# EDUC 2301.001 Introduction to Special Populations
## COURSE SYLLABUS
### Fall 2023

### INSTRUCTOR INFORMATION
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Ginny Love Watkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>209 W</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:ginnywatkins@sfasu.edu">ginnywatkins@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-462-1593</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M 10-12:30 Zoom; W 10-12:30 F2F and by appointment</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td><a href="https://sfasu.zoom.us/j/94014933447?pwd=TIRQM0NwL1NTMGN6NTBtUXkOOUY1dz09">https://sfasu.zoom.us/j/94014933447?pwd=TIRQM0NwL1NTMGN6NTBtUXkOOUY1dz09</a></td>
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<tr>
<td>Other Contact Info:</td>
<td>Brightspace is the preferred method of communication</td>
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### SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>MWF 9-9:50; ECRC 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Face to Face</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3 Hours</td>
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**COURSE BULLETIN DESCRIPTION**
This is an integrated pre-service and content course that requires 16 hours of field experience in P-12 classrooms with special populations. It provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.

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

**CO-REQUISITES (Courses taken with this course.)**
None

**PRE-REQUISITES (Courses that must be completed before taking this course.)**
EDUC 1301: Introduction to the Teaching Profession

**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.

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

**PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT**
Each assignment in EDUC 2301 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

**VISION OF THE COLLEGE OF EDUCATION**
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 OF THE COLLEGE OF EDUCATION**

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 OF THE COLLEGE OF EDUCATION**

**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 life-long 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.
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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</table>
| SLO 2.1 Candidates will develop an understanding of the intersectionality between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States (includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Globalization; International Perspectives; Intersectionality of Sociocultural Variables and Schooling [ex: Race/Ethnicity, Gender, SES, Sexuality, etc...]; Language (EL/ELL/ESL); Legal and De facto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Resegregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty) | SLO 2.1.1 Assessment – Observation Reflection Portfolio  
SLO 2.1.2 Assessment – Journal Reflections  
SLO 2.1.3 Assessment – Discussion Boards | 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, TS1Aii, TS1Ci, TS1Dii, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aiii, TS3Bii, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci | See Grade Tracker |
| SLO 2.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various | SLO 2.2.1 Assessment – Observation Reflection Portfolio  
SLO 2.2.2 Assessment – Journal Reflections  
SLO 2.2.3 Assessment – Discussion Boards | EC12 Texas PPR Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ciii, TS1Di, TS2Bi, TS2Cii, TS2Cii, TS3Aii, TS3Bii, TS3Cii, TS4Ai, TS4Aii, TS4Bi, TS4Ci | See Grade Tracker |
**THEORIES, POLICIES, AND GROUP EXPERIENCES**

| TS1Ei, TS1Eiii, TS2Ci, TS2Ciii, TS4Ai, TS4Aiii, TS4Bii, TS4Ci |

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

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| SLO 3.1 Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback). | SLO 3.1.1 Assessment – Observation Reflection Portfolio  
SLO 3.1.2 Assessment – Student Lesson Plan Project | EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.1s, 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, TS4Aii, TS4Aiii, TS4Bii, TS4Ci | See Grade Tracker |

**PROGRAM LEARNING OUTCOME (PLO) 4:** The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas to teaching in Texas and will demonstrate how to become a teacher professional.

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<thead>
<tr>
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<tr>
<td>SLO 4.1 Candidates will analyze federal &amp; 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]</td>
<td>SLO 4.1.1 Assessment – Journal Reflections</td>
<td>EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k</td>
<td>See Grade Tracker</td>
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</table>
assessments, equity/inequity of assessment, and selecting assessment methods]

**PROGRAM LEARNING OUTCOME (PLO) 5:** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of children (ACEI 5; InTASC 9, 10).

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<thead>
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<tr>
<td>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)</td>
<td>SLO 5.1.1 Assessment – Observation Reflection Portfolio SLO 5.1.2 Assessment – Student Lesson Plan Project</td>
<td>EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiia</td>
<td>See Grade Tracker</td>
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<tr>
<td>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</td>
<td>SLO 5.2.1 Assessment – Observation Reflection Portfolio SLO 5.2.2 Assessment – Student Lesson Plan Project</td>
<td>EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Cii</td>
<td>See Grade Tracker</td>
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<tr>
<td>SLO 5.3 Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC)</td>
<td>SLO 5.3.1 Assessment – Journal Reflections</td>
<td>EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k</td>
<td>See Grade Tracker</td>
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<tr>
<td>SLO 5.4 Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families</td>
<td>SLO 5.4.1 Assessment – Professional Development Quizzes SLO 5.4.2 Assessment – Journal Reflections</td>
<td>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</td>
<td>See Grade Tracker</td>
</tr>
<tr>
<td>SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting EC12 Texas PPR Standards:</td>
<td>SLO 5.5.1 Assessment – Professional Development Quizzes</td>
<td>4.12k; Texas Educator Standards (TS): TS6AAi</td>
<td>See Grade Tracker</td>
</tr>
</tbody>
</table>
### LOCATION OF ASSIGNMENTS

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

### ACCESSING ASSIGNMENTS ON D2L

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

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

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

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

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

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

### ASSIGNMENT DEADLINES

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

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

### QCLASSROOM REQUIREMENTS

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

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

Assignments: A minimum of 6 Hours of Observation Visits including Reflections as directed by the course instructor and Worksheet to LCA Assignment.

