PCOU 5325- Career Development and Counseling

Spring, 2024

Instructor: William F. Weber
Office: HSTC 230
Course Time & Location: Online
Office Hours: 5-7 M; 6-7 T; 4-6 R
Phone: 936-468-1154
Credits- 3 hours
Email: bweber@sfasu.edu

Course Description:

This course is a study of career development theories and the use of occupational and educational information in counseling.

Required Texts:


Credit Hour Justification- PCOU 5325-Career Development and Counseling

The class will also meet for two hours and forty-five minutes each week for 16 weeks. There is also a 2-hour final examination. Students will have significant reading assignments. Students will complete small group assignments and will also have two major projects/papers based upon the assignments that requires them to apply what they have learned. Students also have a mid-term and final examination. Outside class activities average a minimum of 12 to 20 hours per week.

Pre-requisites: None other than graduate standing.

II Intended Learning Outcomes/Goals/ Objectives
Through the activities and objectives in PCOU 5325 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

As described in this syllabus, PCOU 5325 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP, SBEC, and NCATE standards as described:

Program Learning Outcomes for Graduates of the Professional Counseling Program at SFA.

Graduates of The Professional Counseling Program at SFA are competent and ethical counselors.

Program learning outcomes are:

1. Ethical Standards and Legal Considerations: Counseling students adhere to strict ethical guidelines and maintain professional behavior. This includes maintaining confidentiality, obtaining informed consent, avoiding conflicts of interest, and ensuring the well-being of clients. Counseling students comply with the ACA Code of Ethics and the rules and regulations of Texas.

2. Multicultural Counseling and Social Justice: Counseling students understand theories and models of multicultural counseling, cultural identity development, and social justice. This includes recognizing and addressing issues related to cultural diversity and social inequalities in their counseling practice. They advocate on behalf of their clients and the profession itself to address institutional and social barriers that impede access, equity, and success for their clients.

3. Factors Affecting Human Development: Counseling students consider systemic and environmental factors that affect human development, functioning, and behavior. They apply theories of individual and family development across the lifespan to better understand and assist their clients.

4. Career Development and Assessment: Counseling students help clients assess their abilities, interests, values, and personalities to guide career development. They use assessment tools and techniques to aid clients in making informed career decisions.

5. Counseling Theories and Models: Counseling students apply various counseling theories and models to provide effective therapeutic interventions. These may include cognitive-behavioral therapy, person-centered therapy, and more.

6. Counseling Skills: Counseling students demonstrate competence in essential interviewing, counseling, and case conceptualization skills, ensuring they can effectively work with clients to address their mental health concerns. This includes gaining hands on experience working with clients in practicum and internship.

7. Group Counseling: Counseling students design and facilitate groups, employing ethical and culturally relevant strategies to help clients in a group setting.

8. Assessment and Test Administration: Counselors select, administer, and interpret assessments and tests ethically and in a culturally relevant manner to support their clients' needs. This involves understanding and analyzing test scores, psychological assessments, and other relevant data to make informed decisions about a client's mental health and to plan appropriate interventions.

9. Research and Statistical Principles: Counselors need to understand the scientific and statistical principles that underlie evidence-based research. This includes knowledge of research methods,
experimental design, data analysis, and the ability to critically evaluate research studies to
determine their quality and relevance. Counselors understand the significance of research in
advancing the profession. They can critique research to inform their counseling practice and
provide evidence-based interventions.

10. **Communication and Presentation Skills:** Effective communication is crucial for counseling
students. They must convey complex mental health concepts and findings to clients, colleagues,
and the public. This includes both oral and written communication.

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### 2024 CACREP Standards for Career Development

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic
   standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor
   market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients’ life experiences
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to
career development
6. career development program planning, organization, implementation, administration, and
evaluation
7. developmentally responsive strategies for empowering individuals to engage in culturally
   sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning
   and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from
    marginalized groups
12. ethical and legal issues relevant to career development and career counseling

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*indicates a field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify career development theories and decision-making models</td>
<td>Lectures, Assigned Readings</td>
<td>Career Theory Application Project; examinations.</td>
<td>CACREP 1</td>
</tr>
<tr>
<td>Develop career counseling strategies utilizing appropriate approaches and techniques</td>
<td>Lectures, demonstration of techniques in class</td>
<td>Examinations; career skit</td>
<td>CACREP 5</td>
</tr>
<tr>
<td>Utilize career/occupational materials to assist the individual with a disability in vocational planning</td>
<td>Lectures; Assigned readings; demonstration</td>
<td>Examinations; Career Theory Application Project-</td>
<td>CACREP 8</td>
</tr>
<tr>
<td>Facilitate involvement in vocational planning and career exploration</td>
<td>Lectures; Assigned readings</td>
<td>Examinations; Career Theory Application Project-Self Assessments</td>
<td>CACREP 11</td>
</tr>
</tbody>
</table>
Conduct and utilize labor market analyses and apply labor market information to the needs of individuals. Lectures; Assigned Readings. Examinations; Career Autobiography. Labor Market Survey. CACREP 3

