

**Stephen F. Austin State University**  
**Department of Education Studies**

EDUC 2301.002 Introduction to Special Populations

COURSE SYLLABUS

Fall 2024

**INSTRUCTOR INFORMATION**

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<b>Office Hours</b>	M 10-12:30 F2F; W 10-12:30 Zoom; and by appointment
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**SECTION 1: COURSE INFORMATION**

<b>COURSE TIME AND LOCATION:</b>	<b>MW 1:00-2:15 ECRC 205</b>
<b>COURSE MODALITY</b>	<b>F2F</b>
<b>CREDIT HOURS:</b>	<b>3 Hours</b>
<b>COURSE BULLETIN DESCRIPTION</b>	
This is an integrated pre-service and content course that requires 16 hours of field experience in P-12 classrooms with special populations. It provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.	
<b>COURSE JUSTIFICATION</b>	
This is an integrated pre-service and content course that requires 16 hours of field experience in P-12 classrooms with special populations. It provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.	
<b>CO-REQUISITES (Courses taken with this course.)</b>	
None	
<b>PRE-REQUISITES (Courses that must be completed before taking this course.)</b>	
EDUC 1301: Introduction to the Teaching Profession	

**SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES**

<b>PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT</b>
Each assignment in EDUC 2301 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.
<b>VISION OF THE COLLEGE OF EDUCATION</b>
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world
<b>MISSION STATEMENT OF THE COLLEGE OF EDUCATION</b>
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship

**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 2:** The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.

STUDENT LEARNING OUTCOMES	ASSESSMENTS/ASSIGNMENT DESCRIPTION	ASSOCIATED STANDARDS	POINTS
<p>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]</p>	<p>SLO 2.1.1 Assessment – Observation Reflection Portfolio                      SLO 2.1.2 Assessment – Journal Reflections                      SLO 2.1.3 Assessment – Discussion Boards                      SLO 2.1.4 Assessment- Infographic</p>	<p>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</p>	<p>See Grade Tracker</p>
<p>SLO 2.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various</p>	<p>SLO 2.2.1 Assessment – Observation Reflection Portfolio                      SLO 2.2.2 Assessment – Journal Reflections                      SLO 2.2.3 Assessment – Discussion Boards                      SLO 2.2.4 Assessment- Infographic</p>	<p>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,</p>	<p>See Grade Tracker</p>



DEFENDING EDUCATORS

theories, policies, and group experiences		TS1Ei, TS1Eiii, TS2Ci, TS2Ciii, TS4Aii, TS4Aiii, TS4Bii, TS4Ci	
<b>PROGRAM LEARNING OUTCOME (PLO) 3:</b> 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.			
<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENTS/ASSIGNMENT DESCRIPTION</b>	<b>ASSOCIATED STANDARDS</b>	<b>POINTS</b>
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).	SLO 3.1.1 Assessment – Observation Reflection Portfolio SLO 3.1.2 Assessment – Student Lesson Plan Project	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	See Grade Tracker
<b>PROGRAM LEARNING OUTCOME (PLO) 4:</b> 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.			
<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENTS/ASSIGNMENT DESCRIPTION</b>	<b>ASSOCIATED STANDARDS</b>	<b>POINTS</b>
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	SLO 4.1.1 Assessment – Journal Reflections	EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k	See Grade Tracker

assessment, equity/inequity of assessment, and selecting assessment methods]			
<b>PROGRAM LEARNING OUTCOME (PLO) 5:</b> 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).			
<b>STUDENT LEARNING OUTCOMES</b>	<b>ASSESSMENTS/ASSIGNMENT DESCRIPTION</b>	<b>ASSOCIATED STANDARDS</b>	<b>POINTS</b>
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)	SLO 5.1.1 Assessment – Observation Reflection Portfolio SLO 5.1.2 Assessment – Student Lesson Plan Project	EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiii	See Grade Tracker
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	SLO 5.2.1 Assessment – Observation Reflection Portfolio SLO 5.2.2 Assessment – Student Lesson Plan Project	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	See Grade Tracker
SLO 5.3 Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC)	SLO 5.3.1 Assessment – Journal Reflections	EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k	See Grade Tracker
SLO 5.4 Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families	SLO 5.4.1 Assessment – Professional Development Quizzes SLO 5.4.2 Assessment – Journal Reflections	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	See Grade Tracker

SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting EC12 Texas PPR Standards:	SLO 5.5.1 Assessment – Professional Development Quizzes	4.12k; Texas Educator Standards (TS): TS6AAi	See Grade Tracker
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## SECTION III: COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at <https://d2l.sfasu.edu/>

### ACCESSING ASSIGNMENTS ON D2L

**You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.**

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

**All assignments are due according to the dates listed on the course timeline.**

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCLASSROOM REQUIREMENTS

**This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.**

**Assignments: A minimum of 16 Hours of Observation Visits including a reflection as directed by the course instructor.**

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate's understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

**A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II with additional detailing in the table on the following page.**

**Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or "Fail", for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

### EDUC 2301 Grade Tracker

<b>Dropbox Assignments (60 points)</b>	
<input type="checkbox"/> Critical Theory Poster	/10
<input type="checkbox"/> Intellectuals with Disabilities Infographic	/10
<input type="checkbox"/> Learning for Justice 1 <sup>st</sup> Webinar	/ 25
<input type="checkbox"/> Lesson Plan Reflection	/ 15
<b>Journal Reflections (60 points)</b>	
<input type="checkbox"/> Students with Physical Disabilities	/ 10
<input type="checkbox"/> Gender Bias and Schooling	/10
<input type="checkbox"/> Recognizing Implicit Bias and Ethnicity and Schooling	/ 10
<input type="checkbox"/> Sexuality and Sexual Orientation	/ 10
<input type="checkbox"/> Role of Religion in Schools	/10
<input type="checkbox"/> Classroom Assessment	/10
<b>Observations (75 points)</b>	
<input type="checkbox"/> Observation Site Form	/ 10
<input type="checkbox"/> Observation Hours	/ 20
<input type="checkbox"/> Observation Reflection	/ 25
<input type="checkbox"/> Anti-Bias Observation Checklist	/ 20
<b>Discussion Board Assignments (50 points)</b>	
<input type="checkbox"/> Social Class and Schooling	/ 10
<input type="checkbox"/> Institutionalized Racism and Schooling	/ 10
<input type="checkbox"/> Communities and Schools	/ 10
<input type="checkbox"/> Culturally Responsive Lesson Plan	/ 20
<b>Quizzes (30 points)</b>	
<input type="checkbox"/> Syllabus Quiz	/5
<input type="checkbox"/> Learning for Justice 2 <sup>nd</sup> Webinar	/ 25
<b>_____ / 275</b>	

## SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

### GRADING SCALE FOR PREFIX/COURSE NUMBER

Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.

Letter Grade	Point Value	Percentage
A	90-100	90%-100%
B	80-89	80%-89%
C	70-79	70%-79%
F	69 or fewer	0%-69%

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).

You must earn a "C" or better in the course. Anything below a "C" is an "F", no "D" will be awarded.

### PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate's grade. Candidates are subject **to loss of points and/or a course letter grade** for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class\\_attendance\\_excused\\_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor **prior to** missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES **independently** unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES **on or before the due date**;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality **at all times**.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

### WORK POLICY EXPECTATIONS

- Late Work— Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
- "Redo Work" Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
- Students must submit all assignments in the requested format found in the assignments.

### TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

**Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.

- Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** It is the expectation of the Department of Education Studies that all enrolled students demonstrate professionalism through a consistent presence in required class meetings. At the beginning of the semester, candidates must confirm in each course that they have read and understand the course syllabus and the expectations for participation in the class. Any student who does not attend class and/or does not have a record of participation as stated in the course requirements will fail the course. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies will result in loss of points on the teacher candidate's professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content **will** result in failure of the course.

The threshold for consistent presence is 85% of all class meetings. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

The instructor AND/OR mentor teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time must be made up minute for minute.

