# EDUC 2301-504_Spring-202_Syllabus

Introduction to Special Populations
3 Credit Hours
EDUC 2301.504
Spring 2021

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Office Hours: TBD

I will be available to answer emails within 48 hrs. If you would prefer to make an appointment via Zoom, please email me 48 hours in advance to make arrangements.

Email: cecilia.turman@sfasu.edu

Preferably, use your school email platform to send emails related to the course with "EDUC 2301" somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

## I.     Course Information

**Prerequisites**
EDUC 1301: Introduction to the Teaching Profession

**Course Fees:**
None

**LiveText/Watermark Assessments:**
None

**Educator Preparation Standards Assessments:**
Aligned to the Texas Educator Preparation Standards EC-12 PPR

**Course Description**

Introduction to Special Populations is an integrated pre-service course and content course that requires 16-hours of field experience in P-12 classrooms with special populations.  This course

provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.

This course is an online course. Students will have weekly reading assignments and are expected to participate in Quizzes, Dropbox Assignments, Discussion Boards and are required to complete a minimum of 16 contact hours of field experience in P12 classrooms. These experiences will require reflections and multiple writing assignments addressing the experience. All course activities will require a minimum of 6 hours of work each week to prepare and engage in this online course.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

## II.    Course Goals

This course goals are aligned with the mission of the PCOE, which is:

1. to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and
2. to continued professional and intellectual development in an interconnected global society.

In the PCOE at Stephen F. Austin State University, we are committed to the following core values:

- *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; and
- *Service* that enriches the community.

The Program Learning Outcomes (PLOs) and Student Learning Objectives (SLOs) in this course align with the mission of preparing competent professionals who value academic excellence, life-long learning, collaboration, openness, integrity, and service. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR.

*Program Learning Outcomes* **(PLOs) & Student Learning Objectives (SLOs)**

1. **PLO 1** The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.
2. **PLO 2** The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
   a. **SLO 2.1** Candidates will develop an understanding of the *intersectionality* between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United

States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Globalization; International Perspectives; *Intersectionality* of Sociocultural Variables and Schooling (ex: Race/Ethnicity, Gender, SES, Sexuality, etc...); Language (EL/ELL/ESL); Legal and De facto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Resegregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci).

   i. **SLO 2.1.1 Assessment** – Observation Reflection Portfolio
   ii. **SLO 2.1.2 Assessment** – Journal Reflections
   iii. **SLO 2.1.3 Assessment** – Discussion Boards

   b. **SLO 2.2** Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ciii, TS1Di, TS1Ei, TS1Eiii, TS2Ci, TS2Ciii, TS4Aii, TS4Aiii, TS4Bii, TS4Ci)

   i. **SLO 2.2.1 Assessment** – Observation Reflection Portfolio
   ii. **SLO 2.2.2 Assessment** – Journal Reflections
   iii. **SLO 2.2.3 Assessment** – Discussion Boards

3. **PLO 3** The prospective teacher candidate will demonstrate understanding of how to create an environment for a community of learners, alignment of state curriculum standards (TEKS) including the integration of technology standards, assessment, and student learning.

   a. **SLO 3.1** Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Bi, TS1Ci, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Bii, TS4Aiii, TS4Aii, TS4Bii, TS4Ci)

   i. **SLO 3.1.1 Assessment** – Observation Reflection Portfolio
   ii. **SLO 3.1.2 Assessment** – Student Lesson Plan Project

4. **PLO 4** The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas to teaching in Texas and will demonstrate how to become a teacher professional.
    a. **SLO 4.1** Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k)
        i. **SLO 4.1.1 Assessment** – Journal Reflections
5. **PLO 5** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of children (ACEI 5; InTASC 9, 10).
    a. **SLO 5.1** Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiii)
        i. **SLO 5.1.1 Assessment** – Observation Reflection Portfolio
        ii. **SLO 5.1.2 Assessment** – Student Lesson Plan Project
    b. **SLO 5.2** Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Cii)
        i. **SLO 5.2.1 Assessment** – Observation Reflection Portfolio
        ii. **SLO 5.2.2 Assessment** – Student Lesson Plan Project
    c. **SLO 5.3** Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC) (EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k)
        i. **SLO 5.3.1 Assessment** – Journal Reflections
    d. **SLO 5.4** Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC12 Texas PPR Standards: 1.5k, 1.2s, 1.5s, 1.18s, 3.2k, 4.1k, 4.2k, 4.8k; Texas Educator Standards (TS): TS2Ciii)
        i. **SLO 5.4.1 Assessment** – Professional Development Quizzes
        ii. **SLO 5.4.2 Assessment** – Journal Reflections
    e. **SLO 5.5** Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi)
        i. **SLO 5.5.1 Assessment** – Professional Development Quizzes

# III. Assignments, Instructional Materials, Use of Technology

**Course Assignments**

This section will begin with a description of each of the course components.  It will include a rubric for the specific course assignments and will have a Grade Tracker at the end of the section that will also be included as a separate document in Brightspace by D2L.