Support emails for Q-Classroom will come from qclassroom@sfasu.edu.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

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

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

- **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.

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

- **Syllabus Quiz:** The syllabus quiz covers content covered in the syllabus. Three attempts are allowed to master this quiz.

- **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.

- **Culturally Responsive Lesson Plan (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, guided practice, and independent practice. After completing the lesson plan, the student will complete a descriptive reflection on how the lesson plan will be implemented.

- **Lesson Plan Reflection:** The reflection will have three parts:
  - Copy and paste your lesson plan into the document
  - Reflect on the feedback you received. You must address both POSITIVE and CRITICAL
  - Reflect on the lesson planning process. This is something you will do ALL THE TIME as a teacher, so what parts were easier than you expected, harder than you expected... what did you learn for next time?

- **Observation Reflection Portfolio:** Students in this course are expected to complete 16-hours of field observation. During this time, they will be engaging in meaningful reflection. The hours tracker will be submitted at two checkpoints in the semester (midterm and final). Observations may not be completed with a relative (ex: (step) parents, (step) grandparents, (step) siblings, aunts/uncles, or cousins. The following documents will be submitted:
  - Observation Site Form
  - Observation Hours
  - Observation hours
  - Anti-Bias Observation Checklist
  - Observation Reflection

- **Exams (x2):** There will be a Learning for Justice Webinar exam (under dropbox) and a Teaching Tolerance Webinar (under quizzes).
### Grade Tracker

#### Dropbox Assignments (70 points)
- Critical Theory Poster /10
- Learning for Justice Webinar /25
- Culturally Responsive Lesson Plan /20
- Lesson Plan Reflection /15

#### Journal Reflections (50 points)
- Students with Physical Disabilities /10
- Recognizing Implicit Bias and Ethnicity and Schooling /10
- Sexuality and Sexual Orientation /10
- Role of Religion in Schools /10
- Classroom Assessment /10

#### Observations (75 points)
- Observation Site Form /10
- Observation Hours /20
- Observation Reflection /25
- Anti-Bias Observation Checklist /20

#### Discussion Board Assignments (50 points)
- Students with Intellectual Disabilities /10
- Social Class and Schooling /10
- Gender Bias and Schooling /10
- Institutionalized Racism and Schooling /10
- Communities and Schools /10

#### Quizzes (25 points)
- Syllabus Quiz /5
- Teaching Tolerance Webinar /25

Total /275
### GRADING SCALE FOR PREFIX/COURSE NUMBER

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
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Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).

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

### PROFESSIONALISM

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

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

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

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

### WORK POLICY EXPECTATIONS

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

### TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

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

- **Self-ism** 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](https://tea.texas.gov/index2.aspx?id=2147501244)

### QCLASSROOM REQUIREMENTS

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

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

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

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

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

Regular attendance and participation may affect your final grade in the course. Attendance is essential in this course. Three (3) missed classes will result in a letter grade reduction.

### 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](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/). The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

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

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

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

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

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
2. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

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### SECTION V: TENTATIVE COURSE TIMELINE