This is also an expectation for online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement. In synchronous courses, this means attendance in class meetings 85% of the time. In asynchronous courses, this means engagement in class materials 85% of the time. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly, and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing

appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors' classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. **To be "on time" is to be late.** Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

#### CONSEQUENCES OF UNPROFESSIONALISM

**A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.**

- 1<sup>st</sup> Professionalism Behavior Concern – Email from course instructor
- 2<sup>nd</sup> Professionalism Behavior Concern – Meeting with course instructor
- 3<sup>rd</sup> Professional Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

#### TEXAS EDUCATORS' CODE OF ETHICS

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators' Code of Ethics. Any violation of the Texas Educators' Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators' Code of Ethics via the website below. <https://tea.texas.gov/index2.aspx?id=2147501244>

#### QCLASSROOM REQUIREMENTS

**This course does not require you submit designated assignments to Q Classroom.**

**Q Classroom is a data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education.**

**Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments. Support emails for Q Classroom will come from [qclassroom@sfasu.edu](mailto:qclassroom@sfasu.edu).**

#### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

***Regular attendance and participation may affect your final grade in the course. Attendance is essential in this course. Three (3) missed classes in a two day a week class and Five (5) missed classes in a three day a week class will result in a letter grade reduction.***

## SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline. **Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by Sunday night at 11:59 PM. Please note that some assignments may be required IN-CLASS submissions for F2F Sections. \*A MORE INDEPTH TIMELINE WILL BE PROVIDED IN D2L.**

WEEK/CLASS	TOPIC/ASSIGNMENTS	TASKS TO COMPLETE
Week of August 26	Getting Started Syllabus/Timeline Critical Theory	<ul style="list-style-type: none"> <li>• Read Getting Started module content, notably syllabus and semester calendar.</li> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Syllabus Quiz</li> <li>• Critical Theory Poster</li> <li>• Solidify Observation Location: <b>September 9<sup>th</sup></b></li> </ul>
Week of September 2	Inclusive Instruction for Students with Physical Disabilities	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Students with Physical Disabilities Journal Entry</li> <li>• Solidify Observation Location: <b>September 9<sup>th</sup></b></li> </ul>
Week of September 9	Students Labeled with Intellectual Disabilities	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Students Labeled with Intellectual Disabilities Infographic</li> <li>• Observation Location Due</li> </ul>
Week of September 16	Social Class and Schooling	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Social Class and Schooling Discussion Board</li> </ul>
Week of September 23	Gender Bias and Schooling	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Gender Bias and Schooling Journal Entry</li> </ul>
Week of September 30	Institutionalized Racism and Schooling	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Institutionalized Racism and Schooling Discussion Board</li> </ul>
Week of October 7	Learning for Justice Webinar 1	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Learning for Justice Webinar</li> <li>• Midterm Observation Hours Check</li> </ul>
Week of October 14	Recognizing Implicit Bias with Ethnicity and Schooling	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Recognizing Implicit Bias with Ethnicity and Schooling Journal Entry</li> </ul>
Week of October 21	Sexuality and Sexual Orientation	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Sexuality and Sexual Orientation Journal Entry</li> </ul>
Week of October 28	Role of Religion in Schools	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> </ul>

		Role of Religion in Schools Journal Entry
Week of November 4	Communities and Schools	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Communities and Schools Discussion Board</li> </ul>
Week of November 11	Classroom Assessment	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Classroom Assessment Journal Entry</li> </ul>
Week of November 18	Student Lesson Plans Learning for Justice Webinar 2	<ul style="list-style-type: none"> <li>• Read module content, assigned readings, and watch all associated videos.</li> <li>• Culturally Responsive Lesson Plan</li> <li>• Lesson Plan Reflection</li> <li>• Learning for Justice Webinar 2- Quiz</li> </ul>
Week of November 25	THANKSGIVING BREAK	<ul style="list-style-type: none"> <li>• Rest, relax, and enjoy your holiday</li> </ul>
Week of December 2	No New Content	<ul style="list-style-type: none"> <li>• Complete End of Semester Evaluation</li> <li>• Observation Hours Log – <b>due December 11</b></li> <li>• Anti-Bias Obs. Checklist- <b>due December 11</b></li> <li>• Observation Reflection - <b>due December 11</b></li> </ul>
Week of December 9	Classroom Observations	<ul style="list-style-type: none"> <li>• Complete End of Semester Evaluation</li> <li>• Observation Hours Log – <b>due December 11</b></li> <li>• Anti-Bias Obs. Checklist- <b>due December 11</b></li> <li>• Observation Reflection - <b>due December 11</b></li> </ul>

