Department of Human Services
SPE 5371.502
The Educational Diagnostician

Instructor: Summer Koltonski, Ph.D.
Office: ECRS 2011
Office Phone: 936-468-1215

Course Time & Location: 100% online in D2L
Credits: 3 hours
Email: Use D2L email within the SPE 544 course

Office Hours: T 10:00 a.m. -12:00 p.m.
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

Mailing Address: Stephen F. Austin State University
Department of Elementary Education – Summer Koltonski
P.O. Box 13017 or 2428 Raguet St. (UPS/FedEx requires a physical address)
Nacogdoches, TX 75962

Prerequisites: None

1. Course Description: SPE 5371 The Educational Diagnostician (3 credits, fully online) spans 15 weeks.
Students are required to engage the online modules at least 3 hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on assessments, administration and interpretation, leadership skills, and federal and state requirements in regards to the provision of special education services. In addition, students are required to attend online sessions with the instructor for the purpose of assessment scoring and interpretation, write evaluation reports that evaluate their ability to interpret assessment data and make instructional recommendations, complete student-to-student activities related to course reading materials and module assignments. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

This course content is designed to prepare an educational diagnostician for the professional roles and responsibilities consistent with federal and state guidelines. This course is designed in coordination with state and national educational diagnostician standards. Foundational components of this course include the following:

-- Knowledge of federal disability criteria and identification procedures.

-- Knowledge of student assessment, program planning, and instructional decision-making.

-- Knowledge of developing collaborative relationships and time management and organization skills.

-- Awareness of influences of diversity on assessment results.

-- Knowledge and skills in the assessment of developmental abilities, language, motor, and intelligence.

-- Accurate scoring and interpretation of assessment results.
-- ARD paperwork and timelines.

**Course Delivery Modality:** This course is 100% online in D2L

**II. Intended Learning Outcomes/Goals/Objectives:**

**SPED 5371 Accountability and Accreditation Assignment:** Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

A. **COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed: http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concept

B. **Commitment To Diversity:** The 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, differing ability levels, 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.

  a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

  b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

  c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. **THECB: Elements of the Core Curriculum**

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation
INTASC – Interstate Teacher Assessment and Support Consortium
CEC – Council for Exceptional Children
ISTE – International Society for Technology in Education
SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPED 5371 Accountability and Accreditation Assignment: Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

Student Learning Outcomes:

The candidate will interpret and describe the scores for a norm-referenced assessment.
1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

At the completion of this course, students will be expected to:

1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student language, academic and/or cognitive strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. Demonstrate an understanding of federal and state guidelines regarding students with disabilities and discipline.

8. Demonstrate in writing an understanding of ARD paperwork requirements.
Identify and describe communication skills that would build collaborative relationships with school personnel and parents.

SLO Items 1-7 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser:
tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 2B; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 2C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1A, 1D, 1F, 1G, 1J, 1I, 1M, 2C, 2D, 2K; TExES Standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A, 1B, 1C, 1D, 2A.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Test Records and Reports: Candidates are required to conduct assessments using different standardized instruments for a total of 1 administration. The assessment must be administered to children between the age range of 8 -16 for the purposes of this course. Test Records will be graded based on accurate administration, scoring, and interpretation of the tests. The video-recorded sessions must show the examiner, examinee (child) and the testing materials at all times for credit purposes.

Reports will consist of student information and individual test interpretive summaries. You are not writing a full report as you did in SPED 5344 Individual Academic Achievement. In order for your report to be graded, the test protocol and the parent signed release must accompany the report. You will need to administer as many of the assessments to the same child as possible. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Recorded Test Administrations: Each of your test sessions will be recorded for graded review and teaching purposes. Recordings must show the examiner and the child and testing materials. Each student has access to a Zoom account (sfasu.zoom.us and use your MySFA username and password) that may be used for making recordings or you may purchase a reliable video recording device. You will be using recording technology in SPED 5344.501, SPED 5345.501, SPED 5371.501, SPED 5354.501 SPED 5355.501. If you already possess a high-quality video camera, then you may use this device to capture your testing sessions. If your laptop or other device has a (high quality) built-in recording device, that can be used as well. ALL VIDEOS WILL BE
SUBMITTED IN THE DROPBOX TOOL OF THE COURSE. Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. You will upload each video to the course Dropbox file. NOTE: IT MAY TAKE HOURS, EVEN OVERNIGHT, for the longer videos to upload into D2L Dropbox. Be patient!!!