- **Critical Theory Poster (x1):**  Students in this course are expected to complete a Critical Theory Poster in their first week. This poster will include a high-impact quotation as well as refer to course guidelines.  It is meant to be displayed in the area where the student is going to be completing their work as a constant reminder of the philosophical framework of the course. Submit a picture of your poster or make an infographics one to be printed and submit it online.

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| Includes high-impact quote from Duncan-Andrade article. | Includes all five guidelines from Sensoy & DiAngelo. | The template follows the basic web format with quote in the center with guidelines attached. | At the bottom of the poster is a space for the student to write in their personal commitment in a complete sentence. | The submission has two files – (1) A close up of the completed poster and (2) A photograph with the poster displayed in the student's workspace. |

- **Discussion Boards (x5):** Students in this course are expected to submit quality contributions to their Discussion Board assignments.  Each discussion will include an initial thread based on the required course materials for the week.  The students will then engage with three additional students.  The purpose of these assignments is to promote critical dialogue that is based on informed knowledge.

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| The initial thread is submitted by Wednesday and addresses all requested information. | There is a response thread to a classmate that connects what the classmate wrote to something learned from the module's course materials. | There is a response **to another classmate** that poses a question to the student. | There is a response **to a third classmate** that answers the question posed either with anecdotal evidence or informed knowledge. |

**NOTE:** If a student does not engage in the Discussion Board at the time it is assigned, the student may submit the initial thread but will not be able to receive credit for any replies.  The rationale for this is that a Discussion Board is meant to be interactive and late participation means the replies will not have the opportunity for engagement.

- **Journal Reflections (x5):** Students in this course are expected to submit quality journal reflections based on the required course materials for the week. These submissions will demonstrate the students' ability to analyze personal bias using informed knowledge.

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| The journal is submitted on time (or there has been advanced communication with the professor), it is **double-spaced**, and written in size-12 font. | The journal submission has responses divided into paragraphs to facilitate readability.<br><br>There is a subject line (title) at the top of the response. | The student is able to complete one or two paragraphs that relate the module's course materials to an analysis of personal identity and/or bias. | The student is able to complete one or two paragraphs that relate the module's course materials to an analysis of how this applies to their future classroom. |

- **Zoom Circles (x2):** Students in this course are expected to participate in TWO Zoom Circles over the course of the semester. These Zoom Circles will be based on an assigned documentary that aligns with that particular week's required course materials.

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| The student is on time for the Zoom session or communicates in advance if he/she/they are unable to access it on time.* | The student contributes a scholarly response to the first round of the Zoom Circle. | The student contributes a scholarly response to the second round of the Zoom Circle. | The student contributes a scholarly response to the third round of the Zoom Circle. | The student is able to make a connection, add on to, or pose a question to another classmate's contribution. |

*The reason for this particular inclusion is to promote the development of professional habits. It is strongly encouraged that you attempt to join the Zoom session at least 5 minutes prior to the beginning.

- **Professional Development Quizzes (x2):** Students in this course are expected to engage in professional development outside of course module work. For the midterm, students will be supplied with a required professional development and will reflect on this experience. For the final, students are expected to engage in two professional development webinars/experiences and reflect on those experiences.

These will be used for both the midterm and the final. More details can be found in Brightspace by D2L. Students should anticipate the midterm to take approximately 1.5 hours and the final to take approximately 2 hours.

- **Student Lesson Plan Project (x1):**  Students in this course are expected to prepare a critical, culturally responsive lesson plan.  This plan will follow a simplified lesson-arc with a hook, introduction to new material, group practice, and independent practice.  The lesson will be submitted to a Discussion Board in the first week.   In the second week, students are critically reflecting on the lesson plans of THREE others.  In the third week, students will take the feedback offered by the professor and classmates to complete a lesson reflection.

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| Lesson plan is posted as an initial thread by due date. | Lesson plan has student materials attached to the initial thread. | Lesson plan has the basic elements: (1) Objectives, (2) Hook, (3) INM, (4) Opportunity for Practice | The Group Practice has clear behavioral guidelines and supports.  It is aligned to the objectives. | The Independent Practice has clear behavioral guidelines and supports.  It is aligned to the objectives. |
| **+3** | **+3** | **+3** | **+1** | **+9** |
| Student provides positive and constructive feedback to a peer. | Student provides positive and constructive feedback to a peer. | Student provides positive and constructive feedback to a peer. | The Reflection is submitted to a Dropbox in week three. | Includes all required components from the Lesson Reflection Template. |

**NOTE:** The first 20 points for this assignment are earned in the **Discussion Board.**  The remaining 10 points are earned in a **Dropbox Assignment.**

- **Observation Reflection Portfolio:**  Students in this course are expected to complete 16-hours of field observation.  During this time, they will be engaging in meaningful reflection.  The hours tracker will be submitted at two check-points in the semester, but the final reflection portfolio will not be due until Dead Week (Module 14).

