Name: Jaime Flowers
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Office: HS 213
Office Hours: Monday 11am-3pm, Tuesday 2:30pm-4:30pm
Department: Human Services and Educational Leadership
Class meeting time and place: Monday 4:30-7:00
Credits: 3

Prerequisites: None

This course meets virtually via Zoom.

I. Course Description:
“Advanced study of consultation, assessments and intervention strategies in the school system. Preparation for national certification as a school psychologist.”

This course focuses on providing a comprehensive overview of the practice of school psychology. The course provides a foundation and orientation to the practice of school psychology for graduate students who are beginning to prepare for their career in the field. Topics center on defining the role of a school psychologist, history of the field, credentialing and training of school psychologists, diversity, ethics and legal issues, prevention and intervention of academic and social-emotional and behavioral skills, assessment, consultation, data-based decision making, and research and evaluation.

SPSY 5341 “Introduction to School Psychology” (3 credits) typically meets once each week (Wednesday) in 150-minute segments for 17 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

General/EEO:
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology.

The program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:
1. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, mitigation, response, and recovery.

2. **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

3. **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

While all domains of NASP are included to some degree within the course, domains 6, 7, and 10 are primarily represented in this course.

**Program Learning Outcomes (PLO): Program Specific**

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective
decision making and problem solving that permeates all aspects of service delivery, school psychologists

demonstrate skills to consult, collaborate, and communicate effectively with others.

3. Domain 3: Academic Interventions and Instructional Supports. School psychologists understand the biological,
cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and
evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use
assessment and data collection methods to implement and evaluate services that support academic skill
development in children.

4. Domain 4: Mental and Behavioral Health Services and Interventions. School psychologists understand the
biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and
emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School
psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience
and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. Domain 5: School-Wide Practices to Promote Learning. School psychologists understand systems structures,
organization, and theory; general and special education programming; implementation science; and evidence-
based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists,
in collaboration with others, develop and implement practices and strategies to create and maintain safe,
effective, and supportive learning environments for students and school staff.

6. Domain 6: Services to Promote Safe and Supportive Schools. School psychologists understand principles and
research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral
health, services in schools and communities to support multiliteracy prevention and health promotion, and
evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with
others, promote preventive and responsive services that enhance learning, mental and behavioral health, and
psychological and physical safety and implement effective crisis prevention, protection, mitigation, response,
and recovery.

7. Domain 7: Family, School, and Community Collaboration. School psychologists understand principles and
research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive
family influences on children's learning and mental health; and strategies to develop collaboration between
families and schools. School psychologists, in collaboration with others, design, implement, and evaluate
services that respond to culture and context. They facilitate family and school partnerships and interactions
with community agencies to enhance academic and social–behavioral outcomes for children.

8. Domain 8: Equitable Practices for Diverse Student Populations. School psychologists have knowledge of
individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on
development and learning. They also understand principles and research related to diversity in children,
families, schools, and communities, including factors related to child development, religion, culture and cultural
identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.
School psychologists implement evidence-based strategies to enhance services in both general and special
education and address potential influences related to diversity. School psychologists demonstrate skills to
provide professional services that promote effective functioning for individuals, families, and schools with
diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School
psychologists recognize that equitable practices for diverse student populations, respect for diversity in
development and learning, and advocacy for social justice are foundational to effective service delivery. While
equality ensures that all children have the same access to general and special educational opportunities, equity
ensures that each student receives what they need to benefit from these opportunities.

9. Domain 9: Research and Evidence-Based Practice. School psychologists have knowledge of research design,
statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research,
interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists
evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various
techniques and technology resources for data collection, measurement, and analysis to support effective
practices at the individual, group, and/or systems levels.

10. Domain 10: Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and
foundations of school psychology; multiple service models and methods; ethical, legal, and professional
standards; and other factors related to professional identity and effective practice as school psychologists.
School psychologists provide services consistent with ethical, legal, and professional standards; engage in
responsive ethical and professional decision-making; collaborate with other professionals; and apply
professional work characteristics needed for effective practice as school psychologists, including effective
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

