Stephen F. Austin State University
Perkins College of Education
Department of Human Services and Educational Leadership
SPSY 6346.601: Child & Adolescent Psychopathology
Summer 2024

Instructor: Elaine Turner, PhD, LP, LSSP
Office: HSTC 214
Office Phone: 936-468-1219
Email: Elaine.Turner@sfasu.edu
Course Time & Location: M-TH 2:00p-3:55p
Online
Office Hours: Online only, as needed
Other Contact Information: D2L
GA: Tori Baker – bakerva@jacks.sfasu.edu
Credits: 3
Email: Elaine.Turner@sfasu.edu

Prerequisites: NONE

I. Course Description:

Comprehensive overview of etiology, identification (e.g., diagnostic nomenclature, DSM), and interventions for the emotional and behavioral disorders of children and adolescents. The course is a survey of current theoretical and conceptual issues related to the etiology, assessment, and treatment of childhood and adolescent psychopathology and developmental disabilities. Educational, empirical and clinical taxonomic systems are compared.

The course will focus particularly on those mental health conditions, which psychologists working within schools and in private practice encounter on an assessment, consultation, and/or treatment level. Specifically, course work will relate to the following competencies: Broad-based knowledge, comprehension, and application of psychological foundations which constitutes current knowledge in the field. Assessment for diagnosis and intervention planning, implementation, and evaluation.

To gain more familiarity with the Diagnostic and Statistical Manual of Mental Disorders (5th Edition, tr) while becoming more comfortable with its proper use for diagnosis of various psychological disorders.

II. Intended Learning Outcomes/Goals/Objectives:

1. Provide an overview of the epidemiology, etiology, and diagnostic criteria for psychological disorders observed within school-aged populations.
2. Familiarize learners with the major diagnostic classification systems used in the identification of childhood and adolescent psychopathology.
3. Provide opportunities for students to continue to refine their professional presentation and writing skills.
4. Emphasize the individuality of problems associated with child and adolescent psychopathology in light of the somewhat contradictory nature of current classification/diagnostic systems.
5. Highlight the educational impact of childhood mental health problems.

This course reflects the following core values of the College of Education:

- 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.
This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
2. The student can describe, recognize and apply ethical principles of school psychology.
3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.
4. The student is prepared to take and pass a state certification examination for school psychology.
5. Students are to describe major historical developments in the history of school psychology.

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 meet, and to represent SFASU, the field of psychology and more specifically school psychology well.

General:

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.

III. Program Learning Outcomes: American Psychological Association (APA) guidelines

1. **Human Diversity**: Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.

2. **Psychoeducational Foundations**: Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.

3. **Content Knowledge**: Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.

4. **Research & Technology**: Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions**: Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.

6. **Application of Principles and Procedures**: Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication**: The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.
IV. Student Learning Outcomes:

1. **Human Diversity:** Students will demonstrate appropriate knowledge of how diversity may influence diagnosis of and treatment/intervention of DSM 5 TR disorders in children and adolescents as evidenced by online activities and case conceptualization.

2. **Psychoeducational Foundations:** Students will learn about historical, political, and legal aspects of this topic, as well as policies and procedures that impact the fields of psychology and education through attending lectures on DSM V TR diagnoses that affect school performance and are connected to IDEA for school identification. Ethics will also be discussed. Students are expecting to demonstrate the ability to use this knowledge through class discussion and online activities.

3. **Content Knowledge:** Students will demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical, and legal factors to understand typical and atypical behavior as evidenced by presentation covering a DSM 5 TR diagnosis and completion of a literature review. In addition, the student will complete a write up of an assessment.

4. **Research & Technology:** Candidates must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to complete a literature review and completion of a socio-emotional assessment write-up.

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 of school psychology while also learning about professional skills for clinical practice as evidenced by participation and discussion in class and interactions with fellow cohort members online.