Identify transferable skills by analyzing the consumer's work history and functional assists and limitations and utilize these skills to achieve successful job placement. Lectures; Assigned Readings. Career Theory Application Project; Examinations; CACREP 4h,4i

Apply career development theories as they relate to an individual with a disability. Assigned readings and lectures. Career Theory Application Project; CACREP 11

Utilize internet and other technology to assist in the effective delivery of services. Assigned readings and lectures. Career Theory Application Project; Examinations; Research Paper; CACREP 3

III. Course Assignments, Activities, Instructional Strategies, use of Technology.

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. Career Theory Paper-Due-02/15/2024 @ 11:59 PM.

1. Career Theory Application Project.

1). Interview an individual about their career history and development. You will then write a case study in which you apply a particular career theory to analyze the individual's career decisions. Please use only the individual's first name. This paper should be a minimum of eight pages in length not including references. References and Citations should be in APA style. Explain the person's career development using only one theorist. The best way to approach this paper is to:

1) discuss the individual’s career path
2) provide an overview of the theory that you think best describes their behavior
3) provide specific evidence for your choice.
4) Now given the assumptions of the theorist, what issues would you explore if you were to meet with the client again.

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<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Criteria</th>
<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is submitted on time</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>
Paper uses correct APA format, 7th edition for headings, text citations and references | 15 | 10 | 0  

Paper is free of typos, spelling errors and grammar errors | 20 | 10 | 0  

Paper discusses interviewee’s job history including tasks liked/disliked, reasons for job choice and reasons for job change. | 20 | 10 | 0  

Paper discusses one chosen theory to explain individuals job history providing an overview of chosen theory then presenting evidence for choice of that theory. | 20 | 15 | 0  

Paper discusses issues interviewer intends to explore if they were to have another session. | 15 | 10 | 0  

Total for Project: 100 points

2. Test Interpretation – Due Date-03/07@ 11:59 PM

The class will be divided into teams. Each class member will self-administer the Strong Interest Inventory. Once a release is obtained for interpretation, team members will interpret to the other person the results of the other person’s Strong Interest Inventory via Zoom session. A link to a model release template is [file:///C:/Users/weberwilli/Desktop/2023%20Fall%20Courses/651a053d342015fecf66a599_Sample%20template%20mental%20health%20ROi%20-%20Copy.pdf](file:///C:/Users/weberwilli/Desktop/2023%20Fall%20Courses/651a053d342015fecf66a599_Sample%20template%20mental%20health%20ROi%20-%20Copy.pdf)

Make sure that you record the session as this will be evidence of project completion.

In preparation for the zoom session, the first step is to watch the video that explains the steps in the interpretation. Its link is: [https://youtu.be/rPQbjL3FCA0](https://youtu.be/rPQbjL3FCA0). The video is about 90 minutes, so I would advise you to divide it into 30 minute chunks and refer to the other person’s Strong
printout while watching. The video provides a good step by step guide as well as some strategies to deal with what we call a flat profile.

Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeded Criteria</th>
<th>Met Criteria</th>
<th>Did not meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a copy of the signed release form submitted with the recording weblink.</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Professor presented zoom recording weblink and signed release by due date.</td>
<td>10</td>
<td>15</td>
<td>0</td>
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<tr>
<td>Interpreter provides client a brief explanation of Strong’s theory used building the Interest Inventory.</td>
<td>15</td>
<td>10</td>
<td>0</td>
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<tr>
<td>Interpreter discusses John Holland’s RIASEC hexagon.</td>
<td>20</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Interpreter discusses RIASEC Scales including General Occupational Themes, Basic Interest Scales, and Occupational Scales.</td>
<td>20</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Interpreter discusses Personal Style Scales and Administrative Indexes with client.</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Interpreter engages client in the interpretation process to see if they have any questions including asking client to summarize findings</td>
<td>10</td>
<td>5</td>
<td>0</td>
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</tbody>
</table>
3. **Review of Literature Project**

Preliminary Proposal.

Please e-mail an abstract of your topic for proposed review of literature. It should address the vocational counseling needs of a special population group. It is suggested that you use the resources at the library to determine if sufficient information can be found related to the topic. Please submit the abstract to the dropbox.

