READ 5310.501, Curriculum & Instruction
COURSE SYLLABUS
SEMESTER YEAR – Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Carolyn Abel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>201 ECRC</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:cabel@sfasu.edu">cabel@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936.468.1654</td>
</tr>
<tr>
<td>Office Hours</td>
<td>TBA</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>TBA</td>
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<tr>
<td>Other Contact Info</td>
<td>TBA</td>
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</tbody>
</table>

COURSE TIME AND LOCATION:
D2L https://d2l.sfasu.edu

COURSE MODALITY:
WEB – Online using D2L

CREDIT HOURS:
3

COURSE BULLETIN DESCRIPTION

An examination of literacy instruction for upper level to mature and second language learners. Course includes issues, theories, and content related to upper-level literacy assessment and explicit reading instruction.

COURSE JUSTIFICATION

This three-credit hour online graduate course contains 6 weeks of instruction. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates use foundational knowledge to design literacy curricula that meet the needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum. An extensive amount of scientifically based readings is included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, quizzes, checklists, videos, and/or readings. A data point benchmark, the Upper Level Literacy Project, provides an opportunity for candidates to demonstrate knowledge of effective practices to improve student learning with diverse types of students in 3rd-12th grade settings. A minimum of eight hours of outside reading, research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

II. Intended Learning Outcomes/Goals/Objectives
### Crosswalk Comparison

- **Texas Educators Approved Standards**
- **International Literacy Association (ILA) Standards**
- **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs**

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I: Components of Reading</strong></td>
<td>Standard 1: Foundational Knowledge</td>
<td><strong>CANDIDATE RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td><strong>PROVIDER RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td><strong>Standard III: Strengths and Needs of Individual Students</strong></td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
</tr>
<tr>
<td><strong>Standard II: Assessment and Instruction</strong></td>
<td>Standard 3: Assessment &amp; Evaluation</td>
<td><strong>Standard 3: Candidate Quality and Selectivity</strong></td>
</tr>
<tr>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td>Standard 4: Diversity &amp; Equity</td>
<td><strong>Standard 4: Program Impact</strong></td>
</tr>
<tr>
<td><strong>Standard V: Learners &amp; The Literate Environment</strong></td>
<td>Standard 5: Learners &amp; The Literate Environment</td>
<td><strong>Standard 5: Provider Quality Assurance and Continuous Improvement</strong></td>
</tr>
<tr>
<td><strong>Standard VI: Professional Quality Assurance and Continuous Improvement</strong></td>
<td>Standard 6: Professional Learning &amp; Leadership</td>
<td><strong>Standard 7: Practicum/Clinical Experiences</strong></td>
</tr>
<tr>
<td><strong>Standard VII: Clinical Partnership and Practice</strong></td>
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<td><strong>Standard 2: Clinical Partnership and Practice</strong></td>
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</table>

READ 5310 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

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

- **PLO 2**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with...
PLO 3: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard 4). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (ILA Standard 6).

READ 5310 is also aligned to the Texas English Language Arts and Reading (Grades 4-8) Standards:

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

**Student Learning Outcomes (SLOs)**

READ 5310 assesses the following Texas Reading Specialist Standard’s Proficiencies:

1.16k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.25k, 1.23s, 1.24s, 1.26s, 1.27s, 1.29s, 1.30k, 1.31k, 1.32k, 1.37k, 1.34s, 1.35s, 1.36s, 1.37s, 1.39s, 1.40s, 1.41s, 1.42s, 1.38k, 1.44s, 1.48s, 1.49s, 1.50s, 2.14s, 4.11s, 4.17s

<table>
<thead>
<tr>
<th>CO-REQUISITES (Courses taken with this course.)</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>PRE-REQUISITES (Courses that must be completed before taking this course.)</th>
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<tbody>
<tr>
<td>None</td>
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PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT

Each assignment in READ 5310 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION, MISSION, VALUES OF THE COLLEGE OF EDUCATION
https://www.sfasu.edu/edstudies/about/welcome

MISSION and VALUES OF THE UNIVERSITY
https://www.sfasu.edu/campusrec/about/mission

