To accomplish this mission, the goals of the Perkins College of Education are to:

- Development in an interconnected global society
- Prepare professionals dedicated to responsible service, leadership, and continued professional and intellectual levels.

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals through exemplary programs that are recognized at state, national and international levels.

Course Time: M, W 10:15-12:10 PM
Location: Online/Discussed Meetings/Hybrid
Additional Course Time:
Office: Human Services 211
Office Hours: T 10:15-12:10 PM
Office Phone: 936-468-1306
(or by appointment)
Other Contact Information:
Credits: 3 hours
EMERGENCY Contact: (405) 293-3085
Dr. Nina’s Zoom Room information for scheduled and appointment office hours:
Join Zoom Meeting
https://sfasu.zoom.us/j/3288523539?pwd=ZFFQRHJkbk1BZU1DZWNWk1teit6UT09
Meeting ID: 934 9692 3883
Password: 656133

SUMMER Zoom link for course meetings (dates outlined in calendar below):
Topic: SPSY 6323 Multicultural Considerations in Child & Adolescent Therapy
https://sfasu.zoom.us/j/63718152807?pwd=Mf5hCKf7XbsDnDnRUtCMGjDeGDuf1
Meeting ID: 967 1815 2082
Passcode: 943952
Prerequisites: None

I. Course Description: (brief paragraph)

This course is an in-depth study of the multicultural considerations in working with children and adolescents based on relevant empirical research. It provides an introduction to human diversity and its impact on counseling practices. Some aspects of diversity to be addressed include culture, ethnicity, lifestyle, socioeconomic status, religion, age, gender, appearance and abilities. Identity development models and the effects of privilege, oppression and acculturation on individuals and groups will be explored. Students will be presented with opportunities to examine their own identities, worldviews and attitudes, and how these may impact the counseling process. Basic multicultural counseling competencies will be presented with a focus on experiential practice of strategies and techniques.

This course will consist of guided group discussions, case study activities, personal reflections, and multimedia experiences. Typically, class sessions will be heavily discussion-based with minimal lecture. Reading is required for class participation. Classes will be held via Zoom. All graded assignments will be completed via D2L.

Note: Topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds. This course involves considerable self-reflection. In discussion, please maintain the privacy of your peers and be respectful of their discussions. The professor is available during office hours if debriefing is needed.

PCOE Vision
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

PCOE Mission
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:
• Provide **transformational experiences** for our students.
• Promote **meaningful and sustained enrollment growth**.
• **Attract and support high quality faculty and staff**.
• Improve and maintain an optimal **college culture**.
• Provide **academic and co-curricular innovations**.
• **Increase connections** with stakeholders.

**Core Values**
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 and innovation and change
• integrity, responsibility, diligence and ethical behavior
• and service that enriches the community.

http://coe.sfasu.edu/about-us/

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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.

All students are to act in a professional manner towards clients, other students, faculty, supervisors, and others they come into contact with, and to represent SFASU, the field of psychology and more specifically school psychology well.

General:

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 applied knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned in previous program courses and those learned throughout the course in an applied manner.
The School Psychology Doctoral Program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent PhD level 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 for assessment and treatment of learning, behavior, and psychosocial problems for various populations as well as having foundational knowledge in therapy, psychopathology, diagnosis and treatment to help adults, children, and families in a more clinical setting.

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.

Program Learning Outcomes:

1. **Human Diversity**: Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations**: Each graduate student must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.
3. **Content Knowledge**: Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.
4. **Research & Technology**: SFA trained psychologists must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. **Professional Skills and Dispositions**: Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in the practice.
6. **Application of Principles and Procedures**: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication**: The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

Student Learning Outcomes:

This course aims to provide learning opportunities for students to gain:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves (End-of-the-Week Reflections; Readings; Multicultural Video Series; Group Case Conceptualization Projects).
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (Readings; Multicultural Video Series; Group Case Conceptualization Projects; Discussion Lead Responsibilities).
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or
worldviews create conflict with their own (End-of-the-Week Reflections; Group Case Conceptualization Projects; Discussion Lead Responsibilities).

- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work (End-of-the-Week Reflections; Readings; Multicultural Video Series; Group Case Conceptualization Projects; Discussion Lead Responsibilities).

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

Readings: Students will complete required, assigned readings prior to each class day. These readings are essential to class discussions and tie into assignments.

Multicultural Video Series. A series of brief, simulated multicultural counseling videos will be provided to students to use in conjunction with the first eleven Chapters of the required text. The videos serve as training aids that allow students to witness multicultural blunders by counselors, identify cultural and sociopolitical themes in the counseling process, discuss and analyze what can go wrong in a session, and suggest culturally appropriate intervention strategies. Students should review these videos and be prepared to discuss them in class and analyze each session in the context of the themes of the chapter.

Assignments

Participation (100 points): All students are expected to be present, active participants in class discussion, to have completed the assigned readings before class, and to have turned in assignments by their due dates. Two or more undocumented absences will result in a full letter grade reduction. Missed assignments cannot be made up without formal documentation of extenuating circumstances and will result in a grade of zero. If you have a formal documentation from the University, then you can make up assignments. 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. 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. See attached rubric.