Preliminary Proposal Due Date: **02/01/2024 @ 11:59 PM**

Due Date for Paper: **03/21/2024 @ 11:59 PM**

The Paper

The Review of literature can be any topic in career development of interest to you. The review must conform to APA format and be based on recent professional research literature. You might want to look at the review of literature chapter of a master's thesis or doctoral dissertation to get an idea of format. References should be no older than 2014 and must be books and peer-reviewed journal articles. This paper should be a minimum of eight pages in length not counting references and contain eight references. Remember, every reference must have a text citation in APA. Some possible topics are:

- Potential Uses of AI in Career Counseling
- Application of a decision theory
- The theory of Gelatt
- Innovative methods in career counseling
- Using assessment instruments in career counseling
- Computers in career counseling
- Career development for adults
- Mid-life career transition for adults
- Career counseling and women
- Career counseling and persons with disabilities
- Career counseling and the dual career family
- Job Satisfaction
- The impact extended unemployment on the individual
- Ethical issues in career counseling
- Career counseling and various minority groups.
- Career counseling using the internet
- The impact of technology on the workforce
- Career counseling with displaced homemakers
- Career counseling with retired persons.
- Career counseling vs. career coaching
- Telehealth Career Counseling
- Career counseling with the re-entering older worker
Please include journal article DOI or URL as part of your APA 7th Edition reference citations.

Review of Literature Paper Project - maximum 100 points

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<thead>
<tr>
<th>Criteria</th>
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<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper submitted on time</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Paper uses APA format, 7th edition for headings, text citations and references</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Paper is free of typos, spelling errors and grammar errors</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Paper contains a thesis statement and content is presented in layman terms and is well organized</td>
<td>20</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Paper contains a conclusions paragraph that reviews major points</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Paper is a minimum of 8 pages in length</td>
<td>15</td>
<td>15</td>
<td>0</td>
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<tr>
<td>Draft outline or Mind Map of paper submitted with paper</td>
<td>10</td>
<td>10</td>
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</table>

Total for Project: 100 points

Discussion Questions related to Modules and Book Chapters

You are expected to be an active learner, which includes written response to each of the assigned discussion threads. 1). Please respond to each of module discussion questions providing evidence that you read the chapter. This initial post is due on Tuesdays. Also, you must respond to at least to two other persons post for each discussion question. 2) Evidence that you read the chapter is indicated by a text citation and a reference of the textbook at the end of your initial post. 3) Evidence of outside information is by an additional text citation and source at the end of
your initial post. 4). Please respond to at least two other individual's posts per discussion. References and citations are not needed on the response.

Weeks having discussion questions, all initial posts are due by Tuesday at 11:59 PM CST with response posts by Friday at 11:59 PM. Please see rubric for grading.

Posts and responses are due as noted on the syllabus.

IV. Evaluation and Assessments (Grading):

- Mid Term: 100 points
- Final Exam: 130 points
- Paper #1: 100 points
- Paper #2 or Project: 100 points
- Strong Zoom Project: 100 points
- Discussion Question/Quizz: 170 points
- Over Chapters and Modules
  - Total: 700 points

A= 630 - 700 points
B= 560 - 629 points
C= 490 - 559 points
D= 420 - 489 points
F= less than 420 points

E-Mail and Grading Expectation:

E-mail used for this class will be D2L e-mail. The instructor will strive to respond to e-mail within 48 hours and have student papers submitted on time graded in within 7 days. E-mail received Friday afternoon will not be answered until Monday morning. The instructor does not accept papers or projects by e-mail. All assignments must be placed in the appropriate d2l dropbox. The instructor will use d2l e-mail as the primary method of communication for issues related to the class.