SECTION III: COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Assignments (points)

• Quizzes: (0)
  o Quiz Module 1 ~ TExES Reading Specialist Practice Exam 1 (0)
  o Quiz Module 1 ~ TExES Reading Specialist Practice Exam 2 (0)

• Discussions: (42)
  o Discussion Module 1 ~ Tell us About Yourself (6)
  o Discussion Module 2 ~ Why is Community Important? (6)
  o Discussion Module 3 ~ Upper-Level Readers Aliteracy vs. Illiteracy (6)
  o Discussion Module 4 ~ What Works Clearinghouse (6)
  o Discussion Module 6 ~ What Do You See in Your School? (6)
  o Discussion Module 7 ~ How Are Reading Levels Utilized? (6)
  o Discussion Module 8 ~ Your Thoughts on Assessments (6)

• Dropbox (58)
  o Dropbox Module 2 ~ Classroom Communities (6)
  o Dropbox Module 3 ~ Motivation Handout (6)
  o Dropbox Module 3 ~ Reading Challenge (6)
  o Dropbox Module 3 ~ Quick Thinking Video Research to Practice (6)
  o Dropbox Module 4 ~ Side-by-Side Chart (6)
  o Dropbox Module 5 ~ Reflecting on School Practices (6)
  o Dropbox Module 6 ~ District Instructional Time (6)
  o Dropbox Module 7 ~ Text Complexity (6)
  o Dropbox Module 8 ~ Final Exam, Upper-Level Case Study (10)

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>
Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a “C” or better in the course to go forward in the program. Anything below a “C” is an “F”, no “D” will be awarded.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

All teacher candidates must follow the TX Educators Code of Ethics, as well as State and federal antidiscrimination laws.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL REQUIRED WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude, writing, and grammar; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

WORK POLICY EXPECTATIONS

- Late Work— Late work receives no credit unless there is prior approval from the instructor or excused in writing.
- Make-up Work Policy— None.
- "Redo Work" Policy— None, but free feedback is offered for any assignment provided you email your draft to the instructor well before it is due using SUBJECT heading: READ5310-yourfullname
- Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

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

- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
- This includes CHAT GPT; you may use it but you must cite its use if you do. Caution: it makes mistakes, too, so your job is to catch them.
Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

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

**Attendance:** It is the expectation of the Department of Education Studies that all enrolled students demonstrate professionalism through a consistent presence in required class meetings. At the beginning of the semester, candidates must confirm in each course that they have read and understand the course syllabus and the expectations for participation in the class. Any student who does not attend class and/or does not have a record of participation as stated in the course requirements will fail the course. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies will result in loss of points on the teacher candidate’s professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content will result in failure of the course. The threshold for consistent presence is 85% of all class meetings. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

The instructor AND/OR mentor teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time must be made up minute for minute.

This is also an expectation for online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement. In synchronous courses, this means attendance in class meetings 85% of the time. In asynchronous courses, this means engagement in class materials 85% of the time. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

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

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

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).
Professional Demeanor: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

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

CONSEQUENCES OF UNPROFESSIONALISM

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

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

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments.

Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

Q-CLASSROOM REQUIREMENTS

NONE. This course does NOT require you to submit any assignments to Q Classroom.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

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

Regular attendance and participation may affect your final grade in the course. Statement of Intent for this course is included in your first assignment DUE SUN JAN 21.

SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below with more detailed information in D2L. Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due on SUNDAY.