End-of-the-Week Post Reflections (x5 @ 50 pts each = 250 points): Students will complete brief posts (APA student paper format) guided inquiry reflection post, to document their understanding of the concepts discussed in class. Guided reflections will include discussion of personal history, worldview, challenges, and learning experiences. You will also need to respond to AT LEAST 1 student’s reflection post for each week. See attached rubric.

Discussion Lead Responsibilities (100 points): Each student will select two (pre-paired) of the Multicultural Counseling Contexts Topics below and will plan and lead a 30-minute class discussion. Students will prepare an outline of the discussion (based on the reading provided), discussion questions, and thoughts. Please feel free to keep this structured by way of a PowerPoint presentation. See attached rubric.

Multicultural Counseling Contexts Topics:
African Americans
American Indians/Native Americans & Alaskan Natives
Asian Americans & Pacific Islanders
Latinx Communities
Multiracial Americans
Arab Americans
Marginalized Religious Communities
Immigrants & Refugees
LGBTQ+ Communities
Age & Gender (2 Chapters – Older Adults & Women, Ch. 21 & 22)
Individuals Living in Poverty
Individuals with Disabilities

IV. Evaluation and Assessments (Grading):

Grading Policy
Participation 100 points
End-of-the-Week Reflection Post 250 points
Discussion Lead Responsibilities 100 points
Total 450 points

A = 90-100%  585-650
B = 80-89%   520-584
C = 70-79%   455-519
D = 60-69%   390-454
F = 59 or <   389

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Modality</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 7/08</td>
<td>Zoom</td>
<td>-Introduction</td>
<td>Obtain text</td>
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<tr>
<td></td>
<td></td>
<td>-Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence</td>
<td>Read Chapters 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>-Multicultural Counseling and Therapy (MCT)</td>
<td><strong>Review Video(s):</strong> <a href="https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_2.mp4">link</a> <a href="https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_3.mp4">link</a></td>
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<td>Tues 7/09</td>
<td>Zoom</td>
<td>Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences</td>
<td>Read Chapter 3</td>
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<td><strong>Review Video(s):</strong> <a href="https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_2.mp4">link</a> <a href="https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_3.mp4">link</a></td>
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<td>Wed 7/10</td>
<td>Online – D2L</td>
<td>Work on reflection Post 1</td>
<td>Reflection Post 1 Due (You have until 7/19)</td>
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<tr>
<td>Thurs 7/11</td>
<td>Online – D2L</td>
<td>Work on reflection Post 1</td>
<td>Reflection Post 1 Due (You have until 7/19)</td>
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Revised July, 2024
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Reading/Video Notes</th>
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| Mon 7/15   | Zoom | Microaggressions: Implications for Counseling and Psychotherapy  
|            |      | -Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy  
|            |      | Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications  
|            |      | Read Chapters 4 & 5                        |
| Tues 7/16  | Zoom | White Racial Consciousness: Implications for Counseling and Psychotherapy  
|            |      | Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists  
|            |      | Read Chapter 7                             |
| Wed 7/17   | Online – D2L | Work on reflection Post 2                  |
| Thurs 7/18 | Online – D2L | Work on reflection Post 2                  |
| Fri 7/19   | --   | Reflection Post 1+2 Due                    |
| Mon 7/22   | Zoom | Multicultural Evidence-Based Practice  
|            |      | Indigenous and Cultural Methods of Healing among People of Color: Implications for Multicultural Counseling and Therapy (MCT)  
|            |      | Read Chapter 9                             |
|            |      | Read Chapter 10                            |
| Tues 7/23  | Zoom | Culturally Competent Assessment            |
|            |      | Read Chapter 11                            |
| Wed 7/24   | Online – D2L | Work on reflection Post 3                  |

**Review Video(s):**
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_4.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_4.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_6.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_6.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_7.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_7.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_7_2.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_7_2.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_8.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_8.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_9.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_9.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_10.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_10.mp4)
- [https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_11.mp4](https://drbuc2jl8158i.cloudfront.net/vs/ss22/ss22_VS_Sue_Counseling_the_Culturally_Diverse_9e/Full_Counseling_Session_Videos/Chapter_11.mp4)
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<td>Fri 7/26</td>
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<td>Reflection Post 3 Due</td>
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<tr>
<td>Mon 7/29</td>
<td>Zoom</td>
<td>Multicultural Counseling Contexts (African Americans) (American Indians/Native Americans &amp; Alaskan Natives) Read Chapters 12 &amp; 13</td>
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<td>(Asian Americans &amp; Pacific Islanders) (Latinx Communities) Read Chapters 14 &amp; 15</td>
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<td>Tue 7/30</td>
<td>Zoom</td>
<td>Multicultural Counseling Contexts (Multiracial Americans) (Arab Americans) Read Chapters 16 &amp; 17</td>
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<td></td>
<td>(Marginalized Religious Communities) (Immigrants &amp; Refugees) Read Chapters 18 &amp; 19</td>
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<td>Wed 7/31</td>
<td>Online – D2L</td>
<td>Work on reflection Post 4</td>
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<td>Online – D2L</td>
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<td>Fri 8/02</td>
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<td>Zoom</td>
<td>Multicultural Counseling Contexts (LGBTQ Communities) (Older Adults) Read Chapters 20 &amp; 21</td>
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<td>(Women) (Individuals Living in Poverty) Read Chapters 22 &amp; 23</td>
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<tr>
<td>Tue 8/06</td>
<td>Zoom</td>
<td>Multicultural Counseling Contexts (Individuals with Disabilities) Read Chapter 24</td>
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</table>
VI. Required Readings:

[https://amzn.to/4aC0ZOo](https://amzn.to/4aC0ZOo)

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 (https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

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

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s post or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the University, (b) commercial solicitation on campus or with University resources without prior approval from University officials, (c) failure to comply with a reasonable and lawful request or directive of University Officials, (d) facilitation of Student misconduct, including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Revised July, 2024
# Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (&lt;70 points)</th>
<th>Basic (70-79 points)</th>
<th>Proficient (80-89 points)</th>
<th>Exemplary (90-100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Is often late and/or unprepared for class, misses more than one class, and leaves early without prior arrangement.</td>
<td>Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement. Engages with other students.</td>
</tr>
<tr>
<td><strong>Class Discussion Participation</strong></td>
<td>Does not ask questions or make comments that indicate familiarity with class topics.</td>
<td>Rarely asks questions or makes comments that indicate familiarity with the class topics.</td>
<td>Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.</td>
<td>Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.</td>
</tr>
<tr>
<td><strong>D2L Participation</strong></td>
<td>Does not access D2L or turn in assignments on time</td>
<td>Rarely accesses D2L or turns in assignments on time</td>
<td>Regularly uses D2L to enhance the classroom experience and turns assignment in on time.</td>
<td>Actively uses D2L to enhance the classroom experience and turns assignments in on time.</td>
</tr>
</tbody>
</table>
# End-of-the-Week Reflection Post Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (&lt; 34 points)</th>
<th>Basic (35-39 points)</th>
<th>Proficient (40-44 points)</th>
<th>Exemplary (45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity</strong></td>
<td>The post is incomprehensible even after repeated readings.</td>
<td>Most of the post is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The post is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The post is easy to understand; it is concise and well organized.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>The post has many grammatical errors. The errors interfere with comprehension.</td>
<td>The post has a number of major grammatical errors. Some of the errors interfere with comprehension.</td>
<td>The post has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The post has no major grammatical errors.</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The post does not address all the areas required by the assignment.</td>
<td>The post addresses most of the areas required by the assignment.</td>
<td>The post addresses all of the areas required by the assignment.</td>
<td>The post addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td><strong>Conciseness</strong></td>
<td>The post presents a significant amount of irrelevant information.</td>
<td>The post contains some irrelevant information.</td>
<td>The post contains irrelevant information but the information does not significantly compromise the post</td>
<td>The post has no irrelevant information.</td>
</tr>
<tr>
<td><strong>APA 7 Formatting (Student Post)</strong></td>
<td>The post has many departures from the APA Publication Manual</td>
<td>The post has some departures from the APA Publication Manual</td>
<td>The post has a small number of departures from the APA Publication Manual.</td>
<td>The post is written in accordance with the APA Publication Manual.</td>
</tr>
</tbody>
</table>
## Discussion Lead Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (&lt; 34 points)</th>
<th>Basic (35-39 points)</th>
<th>Proficient (40-44 points)</th>
<th>Exemplary (45-50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Material</strong></td>
<td>The presenter appears to lack a basic understanding of the topic.</td>
<td>The presenter has a basic understanding of the topic.</td>
<td>The presenter has a very good understanding of the topic.</td>
<td>The presenter has an excellent understanding of the topic and included extra information in the presentation.</td>
</tr>
<tr>
<td><strong>Presenter Engagement</strong></td>
<td>The presenter did very little, if anything, to engage peers in the discussion.</td>
<td>The presenter minimally attempted to engage peers in the discussion.</td>
<td>The presenter maintained peer engagement throughout the discussion.</td>
<td>The presenter actively engaged peers throughout the discussion.</td>
</tr>
<tr>
<td><strong>Met Minimum Time</strong></td>
<td>&lt; 20 active minutes</td>
<td>20 active minutes</td>
<td>25-30 active minutes</td>
<td>30+ active minutes</td>
</tr>
<tr>
<td><strong>Discussion Outline</strong></td>
<td>The student failed to provide a discussion outline via D2L prior to the assigned day.</td>
<td>The presenter provided a minimal outline of the discussion points via D2L prior to the assigned day.</td>
<td>The presenter provided a completed outline of the discussion points via D2L prior to the assigned day.</td>
<td>The presenter provided a completed and detailed outline of discussion points, questions, activities, etc., via D2L prior to the assigned day.</td>
</tr>
</tbody>
</table>