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| MOU is completed and included in the final portfolio. The MOU is found in Brightspace by D2L. | The final attendance log is completed and included in the final portfolio. | A daily descriptive journal is completed and included in the final portfolio – each hour must be referenced. | A completed Anti-Bias Checklist (ABC) Activity is included in the final portfolio. The ABC is found in Brightspace by D2L. | A critical reflection that addresses either race or ethnicity in the context of your observations is included in the final portfolio.* |
| **+5** | **+5** | **+5** | **+2** | **+1** |
| A critical reflection that addresses social class and/or poverty in the context of your observations is included in the final portfolio.* | A critical reflection that addresses students with disabilities in the context of your observations is included in the final portfolio.* | A critical reflection that provides recommendations for this classroom is included. | The Likert-style questionnaire about your experiences is completed at the end of the portfolio. | The Observation Reflection Portfolio is submitted using the provided template. |

*Each of these reflections MUST reference course material.

- **Professional Attributes (x1):**  The teacher profession is one that truly requires an incredible amount from its people.  This professional attributes' grade focuses on communication, organization, and follow-through.

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| I submitted all assignments on time OR communicated with the professor in advance. | I completed the Syllabus and Course Timelines Quiz. | I submitted my Observation Hours Portfolio at the initial check-in due date. | I submitted my Observation Hours Portfolio at the second check-in due date. | I signed up for my two Zoom Circles  by the due date. |

**Grading Tracker**

| Dropbox Assignments | |
|---|---|
| ☐ Critical Theory Poster | ____ / 10 |
| ☐ Journal Reflection 1 | ____ / 10 |
| ☐ Journal Reflection 2 | ____ / 10 |
| ☐ Journal Reflection 3 | ____ / 10 |
| ☐ Journal Reflection 4 | ____ / 10 |
| ☐ Journal Reflection 5 | ____ / 10 |
| ☐ Student Lesson Plan Project – Final Reflection | ____ / 10 |
| ☐ Observation Reflection Portfolio | ____ / 50 |
| **Discussion Board Assignments** | |
| ☐ Discussion Board 1 | ____ / 10 |
| ☐ Discussion Board 2 | ____ / 10 |
| ☐ Discussion Board 3 | ____ / 10 |
| ☐ Discussion Board 4 | ____ / 10 |
| ☐ Discussion Board 5 | ____ / 10 |
| ☐ Student Lesson Plan – Post and Reflection | ____ / 20 |
| **Zoom Circles** | |
| ☐ Zoom Circle 1 | ____ / 10 |
| ☐ Zoom Circle 2 | ____ / 10 |
| **Quizzes** | |
| ☐ Professional Development Midterm | ____ / 10 |
| ☐ Professional Development Final | ____ / 20 |
| **Other** | |
| Professional Attributes | ____ / 10 |
| | **____ / 250** |

**Required Technology**

This course will be delivered through the university's Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course's Brightspace site.  You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

**Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

## IV.  Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

| WEEK | MODULE TOPICS | ASSIGNMENTS |
|---|---|---|
| Week 1 Module 1 March 15th @5PM | Let's Get Started<br><br>Critical Theory | **Due:** March 21 @11:59 PM<br><br>o Read **_Let's Get Started_** Contents<br>o Read the Tentative Syllabus & Course Schedule (subject to change)<br>o Take Get Quiz 1<br>o Submit **Poster Dropbox**<br><br>o Read **_Critical Theory_** Contents<br>o Critical Theory Presentation |
| Week 2 Module 2 March 22 @5 PM | Social Class and Schooling<br><br>Role of Religion in Schools | **Due:** March 28 @11:59 PM<br><br>o Read **_Classism_** Contents<br>o Assigned Readings<br>o Complete **Discussion Board 1.**<br>  o Initial post by Thursday @11:59 PM<br>  o Submit replies by Sunday @11:59 PM<br>o _Zoom Option 1: Netflix – Inequality for All_<br>o Confirm Observation Site<br><br>o Read **Role of Religion** Contents<br>o Read Assigned Readings<br>o Complete **Journal 1** by Sunday @11:59 PM |
| Week Module 3 March 29 @5 PM | Gender Bias and Schooling<br><br>Sexuality and Biological Sex | **Due:** April 4 @11:59 PM<br><br>o Read **Gender Bias** Content<br>o Read Assigned Readings<br>o Complete **Discussion Board**<br>  o Initial post by Thursday @11:59 PM<br>  o Submit replies by Sunday @11:59 PM<br>o _Zoom Option 2: Netflix – Miss Representation_<br><br>o Read **Sexism** Content and assigned readings.<br>o Complete **Journal 2** by Sunday @11:59PM<br>o _Zoom Option 3: D2L – It's Elementary_ |
| Week 4 Module 4 April 5 @5 PM | Institutionalized Racism and Schooling | **Due:** April 11 @11:59 PM<br><br>o Read **Racism** Content<br>o Read Assigned Readings<br>o Complete **Discussion Board 3**<br>  o Initial post by Thursday @11:59 PM<br>  o Submit replies by Sunday @11:59 PM<br>o _Zoom Option 4: Netflix – Hello Privilege. It's me, Chelsea_ |

