**Name:** Dr. Nicole Letchworth  
**Email:** Nicole.letchworth@sfasu.edu  
**Office:** Early Childhood Research Center 209J  
**Office Phone:** 936-468-2034  
**Office Hours:** Virtual by Appointment

I am available to set up appointments in my office when I am on campus, by phone, or through Zoom. I will reply to your email within 24 hours during the week and by COB Monday if you email over the weekend.

**Department:** Perkins College of Education

**Class meeting time and place:**

Fully online

**Course Description**

Overview of etiology, research, characteristics, and program components related to children and youth with autism with a discussion of traditional and current causations with subsequent implications drawn for providing appropriate educational interventions. Educational Programming for Students with Autism is designed for pre-service teachers seeking Special Education certification. This course focuses on the characteristics, issues, content and methods appropriate for students with autism. Functional living and communication skills will be the primary emphasis.

SPED 4360 Children with Behavioral Disorders and Autism (3 credit; fully online spans 15 weeks). The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events in assessment and special education. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules.

**Prerequisites**

SPED 3329

**Course Contact Hours and Study Hours**

For each credit hour of the class, a minimum of two hours of preparation each week is expected on the part of the student 6 hours total. Many students should spend more than this amount of time in study.

**General Education Core Curriculum**

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

**Intended Learning Outcomes/Goals/Objectives**

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as Special Education Teacher.
Academic excellence through critical, reflective, and creative thinking
Life-long learning
Collaboration and shared decision making
Openness to new ideas, to culturally diverse people, and to innovation and change
Integrity, responsibility, diligence, and ethical behavior, and
Service that enriches the community

This course is also designed to enable you to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards.
Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

Given the complexity of the teaching and learning process, this course enables students to be knowledgeable of multiple ages, disabilities, theories and teaching strategies. For more information see the Perkins College of Education's Conceptual Framework.

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher,
and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

### Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

### Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

### Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

### Standard 4: Program Impact

#### Impact on P-12 Student Learning and Development

4.1 Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

#### Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

#### Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

#### Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

### Standard 5: Provider Quality Assurance and Continuous Improvement

#### Quality and Strategic Evaluation

...
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. Standard 7: Collaboration

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Student Learning Outcomes:

Specifically, this course will enable you to:

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).

2. Identify the types, characteristics, and etiology of learners with autism (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, Promoting Student Learning and Development, Standard VII). Know Procedures for promoting the social skills and communication skills of students with autism.

4. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, Understanding Individuals with...
5. Identify and comprehend procedures for managing the teaching and learning environment, including behavior management, daily routines and transitions (Domain II, Promoting Student Learning and Development, Standard VII).

6. Compare and contrast effective, proven, accepted, new and/or controversial strategies for the treatment of students with autism. These may include, but are not limited to: Applied Behavior Analysis, TEACCH, PECS, auditory and sensory stimulation, Medical as well as non-traditional treatments.

Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes are addressed.

Text and Materials

2. Q Classroom

Course Requirements

Quizzes

There will be 13 quizzes @ 10 pts. Each and a syllabus quiz worth 5 points for a total 135 pts. Quizzes will include multiple choice, fill in the blank, and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters. The quizzes will be administered on-line. You will have 2 attempts to take the quiz. Your average grade will post in the gradebook.

You should take the quiz during the week each chapter is assigned in the course. There will be NO late quiz attempts. You must complete and submit quizzes at the time that they are due.

DropBox Assignments

- Goal Planning/Progress Monitoring 10 Points
- 5 Article Analysis (40 points each) 200 Points
- Module 3 Certificates 30 Points
- Module 5 DTT Certificate 20 points
- Module 6 Social Story 20 Points
- FBA/BIP Project 50 Points
- De-escalation Strategies 10 Points
- Jack Straw ABC Chart 10 Points
- TBSI Training 50 Points
- Language Project 100 Points

Discussions

- 10 @ 10 each 100 points

Course Evaluation

10 points

Total: 745 Points

Note: The use of any artificial intelligence such as but not limited to Chat GBT is NOT allowed and will be checked via Turnitin. Any use of AI will be considered an act of plagiarism and will be submitted to the university.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, you will need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.
Tentative Course Calendar