We will not have a scoring session unless you need to ask specific questions. Instead, you will email me the raw scores using the template posted in the module. I will score the assessment and email you the score report. You will use the score report to write the report.

REPORTS WILL NOT BE ASSIGNED A GRADE UNTIL THE VIDEO IS RECEIVED in a viewable format BY THE INSTRUCTOR.

1. Tests administered this semester will include the following:

1-- WMLS

Reminder: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Assigned Readings: Points will be earned by participating in Discussion Boards and/or assessed by quizzes.

Quizzes: Each assessment module will have quizzes. Other learning modules will also have quizzes over assignment readings. Quizzes may be taken more than once and an average is taken for the final quiz grade.

Assignments: Each learning module will have assignments. The assignment may be an information-seeking activity or a graded assignment that will be turned in.

Training: TEA Supports for Special Education Referrals Training

IV. Evaluation and Assessment (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment - 1 WMLS</td>
<td>100 points</td>
</tr>
<tr>
<td>Leading From the Front Activities</td>
<td>60 points</td>
</tr>
<tr>
<td>Transfer ARD Paperwork</td>
<td>30 points</td>
</tr>
<tr>
<td>Full ARD Paperwork</td>
<td>100 points</td>
</tr>
<tr>
<td>3 Required Quizzes - (each varying in the number of points)</td>
<td>28 points</td>
</tr>
<tr>
<td>Introduction</td>
<td>15 points</td>
</tr>
<tr>
<td>I'm Sorry Log</td>
<td>35 points</td>
</tr>
<tr>
<td>TEA Supports for Special Education Referrals Training</td>
<td>50 points</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>653</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
90% of all possible points = A
80% of all possible points = B
70% of all possible points = C
60% of all possible points = D
59% and below = F

NOTES ABOUT GRADING:
**No reports will be assigned a grade until the video has been received and viewed by the Instructor.

**No Scoring sessions will be scheduled until the Portfolio assignment has been completed in LiveText.

V. Course Timeline

Course Outline/Schedule

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

The assessments must be administered to children between the age range of 8-16 for the purposes of this course !!!!

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1: May 30 – June 4 | Read and complete all components of the Getting Started Module. Make sure that you read and complete all of the activities that will allow you to successfully access course information over the course of the semester.

Access the Introduction module and post your introduction to the Discussion Board using Screen-casto-matic or Zoom.

Begin to keep an informal log about every time you say the words “I’m Sorry.” In your log, be sure to provide enough information so that you will remember the situation in which you said these words. This log information will be used later in the course.

Get your assessment recording technology in order so that you can begin to assess a child when the test kits are in your possession. When you have finished testing a child and have calculated the Raw Scores on the test record, contact the Course Instructor to schedule an online assessment scoring session. |

| Week 2: June 5 – June 11 | Assessment and Scoring Session Information
For the test kits that you have in your possession, complete Assignment 2, Quiz 2, and Assignment 3. Once you have completed the entire module for an assessment, you may administer the assessment to a child between the ages of 8-16. Please try to administer as many assessments as possible to the same child. When you have finished testing a child and scoring the test record, contact the instructor to schedule a scoring session. If you need to cancel or |
reschedule a session you must do so at least 1 day prior to the session if possible. After the Scoring session, immediately begin to work on your report. After you have read the instructor notes and resources in the module, you can call/text/email me as often as you like to get help with aspects of the test interpretation and report.

Access the ARD Paperwork learning module and read the explanations of the following ARD paperwork. It is okay to get help from an Educational Diagnostician in completing this paperwork.

- Transfer ARD paperwork – also complete assignment that accompanies this module
- Brief ARD paperwork-read only, no assignment
- Full ARD paperwork - read through, but the assignment that accompanies this module will be due later
- Manifestation Determinations- read only, no assignment
- ARD Agenda and Full and Individual Evaluation paperwork- read only, no assignment

If the audio clips don't work, try saving the document to your Desktop first then opening it up from your Desktop. If that does not work, call tech support--it's probably a simple issue of needing to update a software version.

Access the Assessments learning module and read and complete all Assignment 1's and Quiz 1’s in this module so that you will be introduced to all of the assessments that you will administer this semester.

Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.

