ECED 4110
Advocacy in Early Childhood

Fall 2023

Instructor Information:
Name: Dr. Lauren Burrow
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Office hours: 9:00am – 2:00pm CST, on Zoom
Phone:
Credits Hours: 3
Course Modality: Online
Course Time & Location: in d2L

Prerequisites:
Enrolled in clinical teaching.

Corequisites:
ELED 4143 and ELED 4242

I. Course Description:
A study of teacher roles and professional responsibilities including classroom management, advocacy, anti-bias curriculum, diversity issues, school violence, and developmentally appropriate practices.

II. Course Justification:
ECED 4110, the last early childhood course that EC6 candidates take, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to producing quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies exhibited through the advocacy project and professional philosophy paper), integrity (through demonstration of ethical and professional dispositions), and service (through the advocacy project).

The content of this course aligns to the Stephen F. Austin State University’s Strategic Plan Initiative 1 (enhance excellence in teaching and learning, research, scholarship, creative work, and service) and Initiative 5 (create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences). The entire content intends to enhance learning for the candidates and assists them in learning how to implement research-based practices when teaching children. Also, the course includes an advocacy project which aligns to service learning and providing service to the field.

III. PCOE Diversity Statement
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.

IV. Vision, Mission, Goals, and Core Values:

Each assignment in ECED 4110 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.

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

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

Mission Statement
The mission of the James I. 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.

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.

Values
Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and Inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of lifelong continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.
**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

**V. Intended Learning Outcomes/Goals/Objectives:**

**Program Learning & Student Learning Outcomes:**

**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; InTASC 2, 3, 5, 7, 8)

- **SLO 3.1** Candidates investigate diversity, research-based, best instructional practices, school violence, how to establish classroom expectations, and how to implement classroom management strategies.
  - **SLO 3.1.1** Assessment – Classroom Expectations/Management Textbook Quizzes, chapters 1 - 13 [PPR 1.1k (InTASC 1b, 1d, 1e, 1j, 2d, 7i, 8j), 1.3k (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j), 1.4k (InTASC 2f, 3i), 1.5k (InTASC 2a, 2d, 2k, 2m, 8a, 8p), 1.6k (InTASC 21, 2e, 2f, 2i, 2o, 4i, 4l), 2.1k (InTASC 2n, 5s), 2.2k (InTASC 3c, 3j, 8h), 2.3k (InTASC3b, 5s), 2.6k (InTASC 3d, 3k, 5c, 10o), 2.7k (InTASC 3d, 3k, 5c, 10o), 2.9k (InTASC 3d, 3k, 10o), 2.11k, 2.13k (InTASC 3d, 10o), 2.16k (InTASC 3d, 3k, 10o), 2.21k (InTASC 3d), 2.1s (InTASC 3k), 2.3s (InTASC 3k), 3.2k (InTASC 3f, 5n, 8m, 8q), 4.2k (InTASC 10g)]; (TS1Di, TS2Bii, TS2Ci, TS3Ai, TS4Ii, TS4Iii; TS4Biii)

- **SLO 3.2** Candidates review student diversity and how diversity impacts learning.
  - **SLO 3.2.1** Assessment – Diversity Assignment (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.31k (InTASC 6c, 6l, 6m), 1.28s (InTASC 7l, 8b), 1.29s (InTASC 6e, 7l, 8b)]; (TS1Fii, TS2Ai, TS5Bi, TS5Ci, TS5Cii, TS5Di).

- **SLO 3.3** Candidates consider strategies that implement developmentally appropriate practices (DAP) for early childhood learners.
  - **SLO 3.3.1** Assessment – DAP Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.2k (InTASC 2e, 2o), 3.2k (InTASC 3f, 5n, 8m, 8q), 3.4k (InTASC 3q, 3r, 8k)]; (TS2Cii)

- **SLO 3.4** Candidates investigates how to analyze classrooms for an anti-bias approach.
  - **SLO 3.4.1** Assessment – Anti-bias Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.3k (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j), 1.5k (InTASC 2a, 2d, 2k, 2m, 8a, 8p)]; (TS2Cii)

- **SLO 3.5** Candidates review school violence and prevention.
  - **SLO 3.5.1** Assessment – Violence Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 2.21k (InTASC 3d)]

- **SLO 3.6** Candidates select Technology Application TEKS, plan learning, and create techniques and instructional strategies including project-based learning to incorporate Technology Application TEKS to improve student learning.