<table>
<thead>
<tr>
<th>Assignment DUE</th>
<th>TOPIC to Complete</th>
<th>TASKS to Complete</th>
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</thead>
<tbody>
<tr>
<td>Sun, Jan 21 2024</td>
<td>Module 1: Setting Up for Success</td>
<td>Discussion: Tell Us About Yourself (6) Includes statement of Intent and professional expectations for READ 5310.</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Module 2: Building a Sense of Community</td>
<td>Discussion: Why is Community Important?</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Module 2: Building a Sense of Community</td>
<td>Dropbox: Classroom Communities (6)</td>
</tr>
<tr>
<td>Date</td>
<td>Module Title</td>
<td>Additional Notes</td>
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<tr>
<td>Feb 11</td>
<td>Module 3: Motivation and Engagement</td>
<td>Dropbox: Motivation Handout (6) Discussion: Upper Level Readers - Aliteracy vs. Illiteracy (6)</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Module 3: Motivation and Engagement</td>
<td>Dropbox: Reading Challenge (6)</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Module 3: Motivation and Engagement</td>
<td>Dropbox: Quick Thinking Video (6)</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Module 4: Reading Comprehension</td>
<td>Dropbox: Side-by-Side Chart (6)</td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td>Mar 31</td>
<td>Module 6: Classroom Instruction</td>
<td>Discussion: What Do You See in Your School? (6)</td>
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<td></td>
<td><em>May turn in assignment early this Easter week.</em></td>
</tr>
<tr>
<td>Apr 7</td>
<td>Module 6: Classroom Instruction</td>
<td>Dropbox: District Instructional Time (6)</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Module 7: Textual Factors</td>
<td>Discussion: How Are Reading Levels Utilized? (6)</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Module 7: Textual Factors</td>
<td>Dropbox: Text Complexity Video (6)</td>
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<tr>
<td>Apr 28</td>
<td>Module 8: Informal Assessment</td>
<td>Discussion: Your Thoughts on Assessment (6)</td>
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<tr>
<td>May 5</td>
<td>Module 9: Final Exam</td>
<td>Dropbox: Final Exam (15)</td>
</tr>
<tr>
<td>Final Week</td>
<td>Module 1: Reading Specialist practice exam &amp; resources</td>
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**SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**READINGS**

No textbook is required for the course. All required readings are provided in D2L. Readings are available within D2L. They will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

**COURSE REFERENCES & SUPPLEMENTAL READINGS:**

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS/PERIODICALS**

Journal of Adolescent & Adult Literacy, International Literacy Association  
Literacy Today, International Literacy Association  
Reading Research Quarterly, International Literacy Association  
The Reading Teacher, International Literacy Association
OTHER RESOURCES

RECOMMENDED READING:
http://www.jstor.org/stable/27542264


SECTION VII: 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. The feedback should be professional. 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.

SECTION VIII: STUDENT ETHICS AND POLICY

STUDENT ETHICS AND OTHER POLICY INFORMATION:

<table>
<thead>
<tr>
<th>INSTITUTIONAL ABSENCES (HOP policy 04-110)</th>
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<tbody>
<tr>
<td>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.</td>
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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.

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<thead>
<tr>
<th>WITHHELD GRADES SEMESTER GRADES POLICY: (HOP policy 02-206)</th>
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<tr>
<td>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 <a href="https://www.sfasu.edu/docs/hops/02-206.pdf">https://www.sfasu.edu/docs/hops/02-206.pdf</a>.</td>
</tr>
</tbody>
</table>

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
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.

**CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY: (HOP Policy 04-106)**

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.

**OTHER IMPORTANT COURSE-RELATED POLICIES**

Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

**DEPARTMENT STUDENT ACADEMIC DISHONESTY POLICY**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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.
• 1st Time – Conference with course instructor and zero for assignment
• 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
• 3rd Time – Conference with course instructor, chair of department and dean of college

**STUDENT APPEALS**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

## SECTION IX: ON-CAMPUS RESOURCES

### ON-CAMPUS RESOURCES

| The Dean of Students Office | (Rusk Building, 3rd floor lobby) | [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents) | 936.468.7249 | dos@sfasu.edu |
| SFASU Counseling Services | [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices) | | |
| Health and Wellness Hub (corner of E. College and Raguet) | 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 |

### 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](http://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

## SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

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

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

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

### CERTIFICATION/LICENSING REQUIREMENTS

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/.

1. Provide one of the following primary ID documents: passport, driver’s license, state or provience ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Successfully complete state mandated 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 concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

### SECTION XI: OTHER RELEVANT COURSE INFORMATION:

#### REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.
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<th>NONDISCRIMINATION</th>
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<td>“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: <a href="http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf">http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf</a></td>
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