

SYLLABUS TEMPLATE CHECK OFF LIST

University/College of Education/Department of Human Services
COURSE NUMBER, SECTION, AND TITLE (as listed in the SFA bulletins)
Semester

Instructor:
Office:
Office Phone:
Other Contact Information:

Course Time & Location:
Office Hours:
Credits:
Email:

Prerequisites:

I. Course Description: (brief paragraph)

- _____ Begins with General Bulletin description
- _____ List any pre-requisites, field and/or clinical requirements, if applicable.
- _____ Possibly add other major topics and issues contained in the course.
- _____ Indicate if there is a critical assignment related to accountability and accreditation in this course.
- _____ Include language that attends to diversity and insures that this is incorporated into learning outcomes and in the description of an assignment or assignments. One of the following must be noted in terms of content and assessment and evaluation, especially of competence in teaching and service delivery in practica and internships:
 - a. Multicultural Awareness: consciousness of one's personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
 - b. Multicultural Knowledge: exposed to content related to culture (group)-specific values and beliefs and implications of status on day-to-day experiences within the general society
 - c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals' life stories and experiences.
- _____ All thesis or dissertation course syllabi must include the requirement of continuous enrollment and well-defined expectations of task completion. Continuous enrollment is required by university policy; consequently once students enroll in thesis or dissertation credits, continuous enrollment in credits is required until the final product has been reviewed, discussed, and approved by the selected committee and Graduate School. See example of thesis and dissertation syllabi for School Psychology.
- _____ All practicum and internship course syllabi must reference:
 - # hours of weekly individual supervision required
 - # hours of weekly small group supervision required
 - # hours of service delivery/onsite placement required
 - Credentials of on-site supervisors
 - Formative and Summative evaluations
 - Site evaluations
 - Supervisor evaluations

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

- _____ Give a brief description of how this course relates to the Perkins College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV), including attention to diversity.
- _____ Include how the course objectives, activities, and other course aspects support the CF and/or VMGV. The CF and VMGV describe a shared vision and purpose for the SFASU College of Education.
- _____ This section should link course objectives with professional organization standards.
- _____ Connections with other courses within the program.

Program Learning Outcomes:

- _____ List the program learning outcomes addressed in this course as identified in the course matrix for your degree program.
- _____ If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course.
- _____ Could identify 3-5 PLOs that address the program and can be used throughout the program.
- _____ If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

"This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course."

Student Learning Outcomes:

- _____ List all students learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above.
- _____ SLOs in a course support the PLOs and are specific as well as include the exact knowledge, skill or behavior taught in the course.
- _____ Include program standards, ISTE, and TASC standards needed here. (Phase in process)
- _____ Assessments for the SLOs need to be measureable.
- _____ For additional information on meaningful and measurable learning outcomes see the assessment resource page <http://www.sfasu.edu/assessment/index.asp>.
- _____ Provide some statement about attention to at least one point of diversity or general attention to diversity related to the content.

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

- _____ Assignments and/or activities need a short description

- _____ Include program standards, ISTE, and InTASC standards as well as SPA standards are required for the assignments.
- _____ Any and all assignments that represent a SPA or CAEP standard (including ISTE and InTASC standards) are required to be submitted in LiveText for accreditation purposes.
- _____ Connect the assignments to selected Core Curriculum objectives (e.g., critical thinking, communication skills, empirical & quantitative skills, social responsibility, personal responsibility, or teamwork. Although your course may not have been accepted as part of the Core, it is important to highlight how your course specifically contributes to students' competence in relationship to the skills associated with the state and university approved Core Curriculum objectives. (See attachment below of this document for definitions of each.)
- _____ If the course addresses students' first required research-related course in a program of study and/or the first thesis and dissertation credit enrollment, completion of the online Collaborative Institutional Training Initiative (CITI) training (<http://www.citiprogram.org/>) on the Office of Research and Sponsored Programs website is required. All research-related courses in which students are expected to engage in the actual process of research and data collection MUST include the requirement of the IRB review process.
- _____ Optional, but strongly recommended: Courses shall include opportunities for extra credit that include participation in research (use of SONA) or the submission of a book review using the Education Review guidelines <http://www.edrev.info/contribute.html>. For language to include this option, see attachment below.

IV. Evaluation and Assessments (Grading):

- _____ Describe what the assessments will be and what portion of the grade will be determined by that assessment.
- _____ **If you count attendance as part of the grade, be sure to include how attendance will be taken and the percent attendance will count towards a final grade.**
- _____ Include any assessment scoring guides.
- _____ **Indicate the penalty assessed to the assignment(s) that require a LiveText submission should the student not submit as required.**

V. Tentative Course Outline/Calendar (assure students of sufficiently early notification in the case of any change in deadlines and assignment descriptions):

- _____ Indicate topic, assignment, and anticipated due dates for each class meeting.
- _____ Topics should reflect the program goals and clearly present program standards, as well as professional and state standards.
- _____ Indicate the assignment(s) that are related to accountability and accreditation.
- _____ Indicate all and any assessments that require submission to LiveText.
- _____ **NEW: Attendance and participation MUST be addressed in syllabi. Faculty may want to consider a/an assignment during the first three weeks of school that signifies a student**

has attended and participated in the class. For reporting purposes, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

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

_____ Any and all materials used for the course need to be added here.

_____ FEM Statement:

In this course you must purchase and enroll in the LiveText add-on Field Experience Module (FEM) PRIOR to your first day of field experience / clinical teaching. This can be purchased from www.livetext.com for a fee of \$15.00. Failure to purchase and activate the account and/or submit the required assignment(s) could result in course failure.