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

#### Student Learning Outcomes (SLO): Student Specific

1. Students will demonstrate knowledge of school and systems structure and theory. [PLO-5; NASP-5]
2. Students will demonstrate knowledge of general and special education. [PLO-5; NASP-5]
3. Students will demonstrate knowledge of school-wide evidence-based practices that promote academic outcomes, learning, social development, and mental health. [PLO-5; NASP-5]
4. Students will demonstrate knowledge of services in schools and communities to support multi-tiered prevention. [PLO-6; NASP-6]
5. Students will demonstrate knowledge of evidence-based strategies for effective crisis response. [PLO-6; NASP-6]
6. Students will demonstrate knowledge of principles and research related to methods to develop collaboration between families and schools. [PLO-7; NASP-7]
7. Students will demonstrate knowledge of diverse characteristics, including factors related to culture, context, and individual differences. [PLO-8; NASP-8]
8. Students will demonstrate knowledge of evidence-based strategies to enhance services and address potential influences related to diversity. [PLO-8; NASP-8]
9. Students will demonstrate knowledge of the history and foundations of school psychology. [PLO-10; NASP-10]
10. Students will demonstrate knowledge of multiple service models and standards in school psychology. [PLO-10; NASP-10]
11. Students will demonstrate knowledge of ethical, legal, and professional standards in school psychology. [PLO-10; NASP-10]
12. Students will identify and demonstrate knowledge of professional work characteristics needed for effective practice as school psychologists. [PLO-10; NASP-10]
13. Students will apply professional work characteristics needed for effective practice as a school psychologist. [PLO-10; NASP-10]

#### Syllabus Agreement Form (Pass/ Fail): As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

#### Participation (50 points): Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others such as intervention ideas or consultation advice. Active participation excludes working on other projects or interests. For example, if a student is observed working on a laptop/tablet or checking a cell phone that student shall expect a participation grade reduction. At the conclusion of each class period, students will record the participation grade they believe they earned for that period on the Student Participation Evaluation Form. The instructor will review each student’s self-reported grade and adjust the grade if appropriate. The student’s self-reported grade is not a guarantee that is the grade that will be used for the class period. Failure to turn in the participation form at the end of class will result in a participation grade of 0. At the end of the semester, 10 class periods will be randomly selected to count towards the final participation grade. No credit will be given for absences. More than two absences will result in a full letter grade reduction.

#### Professionalism (Pass/Fail): Students will be evaluated based on their ability to exhibit professionalism this semester.

Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their
faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program.

4. **Quizzes (16 quizzes at 10 points each/160)** Twelve quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the day the quiz is given. The lowest two quiz grades will be dropped.

5. **Family, School, and Community Collaboration Paper: Literature Review (100 points):** Four groups consisting of three students will be formed. Each group is to identify a topic centered on evidence-based strategies to promote/develop family, school, and community collaboration and conduct a literature review of the topic. After conducting the literature review the groups are to synthesize and evaluate the literature surrounding the topic of interest in an 8- to 10-page paper. The page criterion (i.e., 8 to 10 pages) excludes references, abstract, and title page, and the paper must be written in APA format according to the *Publication Manual of the American Psychological Association, Seventh Edition*. The content of the assigned paper should identify the problem or purpose of conducting the literature review; provide the reader knowledge of the current status of the research by summarizing previous investigations of the identified topic; highlight any relationships, consistencies, contradictions, gaps, and/or inconsistencies in the literature; and make recommendations for future research. Earned points for the assignment will also reflect the extent to which the student communicated in a clear and organized manner using correct grammar (i.e., sentence structure/syntax, punctuation and spelling). The Literature Review Paper should also include a method section that provides a description of the method used to search the literature and the literature included in the paper. Literature searched, summarized, and synthesized should be from multiple, research-based sources. Groups are expected to turn in the completed Literature Review Topic Selection Form to the instructor by 1/30. Failure to turn in the form by the due date will result in a reduction of the group’s Literature Review Paper grade. Groups may not change their topic once they have turned in the Literature Review Topic Selection Form; however, the topic may be further narrowed or broadened, if necessary. If a group would like to narrow or broaden the topic of the literature review after submission of the Literature Review Topic Selection Form, it must be approved by the instructor prior to submission of the Literature Review Paper. All papers must be submitted in APA format through D2L.

Students are strongly encouraged to submit the literature review paper to the Graduate Research Conference.

Students are encouraged to use the Online Writing Lab at the Academic Assistance and Resource Center (AARC) located in Ralph W. Steen Library at least once during this process. Also, students may submit polished first drafts to the instructor by 3/6 for feedback. It may take up to 10 days to receive your feedback following submission of your first draft for feedback.

6. **Group Presentation: Family, School, and Community Collaboration Literature Review (50 points):** Each group will prepare a 15-minute presentation in which the Family, School, and Community Collaboration Literature Review Paper is presented to the class. The purpose of the presentation is to share the findings of your literature review with your peers and prepare for the Graduate Research Conference. Using professional oral language skills and strategies to promote academic engagement, presentations should communicate the topic/purpose of the literature review, a summary of the findings, a synthesis of the literature, and a conclusion focused on future directions and/or the development of a research question(s).

7. **Best Practice Discussion Moderation (50 points):** Each student will lead course discussion on a Best Practices article. Each article will focus on services to promote safe and supportive schools. The moderator will select additional relevant material appropriate to the topic to enhance the discussion. The discussion shall last 10 minutes. Although one student will be responsible for asking discussion questions and moderating the discussion all students are expected to be active participants and come prepared to discuss and provide commentary. All materials prepared for the moderation must be submitted to the instructor, to post on D2L, at least 2 hours prior to the assigned class period. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24-hour period until the materials are corrected and submitted.