Note: this is subject to change. All assignments and quizzes are due the Sunday for the week they are assigned by 11:59 CST unless otherwise noted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignments</th>
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| Week 1: Aug 28-Sept 3 | Introduction  <br> Complete all the components of the **Getting Started Module**.  <br> Read and print the course syllabus and course timeline.  
  Topic: Autism  
  Begin Learning Module 1: Chp 1 and 2 (Classification and the Physiological Approach; Assessment)  
  - **Discussion**: Introduction  
  - **Discussion**: Prevalence Rates (found in Module 1)  |
| Week 2: Sept 4-Sept 10 | Topic: Autism  
  Learning Module 1: Chp 1 and 2 (Classification and the Physiological Approach; Assessment)  
  - **Discussion**: Data Collection  
  - **Dropbox**: Goal Planning and Progress Monitoring  
  - **Quiz**: Chp.1 and Chp. 2 Quiz  |
| Week 3: Sept 11- Sept 17 | Topic: Autism  
  Learning Module 2: Chp 3 Effective Implementation of Evidence-Based Practices  
  - **Discussion**: Where to Start?  
  - **Dropbox**: Article Analysis  
  - **Quiz**: Chp 3  |
| Week 4: Sept 18-Sept 24 | Topic: Autism  
  Learning Module 3: Chp 4 and 5 (Applied Behavior Analysis)  
  - **Discussion**: Replacement Behavior Discussion  
  - **Dropbox**: 2 Training Certificates  
  - **Quiz**: Chp. 4 and Chp. 5  |
| Week 5: Sept 25- Oct 1 | Topic: Autism  
  Learning Module 4: Chp 6 Developmental, Social-Relational, Transactional, and Other Approaches to Intervention  
  - Discussion: How Many TEACCH Strategies?  
  - Dropbox: Article Analysis  
  - Quiz: Chp. 6  |
| Week 6: Oct 2-Oct 8 | Topic: Autism  
  Learning Module 5: Chp 7 Focus on Language  
  - Discussion: Opportunities for Communication  
  - Dropbox: Module 5 DTT Training Certificate  
  - Livetext Language Project: Review and begin Language Project  
  - Quiz: Chp. 7  |
  Learning Module 6: Chp 8 Building Social Skills & Social Relationships  
  - Dropbox: Module 6 Social Story  |
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<thead>
<tr>
<th>Week 8:</th>
<th>Topic: Autism</th>
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<tr>
<td>Oct 16-Oct 22</td>
<td>Learning Module 7: Chp. 9 and 10 (Transition to Adulthood; Systems of Support)</td>
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<td>Language Project Due</td>
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<td>Discussion: Module 7 Employment in the Curriculum</td>
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<td>Discussion: Module 7 Bronfenbrenner’s System</td>
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<td>Quiz: Chp. 9 and Chp. 10</td>
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<td>Quiz: AU Chp. 8</td>
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<tr>
<th>Week 9:</th>
<th>Topic: ED and FBAs/BIPs</th>
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<tr>
<td>Oct 23-Oct 29</td>
<td>Learning Module 8: PowerPoint, IRIS Module, materials in module</td>
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<tr>
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<td>Dropbox: FBA BIP Project</td>
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<td>Quiz: ED Module 8 Quiz</td>
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<tr>
<th>Week 10:</th>
<th>Topic: ED, Conduct Disorder and ODD</th>
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<tr>
<td>Oct 30- Nov 5</td>
<td>Learning Module 9: PowerPoint, materials in module</td>
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<td>Dropbox: Breakfast Club- Applying De-escalation Strategies</td>
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<td>Dropbox: Jack Straw ABC Chart</td>
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<td>Quiz: ED Module 9 Quiz</td>
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<tr>
<th>Week 11:</th>
<th>Topic: ED, ADHD</th>
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<tr>
<td>Nov 6-Nov 12</td>
<td>Learning Module 10: PowerPoint, materials in module</td>
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<tr>
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<td>Dropbox: Module 10 Article Analysis</td>
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<td>Quiz: ED Module 10 Quiz</td>
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<th>Week 12:</th>
<th>Topic: ED, Anxiety</th>
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<tr>
<td>Nov 13-19</td>
<td>Learning Module 11: PowerPoint, materials in module</td>
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<td>Dropbox: Module 11 Article Analysis</td>
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<td>Quiz: ED Module 11 Quiz</td>
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| Nov. 20-Nov. 26 | THANKSGIVING BREAK NO CLASSES |

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<thead>
<tr>
<th>Week 13:</th>
<th>Topic: ED, Eating Disorders, Depressive Disorders, Bipolar Disorders, and Suicide Prevention</th>
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<tr>
<td>Nov 27- Dec 3</td>
<td>Learning Module 12: PowerPoints, materials in module</td>
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<td>Discussion: Preventing Childhood Obesity</td>
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<td>Quiz: ED Module 12 Quiz</td>
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<th>Week 14:</th>
<th>Topic: ED, At-Risk Behaviors and ED and Focusing on Success Learning</th>
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<tr>
<td>Dec 4- Dec 10</td>
<td>Module 13: PowerPoints, materials in module</td>
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<td>Dropbox: Module 13 Article Analysis</td>
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<td>Dropbox: Module 13 TSBI Training</td>
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<td>Quiz: ED Module 13 Quiz</td>
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<tr>
<th>Week 15:</th>
<th>No Final Exam</th>
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<td>Dec 11-Dec 15</td>
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**Grading Policy**

Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment.** regardless of the total number of points earned.

Late work: There will be NO late work accepted in this class without prior approval to submit work late. To be approved for submitting work late,
you must email faculty prior to the due date with evidence of an extenuating circumstance. For example- a doctor’s note. Emails after the due date will not be considered and the assignment will be graded with a 10% per day penalty and worth zero points after 5 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances.

Note: A 10% per day deduction for late work is at the sole discretion of faculty.

**Attendance Policy**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports 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.

**Academic Integrity**

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. **ALL assignments using Artificial intelligence (other than Grammarly) will be considered as a plagiarized artifact.**

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 Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

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

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person—mind, body, and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

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

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.