All assignments are due Sunday at 11:59 pm unless otherwise stated in the calendar. Example: All assignments available “Week of September 4<sup>th</sup>” are due September 10<sup>th</sup> at 11:59 pm. **No late work is accepted.**

## SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

READINGS
<p><b>REQUIRED READING:</b> This course is an Open Educational Resources (OER) Course. This means all <b>COURSE</b> materials, readings, streaming videos, tests, and other tools used to support access to knowledge are free to use. It is expected that you read your course modules in their entirety.</p>
COURSE REFERENCES
<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Banks and Banks: Multicultural Education</li> <li>• Alexander: The New Jim Crow: Mass Incarceration in the Age of Colorblindness</li> <li>• Davidson, Fargo, and Husband: Preparing Early Childhood Teachers for the Importance of Seeing Color in Children</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.brookwoodcommunity.org/tour/">https://www.brookwoodcommunity.org/tour/</a></li> <li>• <a href="https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf">https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf</a></li> <li>• <a href="https://reconstructionerajimcrowlaws.weebly.com/list-of-jim-crow-laws.html">https://reconstructionerajimcrowlaws.weebly.com/list-of-jim-crow-laws.html</a></li> <li>• <a href="https://seoklaw.com/legal-news/brown-v-board-of-education-and-the-death-of-jim-crow/">https://seoklaw.com/legal-news/brown-v-board-of-education-and-the-death-of-jim-crow/</a></li> <li>• <a href="https://projects.propublica.org/miseducation/">https://projects.propublica.org/miseducation/</a></li> <li>• <a href="http://www.learningforjustice.org">www.learningforjustice.org</a></li> <li>• <a href="https://lacomadre.org/2016/10/implicit-bias-and-the-academic-achievement-gap-for-latinos-and-african-american-youth/">https://lacomadre.org/2016/10/implicit-bias-and-the-academic-achievement-gap-for-latinos-and-african-american-youth/</a></li> <li>• <a href="https://www.communitiesinschools.org/">https://www.communitiesinschools.org/</a></li> <li>• <a href="https://www.pblworks.org/">https://www.pblworks.org/</a></li> </ul> <p><b>Journals</b></p>

- Duncan-Andre Note to Educators: Hope Required When Growing Roses in Concrete
- Sensoy and DiAngelo: Is Everyone Really Equal
- Rogers and Johnson: Strategies to include students with severe/multiple disabilities within the general education classroom
- Gorski: Poverty, Class, and the Cultivation of Economically Just Educational Policy: The role of ideology
- Gorski: Equity Literacy for All
- Gorski- Five stereotypes about poor families and education
- Rhami and Liston: What Does She Expect When She Dresses Like That? Teacher Interpretation of Emerging Adolescent Female Sexuality
- GLSEN: The 2017 National School Climate Survey
- Gollnick and Chinn: Religion Pluralism in the US
- Abel and Abel: Religious Expression in School
- Lin, Lake and Rice: Teaching Anti-Bias Curriculum in Teacher Education Programs: What and How
- Montenegro and Jankowski: Equity and Assessment: Moving Towards Culturally Responsive Assessment

**Documentaries**

- Miss Representation
- 13th
- It's Elementary

## SECTION VII: COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

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

## SECTION VIII: STUDENT ETHICS AND POLICY

### INSTITUTIONAL ABSENCES (HOP policy 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at <https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences>.

### WITHHELD GRADES SEMESTER GRADES POLICY: (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to <https://www.sfasu.edu/docs/hops/02-206.pdf>.