8. **Shadow Practicum Experience and Portfolio (100 points):** Each student is responsible for finding a Licensed Specialist in School Psychology (LSSP) or LSSP Intern in a nearby district to oversee their shadow practicum experience. Each student will complete 14 hours of shadowing and observing specific professionals
in specific settings. The assignment includes the following: 6 hours with an LSSP/intern, 2 hours observing an inclusion classroom, 2 hours observing a classroom led by a special education teacher, 2 hours observing a general education classroom, and a semi-structured interview with a special education teacher, principal, general education teacher, and LSSP. Each student will turn in a portfolio containing the following: contract; semi-structured observation questions for inclusion classroom, special education classroom, and general education classroom; interview forms with principal, special education teacher, general education teacher, and interview with an LSSP; signed logs, reflection paper, and site-supervisor professional work characteristics evaluation. The reflection paper is a 4- to 5-page reflection regarding the students’ experience during the shadow practicum while considering the content learned in the course. Specifically, students must address issues of culture, diversity, family, school, and community collaboration, and preventive and responsive services. Furthermore, students must reflect on their experiences and how they fit within the NASP Practice Model, exploring all 10 domains. You will need to have a background check completed prior to entering your assigned school.

**See D2L for further instructions and materials needed to complete this assignment**

- Confidentiality Statement
- Shadow Practicum Assignment
- Practicum Log
- Student_Supervisor Agreement
- Semi-structured Interview Forms

9. Final Exam (100 points each): There will be a final exam in this course. Exams will cover all material assigned and discussed in class.

Students will be provided an opportunity to review all graded content during the next class or by appointment (end of course exam). If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding review of the exam grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

Participation (50 points):
Quizzes (16 quizzes at 10 points each/160)
Group Presentation (50 points)
Literature Review (100 points)
BP discussion (50 points)
Shadow Practicum (100 points)
Total: 510
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<td>Syllabus School Psychology and Social Justice</td>
<td>Syllabus Grapin &amp; Kranzler (2023), Chapter 1 Farmer et al. (2021) Goforth et al. (2021)</td>
<td>Syllabus agreement due</td>
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<td>Historical foundations NASP Practice Model</td>
<td>Grapin &amp; Kranzler (2023), Chapter 2 BP DBCDM 1</td>
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<td>Foundations in Multiculturalism and Antiracism Equity and Social Justice</td>
<td>Grapin &amp; Kranzler (2023), Chapters 3 and 4 García-Vázquez et al. (2020)</td>
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<td>Legal and Ethical Foundations Training, Credentialing, and Employment Legal Considerations</td>
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<td>Assessment in School Psychology</td>
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## VI. Readings (Required and recommended—including texts, websites, articles, etc.):

### Required Readings:


| WEEK 9 3/18 | Foundations of Intervention  
Academic Assessment and Intervention  
Data-Based Problem | Grapin & Kranzler (2023),  
Chapter 8 and 9  
Grapin & Kranzler (2023)  
Kauradar & Campbell (2021) | BP DBCDM 4 | Zoom |
| WEEK 10 3/25 | Social, Emotional, Behavioral, and Crisis Assessment and Intervention  
MTSS for SPs | Grapin & Kranzler (2023),  
Chapters 10 and 13  
| WEEK 11 4/1 | Consultation  
Family, School, and Community Collaboration  
Systems-Level Organiz. | Grapin & Kranzler (2023),  
Chapters 12 and 14 | BP DBCDM 3 | Zoom |
| WEEK 12 4/8 | Review  
Supervision | F 25 | D2L |
| WEEK 13 4/15 | Systems-Level Reform and Program Evaluation  
Research in School Psychology  
Internationality of School Psychology  
Futures and Careers in School Psychology  
Implementation Science | Grapin and Kranzler (2023),  
Chapter 15, 16, 17 | Literature Review Due  
Practicum Portfolio due | Zoom |
| WEEK 14 4/22 | Library week (catch up on assignments) | BP SSFS 16 | D2L |
| Week 15 4/19 | Presentations | | Zoom |
| WEEK 15 5/6 | Final Exam | | |
Additional reading assignments may be assigned during class.

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**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. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

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

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

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

Important course related policies:

- **Course Grades (Including WH), Policy 5.5**
- **Final Course Grade Appeals by Students, Policy 6.3**
- **Academic Accommodation for Students with Disabilities, Policy 6.1**
- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**
- **Class Attendance, Policy 6.7**
- **Code of Student Conduct and Academic Integrity, Policy 10.4**

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

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

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

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

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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

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/.

***Other SFA Policy Information

Course Policy:
All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me

IX. Additional Information:

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.

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

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.

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. 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 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.

X: Resources

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

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

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
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
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)
- Job Crisis Text Line: Text HELLO to 741-741

**XI. Other Relevant Course Information:**

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions.