EDUC 2301
Introduction to Special Populations

Fall 2021

Instructor Information

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:Thomasv@sfasu.edu">Thomasv@sfasu.edu</a></th>
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</thead>
<tbody>
<tr>
<td>Office</td>
<td>201 Q</td>
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<tr>
<td>Phone</td>
<td>936-468-2904</td>
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<tr>
<td>Office hours</td>
<td>Tuesday 1 – 3:30; Thursday 1:00 – 3:30</td>
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<td>Credits</td>
<td>3</td>
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<tr>
<td>Course Time &amp; Location</td>
<td>Online</td>
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Prerequisites

EDUC 1301: Introduction to the Teaching Profession

Course Description

Introduction to Special Populations is an integrated pre-service course and content course that requires 16-hours of field experience in P-12 classrooms with special populations. This course provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.

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

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

Intended Learning Outcomes/Goals/Objectives

This course is aligned with the College of Education 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” and the mission of the College of Education (COE), which 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. We are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards. ELED 4143 is a capstone course that focuses on the implementation of planning, instruction, and assessment during clinical teaching.

**Program Learning Outcomes & Student Learning Outcomes**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2)

a. **SLO 2.1** Candidates will develop an understanding of the intersectionality between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Globalization; International Perspectives; Intersectionality of Sociocultural Variables and Schooling (ex: Race/Ethnicity, Gender, SES, Sexuality, etc.); Language (EL/ELL/ESL); Legal and De facto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Re-segregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Dii, TS1Eii, TS2Bi, TS2Bi, TS2Ci, TS2Cii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bi, TS4Ci).

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

b. **SLO 2.2** Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Cii, TS1Di, TS1Ei, TS1Eii, TS2Ci, TS2Cii, TS4Aii, TS4Aiii, TS4Bi, TS4Ci)

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

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to
meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8).

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

iv. **SLO 3.1.1 Assessment** – Observation Reflection Portfolio

v. **SLO 3.1.2 Assessment** – Student Lesson Plan Project

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4).

a. **SLO 4.1** Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k)

vi. **SLO 4.1.1 Assessment** – Journal Reflections

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5).

a. **SLO 5.1** Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiii)

a. **SLO 5.1.1 Assessment** – Observation Reflection Portfolio

b. **SLO 5.1.2 Assessment** – Student Lesson Plan Project

b. **SLO 5.2** Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Cii)

c. **SLO 5.2.1 Assessment** – Observation Reflection Portfolio

d. **SLO 5.2.2 Assessment** – Student Lesson Plan Project

c. **SLO 5.3** Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC) (EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k)

e. **SLO 5.3.1 Assessment** – Journal Reflections

d. **SLO 5.4** Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC12 Texas PPR Standards: 1.5k, 1.2s, 1.5s, 1.18s, 3.2k, 4.1k, 4.2k, 4.8k; Texas Educator Standards (TS): TS2Ciii)

f. **SLO 5.4.1 Assessment** – Professional Development Quizzes
vii. **SLO 5.4.2 Assessment** – Journal Reflections  
   e. **SLO 5.5** Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi)  

viii. **SLO 5.5.1 Assessment** – Professional Development Quizzes

<table>
<thead>
<tr>
<th>Course Assignments, Activities, Instructional Strategies, Use of Technology</th>
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<tbody>
<tr>
<td>This section will begin with a description of each of the course components. It will include a rubric for the specific course assignments and will have a Grade Tracker at the end of the section that will also be included as a separate document in Brightspace by D2L.</td>
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</table>

• Critical Theory Poster (x1): Students in this course are expected to complete a Critical Theory Poster in their first week. This poster will include a high-impact quotation as well as refer to course guidelines. It is meant to be displayed in the area where the student is going to be completing their work as a constant reminder of the philosophical framework of the course.

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

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

• Professional Development Quizzes (x2): Students in this course are expected to engage in professional development outside of course module work. For the midterm, students will be supplied with a required professional development and will reflect on this experience. For the final, students are expected to engage in two professional development webinars/experiences and reflect on those experiences. These will be used for both the midterm and the final. More details can be found in Brightspace by D2L. Students should anticipate the midterm to take approximately 1.5 hours and the final to take approximately 2 hours.

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

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

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

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

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

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

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

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<th>Evaluation</th>
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<tr>
<td><strong>A = 117 - 130 points</strong> - <strong>B = 104 - 116 points</strong> - <strong>C = 91 - 103 points</strong> - <strong>F &lt; 91 points</strong></td>
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</table>

With the exception of quizzes, all assignments in the course are based on successful completion to receive the assigned points. You must complete all requirements of the assignment to receive the assigned points. Some assignments, such as submitting the completed Tasks prior to submitting to Pearson, have firm deadlines. Failure to meet deadlines and/or submit a portion or entire assignments by the end of the semester will result in a zero for the missing assignment. Questions on each quiz are assigned a point value and the final grade for the quiz is calculated once you have completed the quiz. Questions missed on the quiz will be discussed during the weekly class meetings.

Unlike other courses where you have submitted lesson plans and student work, you will not receive feedback from your instructors that indicate errors and/or changes you should make to your planning, instruction, or assessment of your portfolio. The edTPA portfolio is a teaching certification requirement; therefore, instructors may provide support by asking probing questions that will guide you along the way and facilitate the self-assessment and peer feedback planned through course modules and professional development writing days. This course and the assignments within are designed to help you with successful completion and proficient or higher scoring of the edTPA portfolio requirements.

Eleven weekly class meetings are scheduled during the semester. A candidate must be present for a minimum of 10 class meetings to receive credit for that assigned grade. Although candidates may view recorded sessions missed, there is no make-up assignments for class meetings missed.

During the semester there are four professional development writing days. These PD Writing Days are not part of the grading for the course, but are part of clinical teaching attendance. Failure to attend these days will constitute an absence for clinical teaching.

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<th>Diversity Statement</th>
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### Tentative Course Timeline

#### I. Tentative Course Outline/Calendar

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Critical Theory</td>
<td>• Read Get Started module content, notably Syllabus and Course Calendar.</td>
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<td>• Take Get Started Quiz</td>
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<td>• Read module content</td>
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<td>• Submit <strong>Poster Dropbox</strong> by August 29, 11:59 p.m.</td>
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<td>Module 2: Social Class and Schooling</td>
<td>• Read module content and assigned readings.</td>
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<td>• Confirm Observation Site by August 29, 11:59 p.m.</td>
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<tr>
<td>Week 2</td>
<td>Module 3: Role of Religion in Schools</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete <strong>Journal 1</strong>; closes September 5 11:59 p.m.</td>
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<td>Module 4: Gender Bias and Schooling</td>
<td>• Read module content and assigned readings.</td>
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<td>Week 3</td>
<td>Module 5: Sexuality and Biological Sex</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete <strong>Journal 2</strong>; closes September 12 11:59 p.m.</td>
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<td>• <strong>Zoom Option 3: D2L – It’s Elementary</strong></td>
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<td>Module 6: Institutionalized Racism and Schooling</td>
<td>• Read module content and assigned readings.</td>
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<td>Week 4</td>
<td>Module 7: Recognizing Implicit Bias with Ethnicity and Schooling</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete <strong>Journal 3</strong>; closes September 19, 11:59 p.m.</td>
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<td>Module 8: Mid-Semester Temperature Check</td>
<td>• Complete <strong>Midterm Quiz</strong> by September 19th 11:59 pm</td>
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<td>• Submit <strong>Observation Hours Portfolio</strong> for Completion Grade by September 19th, 11:59 p.m.</td>
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<tr>
<td>Week 5</td>
<td>Module 9: Students Labeled with Intellectual Disabilities</td>
<td>• Read module content and assigned readings.</td>
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</tbody>
</table>
Module 10: Inclusive Instruction for Students with Physical Disabilities
- Read module content and assigned readings.
- Complete Journal 4; closes September 26th, 11:59 p.m.

Week 6
Module 11: Communities and Schools
- Read module content and assigned readings.

Module 12: Classroom Assessment
- Read module content and assigned readings.
- Complete Journal 5 by October 3rd 11:59 p.m.

Week 7
Module 13: Student Lesson Plans
- Read module content and assigned readings.
- Submit Observation Hours Portfolio for Completion Grade by October 3rd, 11:59 p.m.

Module 14: Classroom Observations
- Read module content and assigned readings.
- Submit Lesson Reflection Dropbox by October 6, 11:59 p.m.
- Submit Observation Reflection Portfolio Dropbox Assignment by October 6th 11:59 p.m.

Week 8
Module 15: FINALS WEEK
- Complete Finals Quiz by October 6th, 11:59 p.m.
- Complete End-of-Semester Evaluation

Required Reading

**Required Text:** The required reading is located in the content modules.

**Course Materials** This course is an Open Educational Resources (OER) Course. This means all course materials, readings, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge are free to use. All course materials and weekly reading/viewing assignments are posted to Brightspace by D2L.

Course Evaluation

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

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

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

In the COE, 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.

### Class Attendance and Absences

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

### Accommodations Policy 6.1/6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### Academic Integrity

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

### Definition of Academic Dishonesty

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

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

**Withheld Grades**

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 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). 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 for the purpose of computing the grade point average.

**Student Code of Conduct Policy**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

**Code of Ethics for Texas Educator**

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

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

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

**Additional Information:**

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](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation)
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 www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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