6. **Application of Principles and Procedures:** Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must complete and write up of a socio-emotional assessment write-up and create a psychopharmacology resource notebook. They must also apply skills for assessment and diagnosis to a case conceptualization.

7. **Communication:** Student will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. For this course, student will demonstrate this skill through presentation and literature review, as well as communication with other students during online discussions and an appropriate write-up for an assessment.

V. Course Assignments, Activities, Instructional Strategies, and use of Technology:

**Paper:** One 100 point scholarly paper is required. Papers must adhere to the APA 7 style formatting and should be approximately 8-10 pages of text (excluding title page and abstract). The paper should be on a topic relevant to the course and should focus on a specific child or adolescent psychopathology. Example topics include: “A review of empirically-based treatments for aggressive children”, “Behavioral assessment procedures used with children exhibiting hyperactive and impulsive behavior”, “The relationship between selective mutism and social phobia”, “Differential diagnosis and the autism spectrum disorders”. Internet sources (unless reputable and verifiable) are unacceptable for this paper. Thus, this assignment will involve a considerable amount of time on the computer searching for articles, in the library obtaining them, time reading them and integrating them. The paper should be presented in APA style and type written. Please consult the APA publication manual-7th edition).

You are encouraged to select a disorder for which you plan to do an additional study. This is an awesome opportunity to integrate information surrounding your dissertation topic. All papers must go well beyond information presented in class lectures and readings. **Your paper should briefly cover the following**
aspects of childhood psychopathology in addition to your determined area of study: definition, incidence, prevalence, etiology, assessment, treatment, associated factors or correlates, medications utilized (psychopharmacological treatments) for clients and patients and educational/life implications.

Classroom Presentation: Students will present to the class on a selected topic in the area of psychopathology, assessment procedures for the disorder as well as information about psychopharmacological treatments for the disorder (across developmental ages). Handouts are required. It should be a one-page double-sided handout to be given to all of your classmates. The page should summarize the disorder/topic (across developmental ages) on one side while providing references (articles, chapters, national organizations, websites, etc.) on the other side. There should also be a pamphlet and informational sheet about psychopharmacological treatments for the disorder (examples shown in class).

Social Emotional BX/Broadband/Narrowband Write-up: Students will administer and write up an assessment they don’t feel as strong in or have never tried (to a volunteer or in SPAC/practicum/internship settings). To be clear, students should complete 1 broadband assessment OR 2 narrowband assessments AND write them up for the assignment to be deemed “complete”. Students will need to scan in the de-identified protocols. If you have questions about your choices, please ask your course instructor.

Case Conceptualization: This activity is one that is geared to help students become more familiar with the DSM-5 TR, addressing diagnosis, differential diagnosis and comorbidity of disorders. Each student will be given a case concerning an “imaginary” client. This client will meet the DSM criteria of one or more disorders (mentioned in class). You will then need to give your specific reasons (supported by the DSM 5 TR) for giving the “client” a specific diagnosis. Furthermore, you will need to mention a closely related disorder and why it is not warranted for this client. Finally, if your case involves a comorbid diagnosis, you must ensure you explain why the specific diagnoses are warranted. This assignment will be explained more fully in class.

Developmental Psychopharmacology Resource Portfolio: This 100 point portfolio is one that will be created by each student. You will need to ensure that you collect basic disorder presentations made by yourself and your fellow students. You will also create a pamphlet on medications that are pertinent to your selected presentation disorder. Also include a list of assessments often used to diagnose the disorder. A pamphlet example and presentation is attached to this syllabus and will be uploaded to D2L. Some parts of your portfolio are specific informational sheets that will be handed out and discussed in class. A portfolio example will be kept by the professor and may be viewed upon request. Each portfolio will showcase the following chapters:

1. Psychological Disorders: And Psychopharmacological Treatment Pamphlets
2. The Brain: And Brain Functions
3. Psychopharmacological Drugs: And Dosages
4. Children’s Psychopharmacological Drugs: And Warnings
5. Assessment of Mental Status: And Medications
6. Specific Psychotropic Side Effects
7. Helpful Psychopharmacology Articles

Participation and Professionalism/Attendance: Participation points can be earned by regular attendance, being prepared for classes (having read the assigned material), taking part in classroom discussions, treating all course participants in a collegial manner, completing classroom assignments, turning objectives and reports in on time and completing the online evaluation. Completing online discussions including making an original post and responding to two of your classmates is also a part of this grade. Attendance will be taken at the start of each daily class. A maximum of 50 points can be earned.
VI. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Task</th>
<th>Number</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper</td>
<td>1</td>
<td>100 points</td>
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<tr>
<td>Class Presentation</td>
<td>1</td>
<td>100 points</td>
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<tr>
<td>Social Emotional BX/Broadband/Narrowband Write-up</td>
<td>1</td>
<td>50 points</td>
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<tr>
<td>Case Conceptualization</td>
<td>1</td>
<td>100 points</td>
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<tr>
<td>Developmental Psychopharmacology Resource Portfolio</td>
<td>1</td>
<td>100 points</td>
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<tr>
<td>Participation and Professionalism/Attendance &amp; Online Discussions</td>
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<td>50 points</td>
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<td><strong>Total</strong></td>
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<td>500 points</td>
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VII. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>July 8</th>
<th>Syllabus review</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Course Intro</td>
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<tr>
<td></td>
<td>Introduction: Clinical Issues: Annoyance or Psychopathology?</td>
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<td></td>
<td>Educational Classifications</td>
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<tr>
<td></td>
<td>DSM 5 TR</td>
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<tr>
<td></td>
<td>Disorders often 1st diagnosed in infancy</td>
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**BROADBAND ASSESSMENTS:**

- Behavior Assessment System for Children-III (BASC-III)
- Millon Clinical Multiaxial Inventory (MCMI-III)
- Millon Clinical Multiaxial Inventory (MCMI-III)-Adolescent (MMPI-A)
- Minnesota Multiphasic Personality Inventory (MMPI-2)
- Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A)
  - And other broadband social/emotional/behavioral assessments

Readings:
- M & B Chapter 1
- (M & B) Chapter 15 & 16

<table>
<thead>
<tr>
<th>July 9</th>
<th>Review of case conceptualizations &amp; formatting/Presentation questions</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to Psychopharmacology</td>
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<tr>
<td></td>
<td>Individuals with Disabilities</td>
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<tr>
<td></td>
<td>Historical influences/Developmental context</td>
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</tbody>
</table>

- BASC-III
- MCMI-III
- MCMI-III-A
- MMPI-2
- MMPI-A
  - And other social/emotional/behavioral assessments

Readings:
- IDEA TX
- (M & B) Chapter 1

<table>
<thead>
<tr>
<th>July 10</th>
<th>Definitions/Perspectives, theoretical orientations</th>
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<tbody>
<tr>
<td></td>
<td>Professor Covers: ADHD</td>
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<tr>
<td></td>
<td><strong>Student Covers: Pediatric Bi-Polar Disorder (Disruptive Mood Dysregulation Disorder</strong></td>
</tr>
</tbody>
</table>