- **SLO 3.7** Candidates collect observable and measurable data to gauge student progress and adjust instruction in Technology Application TEKS.
  - **SLO 3.6.1 & 3.7.1** - Technology Quiz [(T7.1s (ISTE 5c DESIGNER); T7.16s (ISTE 1a LEARNER)]

**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.

- SLO 5.1 Candidates investigate what advocacy and is and what it is not as they consider how to advocate for children, families, and their profession.
  - SLO 5.1.1 Assessment – Advocacy Quiz (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n); 4.19s].
  - SLO 5.1.2 Assessment – Examples of Advocacy Discussion (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n); 4.19s].
  - SLO 5.1.3 Assessment – Mini-Research on Global Advocates Discussion (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n); 4.19s].
- SLO 5.2 Candidates organize and plan an advocacy project which promotes the intellectual, social, emotional, physical growth, and/or well-being of children in the community.
  - SLO 5.2.1 Assessment – History and Evolution of Public Education in the U.S. Discussion (ACEI 5) [PPR 4.7k (InTASC 10n)].
  - SLO 5.2.2 Assessment – Legal Advocacy for Public Education Discussion (ACEI 5) [PPR 4.7k (InTASC 10n)].
  - SLO 5.2.3 Assessment – Advocacy Topic Assignment (ACEI 5) [PPR 4.7k (InTASC 10n)].
  - SLO 5.2.4 Assessment – Advocacy Project Assignment (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n), 4.7s (InTASC 10n), 4.8s (InTASC 9d, 10n), 4.10s (InTASC 8c); 4.17s]; (TS6Bi; TS6Dii); [T5.4s (ISTE 3c CITIZEN); T6.20s (ISTE 5b DESIGNER); T6.22s (ISTE 5b DESIGNER)].
- SLO 5.3 Candidates investigate the roles and responsibilities of teachers: communication, research-based practices, goals/objectives, materials/resources, non-instructional duties, technology and record keeping, paraprofessionals and volunteers.
  - SLO 5.3.1 Assessment – Teacher Roles Quiz [PPR 1.11k (InTASC 4o), 1.12k (InTASC 6r, 7a, 7p), 1.13k (InTASC 4r, 6r, 7p), 1.16k (InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8n, 8r, 10g), 1.18k (InTAXC 5p), 1.22k (InTASC 3g, 3h, 3m, 5l, 8o, 8r, 8r, 10g), 1.17s, 2.11k, 2.12k, 2.12s, 2.13s, 3.1k, 2.11s, 2.12s, 2.13s]; (TS1Aii, TS3Aiii)
  - SLO 5.3.2 Assessment – Teacher Roles & Responsibilities Discussion (ACEI 5; InTASC 9, 10) [PPR 4.4k, 4.5k, 4.7k, 4.9k, 4.5s (InTASC 1c, 3n, 7e, 8e), 4.7s (InTASC 10n), 4.8s (InTASC 9d, 10n), 2.9s (InTASC 3d), 4.10s (InTASC 8c), 4.13s (InTASC 9n)]; (TS3Aii, TS6Bi, TS6Dii); [T7.8k (ISTE 1a LEARNER)].
  - SLO 5.3.3 Assessment – TEA and the laws for Texas Teachers Discussion (ACEI 5; InTASC 9, 10) [PPR 4.4k, 4.5k, 4.7k, 4.9k, 4.5s (InTASC 1c, 3n, 7e, 8e), 4.7s (InTASC 10n), 4.8s (InTASC 9d, 10n), 2.9s (InTASC 3d), 4.10s (InTASC 8c), 4.13s (InTASC 9n)]; (TS3Aii, TS6Bi, TS6Dii); [T7.8k (ISTE 1a LEARNER)].
- SLO 5.4 Candidates evaluate the effectiveness of technology-based instruction.
- SLO 5.5 Candidates assess personal technology needs, set goals/objectives for their own learning, and develop/implement individual action plans for professional growth.
  - SLO 5.4.1 & 5.5.1 Assessment - Technology Quiz [T7.1s (ISTE 2a, 2b); T7.16s (ISTE 1a LEARNER)]

