I. Course Description:

AED 602 Inquiring into the Foundations of Ethics and Philosophy of School Leaders (3 credits) course is a survey of major ethical and philosophical influences that are of importance for educational leadership. AED 602 is one of the core requirements for the Ed.D. Degree in Educational Leadership.

This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, complete all writing and research activities as assigned for in class and/or outside class. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. Students will examine, through course readings, assignments, and activities, three dimensions of leadership philosophy including epistemological, ontological, and axiological.

During each class, students will be expected to actively participate in 2 activities including analyzing ethical cases and reflective discourse on philosophy, ethical dilemmas, and reasoning. These (2) activities require a minimum of 60 minutes per class meeting. In addition, students are expected to prepare three (3) professional papers and presentations related to assigned activities that require both in class and outside class time. These activities include Poetic of Leadership, Philosophy of Moral Leadership (Scholar-Practitioner), and Ethical Dilemma Case. The written component of the three papers will be prepared outside of class and the oral presentation of the three papers will be made in class. The readings for the course are extensive and include a selection of books and articles/book chapters. Students will prepare a set of trigger questions for each reading, which will be used to guide in-class discussions led by students. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting. Work within class will also be intense and require much of the time allocated for each class to be focused on individual and/or small group activities as determined by the professor of record.

Course Fee: $20.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives:

The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

James I. Perkins College of Education:

The AED 602 coursework is aligned with the conceptual framework, shared vision, mission, and core values of the James I. Perkins College of Education. The course aspects, learning objectives, and activities
Program Learning Outcomes:

The candidate, at the end of year one and at the end of year two, will be able to synthesize each year’s study and present a portfolio representative of his/her growth as a scholar-practitioner leader.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

• Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
• Prepare teachers, support personnel, and educational leaders for Texas
• Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
• Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
• Maintain resources and facilities that allow each program to meet its expected outcomes
• Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
• Engage in outreach services
• To address specific needs in the broader community
• To enhance student learning
• To instill commitment to service
• To promote the reputation of the University, and
• To conduct research to advance knowledge and to contribute to the common good

Core Values

In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

Student Learning Outcomes (SLOs):

Course goals are aligned with the program goals and reflect a coherence with course goals for the doctoral program curriculum. All course goals and objectives, and relatedly, all activities for the course, are instructed, in large part, by the value for: academic excellence as a cornerstone of the scholar-practitioner’s learning experience and in turn as a foundation of the scholar-practitioner’s work in the larger community and society; recognizing that the work of a scholar-practitioner’s is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking; understanding the importance of life-long learning as a scholar-practitioner; reflecting through practice the need for democratic and community-based inquiry and decision making; demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of Instructional Delivery:

This course will use a variety of instructional methods including Socratic dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, small group processing, online coursework, dyad partners and/or critical friends, ethical dilemmas, etc.

Attendance:

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, students are required to be present at each class. Participation is critical to the success of any course and graduate students are expected to complete all assignments, whether graded or not, and to participate in all group discussions. If a class must be missed, prior to the absence the student must contact the professor for the details concerning the make-up assignment and make arrangements to deliver any assignments due during that class to the professor. The make-up assignment will be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section and will be between 5-10 pages depending on the nature and quantity of readings for that class. If possible, the paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible, the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 10% reduction in the candidate’s course grade. Once again, all other assignments due upon the date of the absence must be given to the professor or before the missed class. Any assignments not given by the date of the missed class will be considered late and receive a 20% grade reduction.

Students are expected to arrive for class on time. More than two tardy arrivals to class will result in a 5% grade reduction. Since attendance is especially critical, more than one absence will result in a diminished grade. More than one class absence will make the student ineligible for an “A” grade. In the case of emergencies, the student is responsible for contacting her/his professor in a timely fashion and apprising the professor of the situation. E-mail contact is typically the most efficient and reliable method of contact, however when an emergency occurs in route, then a phone call is appropriate.

Completion and Mastery of Assignments:
Completion of assignments is not optional. All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the student.

Candidates are expected to:

- Participate in a professional, punctual, and equitable manner in all collaborations.
- Complete all assignments at graduate level quality and adhere to the stated assignment criteria.
- Complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.

Please do not wait until the last minute to submit your assignment as unexpected emergencies, technology, and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. No assignments will be accepted after the last class. Incomplete assignments will receive zero points. No arrangements can be made to extend the course beyond the last class meeting.

All assignments, at the discretion of the instructor, not meeting graduate level quality may be reworked and resubmitted by the last day of the course with a maximum adjustment of 10%. Candidates are encouraged to reflect upon the professor’s assessment feedback, and to resubmit the assignment for further review. The candidate should return the original paper with professor evaluation marks for comparison with resubmitted products.

Changes:
The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

Course Activities:

Writing Formats for Written Course Activities
All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes an introduction containing an interest catcher or background information followed by a transitional statement to the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident. Of course, all papers must be thoroughly proofread for grammar, spelling, punctuation, and APA formatting. Also, titles must be aligned with the conceptual framework to promote continuity in the reader’s understanding of your organization and thesis. This is also an appropriate format for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines will be provided for oral presentations.

