I. **Course Description:**

This course is designed to provide students with an in-depth framework, strengthening and understanding of various parts of assessment including, essentials of report writing, clinical interviewing, observations, background of clients, social/emotional/behavioral assessments (broad and narrowband), cognitive and achievement assessments, curriculum based assessment, educational impressions and axial diagnoses. With this, students will be heavily immersed in learning about various assessments of all kinds and will survey a host of others. Students will also examine the CHC theory in detail and its application for psychological assessment. In particular, students will receive supervised experience with the WJ-V Tests of Cognitive Abilities as a basis for conceptualizing referral questions, assessment plans, interpretive models, and the development of recommendations within the context of CHC interpretive models, and the development of recommendations within the context of CHC theory. Though much of the cognitive teachings will come from the WJ-V, students will also learn about/develop cross battery assessment skills which may necessitate the selection of other supplementary tests and subtests to adequately assess the CHC constructs of interest. Therefore students have the opportunity to develop competencies in assessment and interpretation of narrow ability measures from other cognitive abilities instruments. This course is only appropriate for those who are already familiar with measurement principles and administration, scoring, interpretation, and report writing with the widely used tests of mental ability such as the Wechsler scales.

II. **Intended Learning Outcomes/Goals/Objectives:**

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.

For Educational Diagnosticians:

1. The student knows and understands the models, theories, and philosophies that provide the basis for special education evaluations; Standard 1, 1C
2. The student demonstrates commitment to developing quality educational opportunities appropriate for individuals with disabilities; Standard II, 2A
3. The student is able to articulate the purpose of evaluation procedures and their relationship to educational programming; Standard 1, 2A
4. The student is able to conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, local district policies and procedures and good professional practice and ethics. Standard 1, 2B
5. The student is able to communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities; Standard III, 2G.
6. The student is able to use appropriate communication skills to report and interpret assessment and evaluation results. Standard III, 2H
7. The students is able to provide assistance to others who collect informal and observational data; Standard III, 2I
8. The student is able to effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; Standard IV, 2J
9. The student is able to keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications). Standard III, 2I
10. The student knows and understands: the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services; Standard IV, 1A
11. The student knows and understands the relationship between evaluation and placement decisions; Standard IV, 1B
12. The student knows and understands the role of team members, including the student when appropriate, in planning an individualized program. Standard IV, 2C
13. The student is able to use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds; Standard IV, 2A

14. The student is able to interpret and use assessment and evaluation data for targeted instruction and ongoing review; Standard IV, 2B

15. The student is able to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. Standard IV, 2C

16. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. Standard V

17. The student knows and understands the characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities; Standard V, 1A

18. The student knows and understands the educational implications of various disabilities; Standard V, 1B

19. The student knows and understands the variation in ability exhibited by individuals with particular types of disabilities. Standard V, 1C

20. The student is able to access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities; Standard V, 2A

21. The student is able to gather background information regarding the academic, medical, and family history of individuals with disabilities. Standard V, 2B

22. The student is able to use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need. Standard V, 2C

23. g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The student knows and understands:
   (A) basic terminology used in assessment and evaluation;
   (B) standards for test reliability;
   (C) standards for test validity;
   (D) procedures used in standardizing assessment instruments;
   (E) possible sources of test error;
   (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
   (G) uses and limitations of each type of assessment instrument;
   (H) uses and limitations of various types of assessment data;
   (I) procedures for screening, pre-referral, referral, and eligibility;
   (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
   (K) the necessity of monitoring the progress of individuals with disabilities;
   (L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
   (M) methods of motor skills assessment.
(2) The student is able to:
   (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
   (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
   (C) score assessment and evaluation instruments accurately;
   (D) create and maintain assessment reports;
   (E) select or modify assessment procedures to ensure nonbiased results;
   (F) use a variety of observation techniques;
   (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
   (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
   (I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
   (J) make recommendations based on assessment and evaluation results;
   (K) prepare assessment reports; and
   (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

24. The student is able to:
   (A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
   (B) recognizes how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

25. The student knows and understands appropriate curricula and instructional strategies for individuals with disabilities. Standard X

26. The student able to:
   (A) interpret and use assessment and evaluation data for instructional planning; and
   (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

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- 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.

Revised 9/2014
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.

**NASP Content Domains addressed by this course (Student Learning Objectives):**

**Domain 1 Data-Based Decision Making and Accountability** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Domain 3 Interventions and Instructional Support to Develop Academic Skills** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

ADD DOMAIN 4 HERE!

**Domain 5 Diversity in Development and Learning** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Domain 9 Research and Program Evaluation** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Class time will be used for a variety of purposes including lecture, demonstrations, and practice. Students will be introduced to the tests through a careful examination of materials and a discussion of the administration and usage of the test. Some class time will be devoted to practicing the administration of tests. MUCH more practice is needed outside of class. As you get accustomed to handling the materials you may be ready to test a family member or close friend. In this course, you will also test referred clients. An informed consent form must be read and signed by all test subjects or their parents, in the case of children. This informed consent form must be returned to the course instructor along with the test protocols. The course instructor should be informed if the credentialed student wishes to use test information for clinical purposes and the student must provide evidence of the student's appropriate credentials. The course instructor will be the final determiner if the credential is satisfactory for the purposes of this class.

All testing materials must be signed out before they can be utilized. Many of these materials are very expensive and are essential to the teaching of the course. Students checking out materials will be held financially responsible for lost or stolen kits or replacing missing pieces.

Test kits are to be checked out in my office with my Graduate Assistants. They will take care of helping you check out test kits and get you the proper assessment protocols. YOU are responsible for coordinating with them to get proper materials in a timely fashion. Their e-mails are:

<table>
<thead>
<tr>
<th>Juliet Aura</th>
<th><a href="mailto:aurajw@jacks.sfasu.edu">aurajw@jacks.sfasu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Devin Bridges</td>
<td><a href="mailto:bridgesdm@jacks.sfasu.edu">bridgesdm@jacks.sfasu.edu</a></td>
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Always check to make sure all test materials are placed in the correct box and placed in the correct location in the kit. Please inform the instructor/Graduate Assistants if test materials have been lost or damaged. Further information about checking out materials will be forthcoming.

Students will administer tests and submit reports in the number indicated below. It is important to interpret intelligence and adaptive behavior assessments in the context of a complete assessment battery. Test batteries include at a minimum, an intelligence test, social/emotional/behavioral assessment, test of adaptive behavior, and an achievement test (all pieces will be discussed in class). A request for assistance will be provided from you to carry throughout your assessment. The child/adolescent/adult could be referred for an assessment to determine the need for special education services due to a learning disability, mental retardation, autism or some other disability.

The interview should be a component of an assessment report.
Do not worry, I will provide a few examples of de-identified reports!

*Note: The assessments should be administered to a chosen and approved testing subject (more on this in class). The completed protocols/reports must be turned in by the dates listed below. They will be reviewed for accuracy, graded and returned. The protocols/assignments are due on the dates listed below. They will be worth a maximum of 35 points each. A maximum of 140 points can be earned from test protocol/assignment completion. Late protocols/assignments will be penalized 5 points per day each day they are late. All protocols/assignments must be turned in as a part of the class requirements. Missing protocols/assignments will automatically be factored into the final grade as a zero.

Based on the selected protocols/assignments, four short reports will be written. These reports will be based off of the student performing an assessment they have yet to use and administering to a volunteer testing subject (2 social, emotional, behavioral and 2 cognitive/achievement assessments). Students will review the current tests offered by the School Psychology Assessment Center or possibly their own places of work for the administration. Students will need to ensure that all corrections required of the professor are completed before a final grade is given. Reports will be penalized 5 points per day they are late. Each report must be type written and complete. The reports will be reviewed by the instructor.

***All report pieces below will be uploaded to special folders on D2L under your Dropbox. All Protocols are to be left with my Graduate Assistants in my office for scoring.***

<table>
<thead>
<tr>
<th>Test/Assignment</th>
<th># to be administered</th>
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<tbody>
<tr>
<td>Unknown social, emotional, behavioral assessment</td>
<td>2</td>
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<tr>
<td>Unknown cognitive/achievement assessment</td>
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Immediate Course Requirements:

It is a mandate that as students work directly with various clients and populations. As a result students are required to fulfill certain duties in preparation.