VI. 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 they are in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

**QClassroom Requirements**

This course does not require / requires 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.

NOTE: There is NO QClassroom assignment in this course, but the Advocacy Project is currently required of all TCs.

**Assignments**

**Quizzes (27 pts. total)**

- Ch. 1 & 2 // Ch. 3, Ch. 4, Ch. 5 // Ch. 6 & 7 // Ch. 8 & 9 // Ch. 10 & 11 // Ch. 12 & 13 // Advocacy // DAP // Anti-Bias // Violence // Teacher Roles // Technology
- The purpose of these quizzes is to assess your understanding of the textbook and other module readings. Additionally, these quizzes assess certain SLOs in the course.

**Discussions (20 pts.)**

- My Social Identity (4 pts.) – In this discussion, you will:
• Introduce your social identity, as guided by module-prompted self-reflections, to your Virtual Class Community of peers.
• Teacher Roles and Responsibilities (3 pts.) – In this discussion, you will:
  • Create an approximately 700 word discussion that describes the roles and responsibilities of a teacher in our field today.
• Examples of Advocacy (3 pts.) – In this discussion, you will:
  • Discuss your definition of advocacy and share why you think teachers need to be advocates; then identify examples of professional educational organizations that advocate for teachers.
• Mini-Research on Global Advocates (3 pts.) – In this discussion, you will:
  • Identify and discuss the advocacy of a global advocate and analyze how their advocacy could impact educational issues.
• History and Evolution of Public Education in the U.S. (2 pts.) – In this discussion, you will:
  • Read an assigned portion of a larger text and then summarize for your small group of peers.
• Legal Advocacy for Public Education (2 pts.) – In this discussion, you will:
  • Read an assigned portion of a larger text and then summarize for your small group of peers.
• TEA and the laws for Texas Teachers (3 pts.) – In this discussion, you will:
  • Identify and summarize a law relevant to public education in Texas.

DropBox Assignments (53 pts.)
• Diversity Assignment (10 pts.) – You will:
  • Create a table that outlines the number of children in each of the diverse categories in your school and the children’s needs and respond to questions.
• Advocacy Topic Assignment (15 pts.) – You will:
  • List your topic by name.
  • Follow the topic with one to two paragraphs describing how you will promote the intellectual, social, emotional, physical growth, and well-being of all children.
  • Include APA citations in the paragraph(s) to support from research why you are doing what you are doing.
  • Include a reference section at the end that is APA accurate.
• Advocacy Project Assignment (28 pts.) – You will:
  • Shoot a two-to-three-minute video that advocates for an issue.
  • Create a one-page brochure to accompany your video.
  • Present the video and brochure to a person that has the capacity to influence local, state, national, or international policy: a principal, school board member, superintendent, mayor, council person, legislature, congressman, senator, an officer of a professional organization, etc. Discuss your topic with them and gain their perspective.
  • Craft an approximately two-page reflection of your project.

VII. Evaluation and Assessments (Grading):

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>F</td>
<td>&lt; 70</td>
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You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.
VIII. Professionalism and Work Policy:

**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
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 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**
- 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:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. **REGULAR ATTENDANCE IS MANDATORY.** Absences must be made up hour-for-hour for field experiences.

**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 ones’ self 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.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism 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
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.

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/.

