|          | Fall Break - HAPPY THANKSGIVING! |                               |                                        |               |
| Week 13  | • Module 11: Translanguaging Pedagogy |                   | • Dropbox: Translanguaging Pedagogy (6.5) | Sunday 11/26 |
| Week 14  | • Module 12: Digital Literacy and Instructional Materials |       | • Discussion: Instructional Materials (6.5) | Sunday 12/3 |
| Week 15  | • Module 13: Collaborative Professional Learning |                       | • Discussion: Professional Learning Activity (6.5) | Sunday 12/10 |
| Week 16  |                                      |                                        | Wednesday 12/13 Midnight                  |               |

---------- Finalized Grades ----------

Your final grade will not be posted to the Registrar’s Office until all discussions and Dropbox assignments have been completed & submitted.