Access your Leading From the Front learning module and read or complete the following assignments:

- Assignment One – chapters 1-3 Leading From the Front
- Ch. 4-5 assignment- Leading From the Front

If you do not receive full points on an assignment you've submitted in Dropbox, I will provide you with feedback and give you the opportunity to make corrections and resubmit the assignment one time.

| Week 3: June 12 – June 18 | For the test kits that you have in your possession, complete Assignment 2, Quiz 2, and Assignment 3. Once you have completed the entire module for an assessment, you may administer the assessment to a child between the ages of 8-16. Please try to administer as many assessments as possible to the same child. When you have finished testing a child and scoring the test record, contact the instructor to schedule a scoring session. If you need to cancel or reschedule a session you must do so at least 1 day prior to the session if possible. After the Scoring session, immediately begin to work on your report. |
After you have read the instructor notes and resources in the module, you can call/text/email me as often as you like to get help with aspects of the test interpretation and report.

Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.

Leading From the Front Assignment Three – read chapters 6-8 and complete the discussion assignment.

Complete the Full ARD assignment

The goal is to have completed the test administration (scoring and report too) by the end of Week 3! Remember that Assignment #3 in your assessment modules will give you pointers for writing test summaries. Don't forget to video record your test sessions! Save your videos as mp3 or mp4 file! Remember to administer as many tests as possible and tolerable to the same child.

Use the course Dropbox to upload your test records, script, report, testing authorization form, assessment printout, and video.

If your videos will not upload or play in the course Dropbox, then you will be required to contact tech support for assistance, and send me a CC of your email request for help.

Continue correcting and resubmitting items after receiving feedback from instructor.

Week 4: June 19 – June 25

When you have finished testing a child and scoring the test record, contact the course instructor to schedule a scoring session. After the Scoring session, immediately begin to work on your report. You can email me as often as you like to get help with aspects of the test interpretation and report. Write your assessment summaries for each test.

Remember that Assignment #3 in your assessment modules will give you pointers for writing summaries. You will turn in the following 6 items at the completion of testing using the course Dropbox assignment tool: signed Testing Authorization form, scanned copy of completed test record form, print out of assessment scoring (WMLS or BVAT), completed assessment script, report summary, and video.

Submit WMLS Report

The goal is to have two completed test administrations (scoring and report too) by the end of Week 4! Remember that Assignment #3 in your assessment modules will give you pointers for writing test summaries. Don't forget to video record your test sessions! Save your videos as mp3 or mp4 file! Remember to administer as many tests as possible and tolerable to the same child.
Use the course Dropbox to upload your test records, script, report, testing authorization form, assessment printout, and video.

If your videos will not upload or play in the course Dropbox, then you will be required to contact tech support for assistance, and send me a CC of your email request for help.

Continue correcting and resubmitting items after receiving feedback from instructor.

**Mail Test Kit!**

<table>
<thead>
<tr>
<th>Week 5: June 26 – June 30</th>
<th>Complete I’m Sorry Log</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All corrected submissions due</td>
</tr>
</tbody>
</table>

**VI. Required Readings and Materials:**


The following link will take you to a publisher website:

http://www.amazon.com/Essentials-Cross-Battery-Assessment-Psychological/dp/0470621958/ref=sr_1_1?ie=UTF8&qid=1370223862&sr=8-1&keywords=Essentials+of+Cross+battery+assessment+3rd


https://www.mhprofessional.com/9781260011821-usa-leading-from-the-front-no-excuse-leadership-tactics-for-women


4. Copy of Federal Regulations December 2017 accessed and/or downloaded through the Texas Education Agency website:

https://fw.esc18.net/Documents/Side_by_Side.pdf

5. Stop Watch - preferably one that does not make any sound when being started, stopped, and
reset. (You can use the one on your cell phone.)

7. Clipboard

8. Access to a computer with the following capabilities: microphone/webcam, PowerPoint viewing and creating, Microsoft Excel, Microsoft Word, and RealPlayer or other video player.

Your computer must also be D2L functional.

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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

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 (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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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 http://www.sfasu.edu/disabilityservices/

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**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**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).

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**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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.

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**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when
requested to leave by a university official is prohibited. 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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

**Additional Information Specific to Educator Preparation**

**Code of Ethics for the Texas Educator:**

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.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. 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 enrolled or planning to enroll in an 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/.

2. 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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.