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. 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.
IX. Tentative Course Calendar of Assignments:

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<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
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| Week 1      | BEFORE CLASS BEGINS MODULE SYLLABUS & TIMELINE MODULE APA MODULE INTRODUCTIONS | Review each module listed this week. Reading: Bronfenbrenner and multiple texts about social identity  
**Discussion:** My Social Identity |
| Week 2      | CLASSROOM EXPECTATIONS | Reading: Chapters 1 - 5 from the course textbook  
**Quizzes:** Chapters 1 & 2 and Chapters 3 - 5 |
| Week 3      | CLASSROOM EXPECTATIONS | Reading: Chapters 6 - 9 from the course textbook;  
**Quizzes:** Chapters 6 & 7 and Chapters 8 & 9 |
| Week 4      | CLASSROOM EXPECTATIONS | Reading: Chapters 10 - 13 from the course textbook  
**Quizzes:** Chapters 10 & 11 and Chapters 12 & 13 |
| Week 5      | CLASSROOM EXPECTATIONS | Reading: Diversity in Texas and Anti-bias Analysis Assignment: Diversity Assignment  
**Quiz:** Anti Bias Quiz |
| Week 6      | CLASSROOM EXPECTATIONS | Reading: DAP and Understanding School Violence  
**Quizzes:** DAP and Violence |
| Week 7      | TECHNOLOGY & TEACHING | Reading: multiple technology texts  
**Quiz:** Technology |
| Week 8      | TEACHER ROLES & RESPONSIBILITIES | Reading: multiple teacher roles texts  
**Quiz:** Teacher Roles |
| Week 9      | TEACHER ROLES & RESPONSIBILITIES | Reading: multiple teacher roles texts  
**Discussion:** Teacher Roles and Responsibilities |
| Week 10     | ADVOCACY | Reading: Definitions, How a Bill Becomes Law, and multiple advocacy overview texts  
**Quiz:** Advocacy  
**Discussion:** Examples of Advocacy |
| Week 11     | ADVOCACY | Reading: multiple global advocacy overview texts  
**Discussion:** Mini-Research on Global Advocates + reply to Week 10 |
| Week 12     | ADVOCACY | Reading: multiple national advocacy overview texts  
**Discussions:** Historical Advocacy for Public Ed and |
Week 13 | Legal Advocacy for Public Ed + reply to Week 11
---|---
LONG FALL BREAK | LONG FALL BREAK

Week 14 | ADVOCACY | Reading: multiple state and professional advocacy overview texts
Discussions: TEA and the laws for Texas Teachers

Week 15
Week 16 | ADVOCACY | Assignments: Advocacy Topic (due Week 15) and Advocacy Project (due by final exam deadline)

X. Readings & References:

Required Text & Other Materials

TEXTBOOK


References


XII. 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:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- 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.

**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.

**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)

**XIII. Student Ethics and Other Policy Information:**

Class Attendance and Excused Absences (Policy 6.7): [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

Academic Accommodation for Students with Disabilities (Policy 6.1): [https://www.sfasu.edu/docs/policies/6.1.pdf](https://www.sfasu.edu/docs/policies/6.1.pdf)

Academic Accommodation for Students with Disabilities (Policy 6.6): [https://www.sfasu.edu/docs/policies/6.6.pdf](https://www.sfasu.edu/docs/policies/6.6.pdf)

Student Academic Dishonesty (Policy 4.1): [https://www.sfasu.edu/docs/policies/4.1.pdf](https://www.sfasu.edu/docs/policies/4.1.pdf)
The Code of Student Conduct and Academic Integrity 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.

Withheld Grades Semester Grades (Policy 5.5): https://www.sfasu.edu/docs/policies/5.5.pdf
Final Course Grade Appeals by Students (Policy 6.3): https://www.sfasu.edu/docs/policies/6.3.pdf

Student Support

Mental Health
SFA values students’ mental health and the role it plays in academic and overall student success. 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.

On-campus Resources:

  SFASU Counseling Services
  www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet)
936-468-2401

**SFASU Human Services Counseling Clinic**

[https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)

Human Services Room 202

936-468-1041

**Crisis Resources:**

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

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

Crisis Text Line: Text HELLO to 741-741