V. Tentative Course Outline/Calendar Calendar dates are Tuesdays and Thursdays. Please post on Tuesdays and respond to two individuals’ posts on Fridays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters and Readings</th>
<th>Learning Modules/Lectures</th>
<th>Assignment:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 13</td>
<td>-Orientation to Class</td>
<td>Reading: Chapter 13</td>
<td>Quiz</td>
</tr>
<tr>
<td>01/18-01/19</td>
<td>Chapter 1</td>
<td>-Introduction of yourself</td>
<td>and Chapter 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Week 2 01/22-01/26</td>
<td>Chapter 2</td>
<td>Module: Career Models</td>
<td>Discussion Question or Quiz on Chapter 2. Initial Post due Tuesday and responses due Friday</td>
<td>Quiz 10 points</td>
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<tr>
<td>01/29-02/01</td>
<td>Preliminary Abstract Due for Review of Literature Paper</td>
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<tr>
<td>Week 3 01/29-02/02</td>
<td>Chapter 3</td>
<td>Models of Career Counseling Module: Career Models</td>
<td>Discussion Question or Quiz on 3. Initial Post due Tuesday and responses due Friday</td>
<td>Discussion Question - Chapter 3 10 points</td>
</tr>
<tr>
<td>Week 4 02/05-02/09</td>
<td>Chapter 4</td>
<td>Integrating Career and Personal Counseling</td>
<td>Discussion Question or Quiz on 4 Initial Post due Tuesday and responses due Friday</td>
<td>Chapter 4 Quiz 10 points</td>
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<tr>
<td>02/15</td>
<td></td>
<td>Career Application Paper Due Thursday at 11:59 PM</td>
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<td>100 points</td>
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<tr>
<td>Week 5 02/12-02/16</td>
<td>Chapter 5</td>
<td>Career Counseling Intake Interview Module: Intakes and Goals</td>
<td>Discussion Question or Quiz on Chapter 5. Initial Post due Tuesday and responses due Friday</td>
<td>Chapter 5 Discussion Question 10 points</td>
</tr>
<tr>
<td>Week 6 02/19-02/23</td>
<td>Chapter 6</td>
<td>Module on Assessments</td>
<td>Discussion Question or Quiz on Chapter 6. Initial Post due Tuesday and responses due Friday</td>
<td>Chapter 6 Discussion Question - 10 points</td>
</tr>
<tr>
<td>Week 7 02/26-</td>
<td>Chapter 7</td>
<td>The Impact of New Technology</td>
<td>Discussion Question or Quiz on Chapter 7.</td>
<td>Chapter 7 Discussion</td>
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<tr>
<td>Date</td>
<td>Description</td>
<td>Due Date</td>
<td>Points</td>
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<tr>
<td>03/01</td>
<td>Initial Post due Tuesday and responses due Friday</td>
<td></td>
<td>Question 10 points</td>
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<tr>
<td>03/04-03/08</td>
<td>Video-Test Interpretation Project Due by 11:59 PM Thursday, 03/07</td>
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<td>100 points</td>
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<tr>
<td>Week 8</td>
<td>Chapter 8 Module: Ethics Discussion Question or Quiz on Chapter 8. Initial post due Tuesday and responses due by Friday</td>
<td></td>
<td>Chapter 8 Quiz 10 points</td>
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<tr>
<td>Week 9</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>Chapter 9 Module: Career Counseling with Multicultural Groups</td>
<td>Mid-Term Examination in class.</td>
<td>100 points</td>
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<tr>
<td>Week 11</td>
<td>Chapter 10, Chapter 11 Gender Issues and Dual Careers; Counseling for LGBT Clients</td>
<td>Review of Literature Paper Due 03/25 @ 11:59 PM</td>
<td>100 points</td>
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<tr>
<td>Week 12</td>
<td>Easter Break</td>
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<tr>
<td>Week 13</td>
<td>Chapter 15, Chapter 16 Career Counseling in Schools</td>
<td>Discussion Questions or Quizzes on Chapter 15 and Chapter 16. Initial Post due Tuesday and responses due Friday</td>
<td>Chapter 15 Quiz - 10 points</td>
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</table>

**Note:**
- Week 8: **Module: Ethics**
- Week 10: **Module: Career Counseling with Multicultural Groups**
- Week 11: **Review of Literature Paper**
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Chapter 17</th>
<th>Career-Related Programs for Career Development in High School and Beyond. Career Development and Transitions for Working Adults</th>
<th>Discussion Questions or Quizzes on Chapter 17 and Chapter 14. Initial Post due Tuesday and responses due Friday</th>
<th>Chapter 17-Quiz 10 points Chapter 14 Quiz 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08-04/12</td>
<td>Chapter 14</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>Chapter 12</td>
<td>Career Counseling for Persons with Disabilities.</td>
<td>Discussion Question on Chapter 12 Initial Post due Tuesday and responses due Friday</td>
<td>Discussion Question Chapter 12-10 points</td>
</tr>
<tr>
<td>04/15-04/19</td>
<td></td>
<td></td>
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<tr>
<td>Week 16</td>
<td>Chapter 12</td>
<td>Career Counseling for Persons with Disabilities. Person Centered Career Planning.</td>
<td>Zoom Lecture: Thursday @ 4 PM</td>
<td>Lecture Quiz-10 points</td>
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<tr>
<td>04/22-04/26</td>
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<tr>
<td>Week 17</td>
<td>Final Exam</td>
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<tr>
<td>04/29-05/03</td>
<td>05/06-05/10</td>
<td>Final Exam 05/05/24-05/07/24</td>
<td></td>
<td>Final Examination 130 points</td>
</tr>
</tbody>
</table>

### VI Readings (Required and recommended)

#### Required Texts:


#### Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE 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:

Attendance.

Attendance: Students are expected to arrive on-time prepared for class. If you miss class that counts as an absence. Three or more unexcused absences is the equivalent of missing three weeks of class and is ground for dismissal from class.

Student Ethics and Policy

Institutional Absences (HOP 04-110)

Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity** (In addition, you may include your guidelines for academic integrity as appropriate).

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grades Policy (HOP policy 02-206)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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/docs/hops/02-206.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/.

• 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.

• Other important course-related policies:
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

• On-campus Resources:
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
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

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

- 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)
  - Crisis Text Line: Text HELLO to 741-741