Class Discussion
Due to the complexity and quantity of the material required for this course, time allocations will be made for each reading. To effectively distribute the material and allow each individual time to contribute within the allocation necessitates that each class member be mindful regarding the length of their own comments and the quantity and content of the comments of their peers. Efforts should be made to construct concise and succinct comments that expand the discussion rather than a restatement of what has previously been said. The candidate should also encourage their peers to participate. Discussant dialogue is valued more than lengthy monologue, which unfortunately will be provided in most cases by the professor.

Reading Activities
Each student will be expected to complete various activities assigned by professor in relation to the readings including required books and articles and/or selected readings provided by students. These activities will be provided in the session prior to the session when activities are to be submitted to the professor. In large part, the activities will be completed outside of class during the two-week period of time between class sessions. The activities may include a written component, and the instructor
will provide guidelines at the appropriate time during the semester. Some activities related to readings will be conducted during the actual class session, with students expected to prepare written documents.

**Ethical Dilemma Case Activity**

Individually, each candidate will write a 5-8 page, APA 6th Edition formatted, double-spaced text, and typed ethical case. The purpose of this activity is to further examine scholar-practitioner leadership through an ethical lens. An example of an ethical case will be presented as an in-class activity during the first class meeting. Subsequent to this activity, each student will identify and articulate in narrative form an ethical dilemma based on a practical leadership event or situation that s/he has directly experienced in her/his workplace. The ethical dilemma should clearly relate to one of the basic beliefs concerning scholar-practitioner leadership including social justice, equity, caring, community, or democracy. The candidate will clearly articulate the ethical dilemma based on the selected situation or event as a case, and then apply an ethical lens, derived from the selected readings, as a lens to analyze the leadership dilemma. The candidate will prepare 10-minute presentation to provide an overview of the ethical dilemma which will provide a glimpse into current ethical dilemmas and diverse perspectives. Further details will be provided during the second class meeting. **The ethical case paper is due March 21, 2020.**

**Poetic of Leadership Activity**

The Poetic of Leadership Activity is a continuation of the work of Dr. Patrick Jenlink in challenging candidates to examine the social and cultural texts of their experience as a leader. Each student will be expected to engage in the development a poetic of leadership, including the selection and presentation of aesthetic and literary works that serve to interpret the ethical, moral, and philosophical dimensions of scholar-practitioner leadership. Aesthetic and literary works that will be examined in relation to creating a poetic for leadership include: poetry, metaphor, movie, and novel/novela. Each student will select a poem, metaphor (student developed), movie (3-5 minute vignette), and novel/novela (fiction). During the semester, students will present the selected works to the cohort, including a cogent translation of how the work contributes to understanding leadership from an ethical, moral, and/or philosophical perspective. The instructor will set a schedule for the semester during the first class session. Written versions of the poem and metaphor will be submitted to the instructor. A brief (1-2 page) summary of the poem and metaphor will be submitted, including the student’s argument for how each contributes to the course objectives. A brief (1-2 page) summary of the movie vignette will be submitted, including the student’s argument for how the movie contributes to the course objectives. A brief (2-3 page) critique of the novel/novela will be submitted, including the student’s argument for how the novel/novela contributes to the course objectives. During class, students will work individually and in small groups to further examine the meaning and relationship of the poetics to scholar-practitioner leadership. A final paper, incorporating each element will be submitted. An example of the paper and related materials will be shared during the first class meeting. (due during regular scheduled class meetings). **Final written paper is due April 18, 2020.**

**Philosophy (Foundations) of Moral Leadership (Scholar-Practitioner) Activity**

Each student will prepare a Foundations of Moral Leadership paper that reflects a scholarly examination of the philosophical, epistemological, and methodological dimensions of scholar-practitioner leadership. The paper should follow APA guidelines and represent a scholarly work that will be considered for publication (as a chapter in a book). The length of the paper is limited to 20 double-spaced pages. The paper should include a minimum of 10 select references (cited within the work) chosen to support the work and which are not included as assigned readings for the course. The professor will provide a detailed overview of the assignment during the second class meeting. Students will be asked to make a 10-minute presentation of their work during the last two class meetings. Students should be prepared at to present their papers during the April class meetings as well as hand in the final paper. Approximately one-half of the students will present during each of the last two sessions. Additional information will be distributed during the third class meeting. **Paper is due May 2, 2020 at last class meeting.**

**Analyzing Ethical Cases Activity**
Individually and in small groups, each candidate will examine ethical dilemma cases and prepare written responses. Guidelines will be provided during each class meeting. This activity builds on the discussions of moral literacy and ethical leadership, and requires application of ethical sensitivity, ethical reasoning, and moral imagination. Further details will be provided during the second class meeting. The series of ethical cases will be incorporated as an in-class activity throughout the semester.

**Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning**

Individually and in small groups, each candidate will participate in reflective activities designed to examine ethical reasoning. Reflective narratives will be prepared individually and submitted. Guidelines will be provided during each class meeting. This activity introduces the nature of ethical dilemmas and the reasoning associated with understanding dilemmas and making personal and professional decisions. The series of reflective activities will be incorporated as an in-class activity throughout the semester.

**IV. Evaluation and Assessments (Grading):**

Decisions about student evaluation rest with the professor; however, students will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners. Due to the unique nature of graduate courses, much of the learning emerges from student discussion. Therefore, attendance is necessary. Students are expected to participate actively in all class sessions and to demonstrate interest and proficiency in the topics assigned for class reading. Class participation will be organized as learning communities. Students will participate in discussions and analysis of course readings. Completion of course readings is expected. Some activities related to the course readings will be done during the actual class session.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion, discourse, &amp; analysis of course readings (class participation/attendance)</td>
<td>150 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td>D2L Alternate Delivery Activities – 3 classes</td>
<td>300 points</td>
<td>Due the next scheduled class. Discussion Boards requiring replies to classmates will have an earlier due date for initial student post, followed by replies due by next scheduled class.</td>
</tr>
<tr>
<td>Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities</td>
<td>150 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Analyzing Ethical Cases Activities</td>
<td>150 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Ethical Dilemma Case Activity</td>
<td>100 points</td>
<td>March 21, 2020</td>
</tr>
<tr>
<td>Poetic of Leadership Activity Paper</td>
<td>150 points</td>
<td>April 18, 2020</td>
</tr>
<tr>
<td>Philosophy (Foundations) of Moral Leadership (Scholar-Practitioner) Activity</td>
<td>150 points</td>
<td>May 2, 2020</td>
</tr>
</tbody>
</table>

**Total Possible Points:** 1,150

An incomplete or WH grade will not be allowed for this course. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.
Final Grade Calculations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 59.9</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

The tentative course outline is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the instructor will make additional assignments and/or modify the schedule of activities/assignments as needed during each class meeting. Additional assignments may be made and are due on the date posted by the instructor.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Overview</strong> – Orientation readings, assignments, activities. Introduction to Poetic of Leadership Activity and set schedule for student presentations; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Ethical Case assignments will be made on a class-by-class basis.</td>
<td>Assigned Reading: <em>Man’s Search for Meaning</em> (Forward-break at top of page 20)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Doing the Right Thing</strong></td>
<td>For each reading (book and/or article), prepare 2 Socratic questions will be posted on discussion board for discourse; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Unitarianism</strong></td>
<td>For each reading (book and/or article), prepare 2 Socratic questions in written format that can be used to guide in-class discussion; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Poetics and Leadership in-class activity: Student presentations.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Libertarianism</strong></td>
<td>For each reading (book and/or article), prepare 2 Socratic questions will be posted on discussion board for discourse; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Morals</strong></td>
<td>For each reading (book and/or article), prepare 2 Socratic questions in written format that can be used to guide in-class discussion; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Poetics and Leadership in-class Activity; Student presentations.</td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Assigned Reading</td>
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<tr>
<td>6 (3/21)</td>
<td><strong>Motive — Immanuel Kant</strong>&lt;br&gt;For each reading (book and/or article), prepare 2 Socratic questions in written format that can be used to guide in-class discussion; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Due: Ethical Dilemma Case Activity and student presentations; Poetics and Leadership in-class Activity; Student presentations.</td>
<td><em>Justice: What’s the Right Thing to do?</em> (p. 141-165)</td>
</tr>
<tr>
<td>7 (4/4)</td>
<td><strong>Equality – John Rawls</strong>&lt;br&gt;For each reading (book and/or article), prepare 2 Socratic questions in written format that can be used to guide in-class discussion; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Educational Poetics and Leadership in-class Activity; Student presentations.</td>
<td><em>Justice: What’s the Right Thing to do?</em> (p. 167-183)</td>
</tr>
<tr>
<td>8 Alternate Delivery D2L (4/18)</td>
<td><strong>Affirmative Action</strong>&lt;br&gt;For each reading (book and/or article), prepare 2 Socratic questions will be posted on discussion board for discourse; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Poetics of Leadership final written paper due.</td>
<td><em>Justice: What’s the Right Thing to do?</em> (p. 184-244)</td>
</tr>
<tr>
<td>9 (5/2)</td>
<td><strong>Aristotle, Loyalty, Justice and the Common Good</strong>&lt;br&gt;For each reading (book and/or article), prepare 2 Socratic questions in written format that can be used to guide in-class discussion; Analyzing Ethical Cases Activity; Reflective Discourse on Philosophy, Ethical Dilemmas, and Reasoning Activities; Philosophy (Moral Foundations) of Leadership (Scholar-Practitioner) Activity due; Poetic of Leadership Activity; student presentations.</td>
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</table>

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

**Required:**


**Recommended:**


**VII. Course Evaluations:**

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

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.”
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

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

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

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

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

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

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

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

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

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Additional Information:**

**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.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.

IX. Other Relevant Course Information:

Bibliography


Project Gutenberg. (n.d.). Philosophy (Bookshelf).