#### **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 promptly may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

#### **Student Wellness and Well-Being**

SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

#### **CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY: (HOP Policy 04-106)**

[The Code of Student Conduct and Academic Integrity \(HOP 04-106\)](#) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to <https://www.sfasu.edu/docs/hops/04-106.pdf>.

#### **OTHER IMPORTANT COURSE-RELATED POLICIES**

Other SFA policy information is found in the [Handbook of Operating Procedures \(HOP\)](#)

#### **DEPARTMENT STUDENT ACADEMIC DISHONESTY POLICY**

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;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

#### **PENALTIES FOR ACADEMIC DISHONESTY**

- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
- 1<sup>st</sup> Time – Conference with course instructor and zero for assignment
- 2<sup>nd</sup> Time – Conference with course instructor and chair of department (failure of course discussion)
- 3<sup>rd</sup> Time – Conference with course instructor, chair of department and dean of college

#### **STUDENT APPEALS**

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

## **SECTION IX: ON-CAMPUS RESOURCES**

### **ON-CAMPUS RESOURCES**

**The Dean of Students Office** (Rusk Building, 3<sup>rd</sup> floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

[dos@sfasu.edu](mailto:dos@sfasu.edu)

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

Human Services Room 202 • 936-468-1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

Health Services

Counseling Services

Student Outreach and Support

Food Pantry

Wellness Coaching

Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

[thehub@sfasu.edu](mailto:thehub@sfasu.edu)

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343

National Suicide Crisis Prevention: 9-8-8

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741

## **SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION**

## TEXAS EDUCATORS' CODE OF ETHICS

In addition to the Professionalism expectations, all teacher candidates are expected to adhere to the Texas Educators' Code of Ethics. Any violation of the Texas Educators' Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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](#).

## CERTIFICATION/LICENSING REQUIREMENTS

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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

1. 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

[www.texas.ets.org/registrationBulletin/](http://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.

2. 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 the Office of Assessment and Accountability at 936-468-1282 or [edprep@sfasu.edu](mailto:edprep@sfasu.edu).**

## FIELD OBSERVATION HOUR REQUIREMENTS

This course requires observation and/or participation in a classroom. If you are a face-to-face candidate, you will be placed in a classroom by your instructor. If you are enrolled in the online Link-ED program, you provided the school information where you will complete your observations/participation when you completed the partnership agreement for the Link-ED application. If your placement has changed, a new partnership agreement is required. For this course you will complete a total of 16 hours across 12 weeks. You will complete a time log form that must be signed by the classroom teacher at the end of the semester. Any absences must be made up hour for hour no later than the Friday before finals week. **You must complete 16 hours in order to pass this course.**

#### FIELD ATTENDANCE AND ENGAGEMENT REQUIREMENTS

This course requires specific requirements when you engage in the PK-6 classroom and weekly class/lab. The course syllabus will provide specific requirements for engagement for this course. For attendance, it is the responsibility of the candidate to contact the mentor teacher and/or instructor when absent from a scheduled time. Your time attendance will be monitored using your time log and you may be required to submit periodically to d2L.

Field Attendance Time Requirement: 16 hours

Weekly Class Time Requirement: Approximately 1 hour per week

## SECTION XI: OTHER RELEVANT COURSE INFORMATION

#### REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may **not** be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of "0" with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

Cheating and plagiarism are breaches of academic trust, in higher education, our efforts of what we produce, is in our words and ideas. So, using someone else's words as if they were your own is a form of theft. While collaborative student assistance is encouraged, **I expect each student to submit work that is by that student.**

I take academic dishonesty very seriously. **So, here's the bottom line: submit and give credit to ideas, writings, or words from someone other than you.** You will learn more and benefit from doing your own work. If there is evidence of academic dishonesty the grade on the assignment will be a 0 and the infraction will be reported.

**If you have any questions about what does not constitute academic dishonesty, please let me know.** In doing what could be a very costly and serious error.

#### NONDISCRIMINATION

"No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University." (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: <http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf>)

\*Honors Contracts, Research Opportunities, or Bonus Work will be discussed by your course instructor.