| | | |
|---|---|---|
| | Recognizing Implicit Bias with Ethnicity and Schooling | o Read **Implicit Bias** Contents<br>o Read Assigned Readings<br>o Complete Journal 3 by Sunday @11:59 PM |
| Week 5 Module 5<br>April 12 @5 PM | Mid-Quarter Temperature Check<br><br><br><br>Students Labeled with Intellectual Disabilities | **Due:** April 18 @11:59 PM<br><br>o Complete **Midterm Quiz**<br>o Submit **Observation Hours Portfolio** for Grading by Sunday @11:59PM<br>o Read module content and assigned readings.<br>o *Zoom Option 6 – Netflix – Crip Camp*<br>o Complete **Discussion Board 4**<br>   o Initial post by Thursday @11:59 PM<br>   o Submit replies by Sunday @11:59 PM |
| Week 6 Module 6<br>April 19 @5 PM | Inclusive Instruction for Students with Physical Disabilities<br><br><br>Communities and Schools | **Due:** April 25 @11:59 PM<br><br>o Read **Ableism** Contents<br>o  Read Assigned Readings.<br>o Complete **Journal 4** by Sunday@11:59 PM<br><br>o Read **Communities & Schools** Contents<br>o Read Assigned Readings.<br>o Complete **Discussion Board 5**<br>   o Initial post by Thursday @11:59 PM<br>   o Submit replies by Sunday @11:59 PM |
| Week 7 Module 7<br>April 26 @5 PM | Classroom Assessment<br><br><br><br><br><br><br><br><br>Student Lesson Plans<br><br><br><br><br>Classrooms Observations | **Due:** May 2 @11:59 PM<br><br>o Read **Assessment** Contents and assigned readings.<br>o Complete **Journal 5** by @11:59 PM<br>o Begin **Discussion Board 6**<br>   o Initial Post: Lesson Plan & Resources by Thursday @11:59 PM<br>   o Submit replies by Sunday @11:59 PM<br>   o<br>o Read **Lesson Plans** Contents and assigned readings.<br>o Complete **Discussion Board 6**<br>   o Submit **Observation Hours Portfolio** for Grading by May 2 @11:59 PM<br><br>o Read **Classroom Observations** Contents<br>o Read Assigned Readings<br>o Submit **Lesson Reflection Dropbox** by May 3 @11:59 PM<br>o Submit **Observation Reflection Portfolio Dropbox Assignment** by Sunday @11:59 PM |
| Week 8 Module 8<br>May 3 @5 PM | **FINALS WEEK** | ==Due== by May 8 @11:59 PM<br><br>o ==**Final Quiz**== |

| | | ☐ **Complete End-of-Quarter Evaluation** |
|---|---|---|
| | | |

## V.    Readings

**Course Materials**

This course is an Open Educational Resources (OER) Course.  This means all **course** materials, readings, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge are free to use.

All course materials and weekly reading/viewing assignments are posted to Brightspace by D2L.

## VI.    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, <u>all ratings and comments are confidential and anonymous,</u> and will not be available to the instructor until after final grades are posted.**

## VII.    Student Ethics and Other Policy Information

All policies can be accessed in their entirety at http://www.sfasu.edu/policies

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual participation, and 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. 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 Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline's manual of style (APA).

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

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**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.

**Acceptable Student Behavior: 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 iCare: Early Alert Program at SFA.  Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**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 SFASU Disability Services.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.  This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator.  The public-school campuses are responsible for completing the criminal background check.  A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history.  In addition, the agency obtains your name-based Texas criminal history information.  The service is provided to the requestor for a **non-refundable fee**.  The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification.  Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification.  Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents:  passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (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.

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

## VIII.  Other Relevant Course Information:

This course may be modified at the discretion of the professor.