***Choose Social Emotional BX/Broadband/Narrowband Assessment to administer, score and write up and report choice to professor***
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11</td>
<td><strong>Student Covers: Early-Onset Schizophrenia/Schizophrenia</strong></td>
<td><em>(M &amp; B) Chapters 2 &amp; 6</em></td>
</tr>
<tr>
<td></td>
<td><strong>Student Covers: Substance Use</strong></td>
<td><em>(M &amp; B) Chapter 3</em></td>
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<td></td>
<td><strong>Student Covers: Conduct &amp; Oppositional Defiant Disorders</strong></td>
<td><em>(M &amp; B) Chapter 4 &amp; 12</em></td>
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<tr>
<td>July 15</td>
<td><strong>Student Covers: Conduct &amp; Oppositional Defiant Disorders</strong></td>
<td><em>(M &amp; B) Chapters 2 &amp; 6</em></td>
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<tr>
<td></td>
<td><strong>Student Covers: Child &amp; Adolescent Depression &amp; Suicidal and Non-Suicidal Thoughts and Behaviors</strong></td>
<td><em>(M &amp; B) Chapter 4 &amp; 12</em></td>
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<td></td>
<td><strong>Readings:</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 16</td>
<td><strong>Professor Covers: Learning Disabilities</strong></td>
<td><em>(M &amp; B) Chapter 4 &amp; 12</em></td>
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<tr>
<td></td>
<td><strong>Student Covers: Anxiety Disorders</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<tr>
<td>July 17</td>
<td>Library Day – USE THIS DAY TO WORK ON YOUR CASE CONCEPTUALIZATION AND PAPER</td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 18</td>
<td><strong>ONLINE DISCUSSION # 1</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<tr>
<td>July 22</td>
<td><strong>ONLINE DISCUSSION # 2</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 23</td>
<td><strong>ONLINE DISCUSSION # 3</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 24</td>
<td>Library Day – Complete Paper and Social Emotional Write-Up</td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 25</td>
<td><strong>Professor Covers: Tics &amp; Tourette’s</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<tr>
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<td><strong>Student Covers: Obsessive-Compulsive Spectrum Disorders</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<td></td>
<td><strong>Readings:</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td></td>
<td><strong>Social Emotional BX/Broadband/Narrowband Write-up Due!</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 29</td>
<td><strong>Student Covers: Autism Spectrum Disorder</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 30</td>
<td><strong>Student Covers: Intellectual Disabilities</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
</tr>
<tr>
<td>July 31</td>
<td><strong>Student Covers: Personality Disorders in Children &amp; Adolescents</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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<tr>
<td></td>
<td><strong>Case Conceptualization Due!</strong></td>
<td><em>(M &amp; B) Chapters 5 &amp; 7</em></td>
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</tbody>
</table>
## August 1
**Student Covers: Childhood PTSD/Child Maltreatment**
Readings:
(M & B) Chapter 17 & 19
**PAPER DUE!**

## August 5
**Student Covers: Eating Disorders/Self-Mutilation**

## August 6
**Student Covers: Health Related & Somatic Symptoms Disorders**

## August 7
**Developmental Psychopharmacology Resource Portfolio Due!**

***All items below will be uploaded to special folders on D2L under your Dropbox.***

<table>
<thead>
<tr>
<th>Date</th>
<th>Protocol/Assignment Due Date</th>
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</thead>
<tbody>
<tr>
<td>July 19</td>
<td>Social Emotional BX/Broadband/Narrowband Write-up Due!</td>
</tr>
<tr>
<td>July 26</td>
<td>Case Conceptualization Due!</td>
</tr>
<tr>
<td>July 27</td>
<td><strong>PAPER DUE!</strong></td>
</tr>
<tr>
<td>July 31</td>
<td><strong>Developmental Psychopharmacology Resource Portfolio Due!</strong></td>
</tr>
</tbody>
</table>

### VIII. Readings (Required and recommended—including texts, websites, articles, etc.):

   a. ISBN-10: 1462516688
   a. ISBN-10: 0890425760
4. This class will utilize D2L for course note postings, peer interaction and discussion, announcements and e-mails. Please check for posts before and after class here: [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)
   a. DON'T WORRY! It's FREE!!!

### HIGHLY Suggested Text

   a. ISBN-10: 1606237004

### LiveText/Watermark Statement:

This course uses the LiveText/Watermark 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

IX. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

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

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

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

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

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

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

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within 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., Active Military Service (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.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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.

Additional Information:

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

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/.

Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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