1. HIPAA Training is Required: [https://www.hipaatraining.com/hipaa-training-for-mental-health.aspx](https://www.hipaatraining.com/hipaa-training-for-mental-health.aspx) (Cost 29.99$)
2. Student liability Insurance through APA or NASP.
3. Additional trainings will be made known to students.

Once these requirements are fulfilled, it is REQUIRED to provide documentation to Ms. Crystal L Evans evanscryst@sfasu.edu as she will need to keep documentation on file.
Exams:

1 exam will be given at the end of the course and will be worth 100 points. The exam will come from the lecture notes and readings presented up to the point of the exam. Question formats could include essay, short answer essay, true and false or multiple-choice.

MMPI-2 Self-Assessment and Write-up:

Each student will be responsible for taking and MMPI-2 assessment themselves and writing up their profile. This profile will be discussed in class. The write-up will be turned in to your instructor.

Self-Reflection (Biases In Practice Paper)

Each student will complete a 2-3 page self-reflection paper. This paper will encompass what they feel is their bias in assessing and treating clients (age, gender, race, lifestyle etc.). They will also discuss how this has impacted them now, will impact them in the future and how they plan to work on and properly address this bias in their current and future practice. This paper is to be in APA format and include references if used. It should be an in-depth look at their thought process and will be uploaded to the D2L dropbox.

Test Bank Creation Project

Students will pair with an additional student to create a test bank to be used in the work place. These banks will be broken down into various testing sections (cognitive, achievement, social/emotional/behavioral etc.). Students will need to define tests, the ages they are used for and place them in their proper section in an excel file.

Unknown Assessment Report Write-up:

Each student will be responsible for writing up pieces of assessment reports to be evaluated by the instructor for their grade. This will be based off of the student performing an assessment they have yet to use and administering to a volunteer testing subject (2 social, emotional, behavioral and 2 cognitive/achievement assessments). Students will review the current tests offered by the School Psychology Assessment Center or possibly their own places of work for the administration. Students will need to ensure that all corrections required of the professor are completed before a final grade is given.

Participation

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. A maximum of 50 points can be earned.

IV. Evaluation and Assessments (Grading/Requirements):

1 Exam 100 points
MMPI-Self Write-Up 50 points
(Addresses Domains 1, 3, 5 & 9)
Self-Reflection (Biases In Practice Paper) 50 points
(Addresses Domains 3 & 5)
Test Bank Creation Project 100 points
(Addresses Domain 5)
Test Protocols/Assignments 4 at 35 points=140 points
(Addresses Domains 1, 3, 5 & 9)
Final Reports (2-4) 55 points each
(Addresses Domains 1, 3, 5 & 9)
Participation/Attendance 50 points
Total 550 points
Possible Bonus Points 10 (10 points on only exam)

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<tr>
<th>Grade</th>
<th>Points Needed</th>
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<td>A</td>
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<td>B</td>
<td>480-539</td>
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<td>C</td>
<td>420-479</td>
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<td>D</td>
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<td>359 and below</td>
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V. Tentative Course Outline/Calendar:

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<tr>
<th>Date</th>
<th>Topic</th>
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| August 28  (1) | Syllabus review  
Course Intro                                                        |
| September 4  (2) | Essential Report Pieces: Report Writing (The Pieces That Make it Whole) 
**MMPI-2 or Millon assessment handed out**                                    |
| September 11  (3) | Assessment of Social, Emotional and Behavioral Competencies  
Broadband vs. Narrowband Assessments  
Assessment of Adaptive Behavior  
Readings:  
Supplemental Readings: Sattler (2005) Chapter 6,7,8  
Additional Supplemental Readings Provided. |
| September 18  (4) | Historical Perspectives of “g”  
CHC 3-Stratum Theory                                                      |
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<th>Date</th>
<th>Note</th>
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| September 25 (5) | Why a Test Bank is Useful  
Introduction to Therapeutic Techniques and Counseling  
Note: Please refer to D2L for Counseling notes examples and more helpful items.  
**Self-Assessment MMPI-2 (or Millon) profile write-up due: Chat with fellow students**  
Readings: F&H 8, 9, 10, 11, 12, 13, 15, 16, 17  
Additional Supplemental Readings Provided. |
| October 2 (6) | Why a Test Bank is Useful  
Introduction to Therapeutic Techniques and Counseling  
Note: Please refer to D2L for Counseling notes examples and more helpful items.  
Readings: F&H 19/F&O 1, 2, 3  
Additional Supplemental Readings Provided. |
| October 9 (7) | Why a Test Bank is Useful  
Introduction to Therapeutic Techniques and Counseling  
Note: Please refer to D2L for Counseling notes examples and more helpful items.  
Readings: F&H 19/F&O 1, 2, 3  
Additional Supplemental Readings Provided. |
| October 16 (8) | Library Day:  
Spend this time meeting with partners for assessment practice, work on the test bank, and finalizing the rapidly ending semester.  
Please take time to read through provided therapy notes. |
| October 23 (9) | Contemporary Intelligence, Cognitive and Neuropsychological Batteries  
- WAIS-IV  
- WMS-IV  
- WPPSI-III  
- WISC-V  
- WIAT-III  
- SB-V  
- KABC-II  
- KTEA-II  
- WJ-II-NU  
- DAS-II  
- CAS  
- RIAS  
- RIST  
- WRIT  
- CMS (Children’s Memory Scales) |
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<td><strong>• NEPSY-II</strong></td>
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<td>• More assessments discussed</td>
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<td><strong>Readings: F&amp;H 8, 9, 10, 11, 12, 13, 15, 16, 17</strong></td>
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<td><strong>Additional Supplemental Readings Provided</strong></td>
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<td></td>
<td>Assessment of Culturally and Linguistically Diverse Populations</td>
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<td>• WNSA</td>
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<td>• More assessments discussed</td>
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<td><strong>Readings: F&amp;H 14, 24, 25, 26, 27, 28, 29, 30, 34, 22</strong></td>
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<td><strong>Additional Supplemental Readings Provided.</strong></td>
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<td>October 30 (10)</td>
<td>Assessment in Special Populations: Early Childhood, Non-Verbal Populations, Gifted Populations, SLD, Autism, ADHD, TBI, Sensory &amp; Physical Disabilities, Intellectual &amp; Developmental Disabilities (con’t)</td>
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<td>Assessment of Culturally and Linguistically Diverse Populations</td>
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<td>*** Guest lecture on Projective Assessment by Dr. Frankie Clark***</td>
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<td>Assessment of Culturally and Linguistically Diverse Populations</td>
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<td><strong>Additional Supplemental Readings Provided.</strong></td>
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<td><strong>Final Test Bank Creation Project Due: Drop Electronic File into Dropbox on D2L</strong></td>
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<td>November 13 (12)</td>
<td>Risk Assessment</td>
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<td>Trauma Assessment</td>
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<td>Crisis Assessment</td>
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<td>Suicide Assessment</td>
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<td>Final Course Questions</td>
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<td><strong>Additional Supplemental Readings Provided.</strong></td>
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<tr>
<td>November 20</td>
<td>THANKSGIVING BREAK</td>
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<td>November 27</td>
<td>Cross Battery Assessment and CHC (continued)</td>
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<td><strong>Readings: F&amp;H 19/F&amp;O 1, 2, 3, 4</strong></td>
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<tr>
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<td>Risk Assessment</td>
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<td><strong>Additional Supplemental Readings Provided.</strong></td>
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<td><strong>Final Self-Reflection Paper Due: File into Dropbox on D2L.</strong></td>
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<tr>
<td>December 4</td>
<td>Final Exam</td>
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<tr>
<td>December 11</td>
<td>Turn in Assessment as well as protocols utilized to instructor office box</td>
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</table>
Professor holds additional copies of book.

ATTENTION!
There is also a new Sattler book that is releasing. Since it is so new I will only start to work it in, meaning that the old one will work for now as we start to introduce the new. Here is the new book information:

   a. ISBN-10: 146253578X
   c. Amazon link: https://amzn.to/2wtYUmn

Recommended Texts

Supplemental Books (Specific Chapters Provided)

**Notice: Beginning, Spring, 2012 All Students must purchase a Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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:

Class Attendance Policy (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 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.

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, 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Honesty—Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

Academic Integrity- is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on
an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due 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).

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**IX. Other Relevant Course Information:**

**Withheld Grades Semester Grades Policy (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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

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

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.**