_____ LiveText Statement:

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:

_____ Include a statement about the importance of course evaluations, the process, and if the instructor allows, outline how the students will be rewarded/recognized for completing the survey, i.e. extra points.

_____ Possible statement to use:

“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 <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 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.

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, 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.

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; and/or;
- 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; and/or,
- 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 (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 SFASU. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Faculty and/or supervisors shall also attend to students' professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of all students. Attention to items referring to 'dress' or 'physical appearance' are reserved for students' placement in practica and internship sites in which student teaching and clinical service delivery to 'clients' is required.

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.

IX. Other Relevant Course Information:

Professionalism Assessment Instrument

Candidate Name: _____ Supervisor/Instructor: _____

Course: _____ Date: _____

Component	Exceeds	Meets	Does Not Meet
Demonstrates punctuality in attendance and meeting deadlines	Shows dedication by timely arrival and submission of required assignments and work products	Has regular attendance; does not leave early; submits assignments and work products by designated deadline	Excessive absences and late arrivals/early departures with consistently limited attention to deadlines
Works positively with peers supervisors and other professionals	Open and responsive to suggestions	Follows through on suggestions	Rejects suggestions, feedback and recommendations for change
Dresses professionally and appropriately	Always dressed in clean professional attire	Dressed in appropriate clothes	Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts
Demonstrates collaboration w/peers, teachers and other professionals	Respects others; participates in group activities; values other perspectives	Participates in collaboration and team building	Does not participate and may have a negative attitude
Is organized and prepared for class	Takes initiative and asks for feedback and exceeds standards in assignment completion	Assignments are on time and meet minimum standards	Work is late or incomplete
Interacts ethically with supervisors, faculty, peers, clients, students	Maintains confidentiality; supports peers, students, clients; shows respects	Maintains confidentiality and accepts that there are multiple perspectives	Engages in gossip; derides peers, faculty, school, clients, and/or students
Uses appropriate language in classrooms	Set an example for correct grammar	Uses appropriate words and sentences	Uses profanity, insults or inappropriate jokes/stories
Models openness in discussion of ideas w/peers, students, and clients	Models tolerance and acceptance to all students; differentiates for all	Listens to students and makes need modifications	Dismisses some students; does not include all students in learning

	students		
Shows enthusiasm an interest in teaching, service delivery, camaraderie	Maintains high engagement and interest in course work and class	Is interested in teaching and learning	Has no effort or interest in teaching
Uses training environment, class discussion, classroom and school resources appropriately	Consistently uses computers and phones appropriately and models behavior for students	Adheres to school and university guidelines	Abuses computer privileges and uses phones during class

Core Curriculum Objectives

___Critical Thinking. Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; AND how students will apply demonstrate-practice critical thinking skills to include each of the aforementioned activities.

___Communication. Description indicates how students will be instructed in Communication Skills to include effective development, interpretation and expression of ideas through written, oral and visual communication; AND how students will apply-demonstrate-practice the aforementioned skills.

___Personal Responsibility. Description indicates how students will be instructed in personal responsibility to include the ability to connect choices, actions and consequences to ethical decision-making; AND how students will apply-demonstrate-practice the aforementioned skills.

___Social Responsibility. Description indicates how students will be instructed in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities; AND how students will apply-demonstrate-practice the aforementioned skills.

___Empirical and Quantitative Skills. Description indicates how students will be instructed in the manipulation and analysis of numerical data observable facts resulting in informed conclusions; AND how students will apply-demonstrate-practice the aforementioned skills.

___Teamwork. Description indicates how students will be instructed in the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; AND how student will apply-demonstrate-practice the aforementioned skills.

LANGUAGE FOR USE OF SONA

RESEARCH POINTS

Every student will be expected to earn 4 (instructors' discretion) research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point (2 hours of participation will get you 4 R points). Students must sign up for R-Points through the Department of Human Services SONA Systems Software <https://sfasuhumanservices.sona-systems.com>. Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals). **(Developed and adopted by Dr. Luis Aguerrevere, the SONA system manager.)**

SFASU Human Services Department Research

Participant Sign-Up Instructions

1. Go to the website for our experiment management system (<https://sfasuhumanservices.sona-systems.com>).
2. If you have already registered, log in. If you have not yet registered as a student, you may do so by clicking on the link in the bottom left-hand corner that says: "Request an account here." Once registered you can immediately log in.
3. Once logged in, you can browse studies that are available and in which you may participate (under "Study Sign-Up").

By clicking on the name of a study, you can see information about the study, including an abstract, duration of the study, credits available, and the researcher's name.

When you click on "View Timeslots for this Study," any available times will be shown. If you wish to sign up for one of the times, there is a pull-down menu for "Course for Credit." Click on the arrow beside that box and all courses in the department will be listed. Choose your course from the list. Click the "Sign Up" button, and you are done. Be sure to write down the information about the study from the screen that appears stating you successfully signed up.

Also, under "My Schedule & Credits," you can view studies for which you've signed up, cancel participation in studies for which you signed up, view studies in which you already participated to see if credit was granted yet, and view other credits you may have earned. Finally, under "My Profile," you can change your password, modify your contact information, or change your email address.

4. The day before any study for which you have signed up, you will receive an email reminder from the system.

IMPORTANT NOTE: If you have a Yahoo or Hotmail account, it is possible the emails sent from the system will be bounced. This is the only type of account we have encountered so far with such a problem. You may wish to use your SFA account for this system until the end of the semester.