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

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 28</td>
<td>Getting Started</td>
<td>• Read Getting Started module content, notably syllabus and semester calendar.</td>
</tr>
<tr>
<td></td>
<td>Syllabus/Timeline</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td>Critical Theory</td>
<td>• Syllabus Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critical Theory Poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solidify Observation Location:</td>
</tr>
<tr>
<td>Week of September 4</td>
<td>Inclusive Instruction for Students with Physical Disabilities</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Physical Disabilities Journal Entry</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Students Labeled with Intellectual Disabilities</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students Labeled with Intellectual Disabilities Discussion Board</td>
</tr>
<tr>
<td>Week of September 18</td>
<td>Social Class and Schooling</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Class and Schooling Discussion Board</td>
</tr>
<tr>
<td>Week of September 25</td>
<td>Gender Bias and Schooling</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender Bias and Schooling Discussion Board</td>
</tr>
<tr>
<td>Week of October 2</td>
<td>Institutionalized Racism and Schooling</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutionalized Racism and Schooling Discussion Board</td>
</tr>
<tr>
<td>Week of October 9</td>
<td>Learning for Justice Webinar</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning for Justice Webinar</td>
</tr>
<tr>
<td>Week of October 16</td>
<td>Recognizing Implicit Bias with Ethnicity and Schooling</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td>Week of October 23</td>
<td>Sexuality and Sexual Orientation</td>
<td>• Read module content, assigned readings, and watch all associated videos. Sexuality and Sexual Orientation Journal Entry</td>
</tr>
<tr>
<td>Week of October 30</td>
<td>Role of Religion in Schools</td>
<td>• Read module content, assigned readings, and watch all associated videos. Role of Religion in Schools Journal Entry</td>
</tr>
<tr>
<td>Week of November 6</td>
<td>Communities and Schools</td>
<td>• Read module content, assigned readings, and watch all associated videos. Communities and Schools Discussion Board</td>
</tr>
<tr>
<td>Week of November 13</td>
<td>Classroom Assessment</td>
<td>• Read module content, assigned readings, and watch all associated videos. Classroom Assessment Journal Entry</td>
</tr>
<tr>
<td>Week of November 20</td>
<td>Thanksgiving</td>
<td>Rest and relax</td>
</tr>
<tr>
<td>Week of November 27</td>
<td>Student Lesson Plans</td>
<td>• Read module content, assigned readings, and watch all associated videos. Culturally Responsive Lesson Plan</td>
</tr>
<tr>
<td>Week of December 4</td>
<td>Teaching Tolerance Webinar</td>
<td>Teaching Tolerance Webinar- Quiz</td>
</tr>
<tr>
<td>Week of December 11</td>
<td>Classroom Observations</td>
<td>• Complete End of Semester Evaluation • Lesson Plan Reflection • Observation Hours Log – due Dec 13th • Anti-Bias Observation Checklist • Observation Reflection</td>
</tr>
</tbody>
</table>

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

**SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**READINGS**

**REQUIRED READING:** This course is an Open Educational Resources (OER) Course. This means all **COURSE** materials, readings, streaming videos, tests, and other tools used to support access to knowledge are free to use. It is expected that you read your course modules in their entirety.

**COURSE REFERENCES**

- **Books**
  - Banks and Banks: Multicultural Education
  - Alexander: The New Jim Crow: Mass Incarceration in the Age of Colorblindness
• Davidson, Fargo, and Husband: Preparing Early Childhood Teachers for the Importance of Seeing Color in Children

Websites
• https://www.brookwoodcommunity.org/tour/
• https://reconstructionerajimcrowlaws.weebly.com/list-of-jim-crow-laws.html
• https://projects.propublica.org/miseducation/
• www.learningforjustice.org
• https://lacomadre.org/2016/10/implicit-bias-and-the-academic-achievement-gap-for-latinos-and-african-american-youth/
• https://www.communitiesinschools.org/
• https://www.pblworks.org/
• https://www.learningforjustice.org

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

Documentaries
• Miss Representation
• 13th
• It’s Elementary

Q CLASSROOM STATEMENT
This course uses the Q Classroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. This course requires that you submit the designated assignments listed below to Q Classroom. Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.
Support emails for Q Classroom will come from qclassroom@sfasu.edu.

SECTION 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.

SECTION VIII: OTHER RELEVANT COURSE INFORMATION
REPEATING THIS COURSE POLICY

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

Cheating and plagiarism are breaches of academic trust, in higher education, our efforts of what we produce, is in our words and ideas. So, using someone else’s words as if they were your own is a form of theft. While collaborative student assistance is encouraged, I expect each student to submit work that is by that student. I take academic dishonesty very seriously. So, here’s the bottom line: submit and give credit to ideas, writings, or words from someone other than you. You will learn more and benefit from doing your own work. If there is evidence of academic dishonesty the grade on the assignment will be a 0. If it occurs a second time, the grade for the course will be an F and the infraction will be reported.

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

Nondiscrimination

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

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

FIELD OBSERVATION HOUR REQUIREMENTS

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

FIELD ATTENDANCE AND ENGAGEMENT REQUIREMENTS

This course requires specific requirements when you engage in the PK-8 classroom and weekly class/lab. The course syllabus will provide specific requirements for engagement for this course. For attendance, it is the responsibility of the candidate to contact the mentor teacher and/or instructor when absent from a scheduled time. Your time attendance will be monitored using your time log and you may be required to submit periodically to d2L.

Field Attendance Time Requirement: 16 hours

Weekly Class Time Requirement: Approximately 1 hour per week

EPP/CERTIFICATION TESTING DEADLINE REQUIREMENTS

During ECED 3300 (EC6) and MLGE 3301 (4-8), you will have specific requirements for enrollment in the EPP and completion of your certification requirements. During this course, you must complete 16 hours of observation.
## SECTION IX: UNIVERSITY POLICIES

<table>
<thead>
<tr>
<th>STUDENT ETHICS AND OTHER POLICY INFORMATION (<a href="http://WWW.SFASU.EDU/POLICIES">WWW.SFASU.EDU/POLICIES</a>)</th>
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<td><strong>Class Attendance, Policy 6.7</strong></td>
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<tr>
<td><strong>Academic Accommodation for Students with Disabilities, Policy 6.1</strong></td>
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<td><strong>Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6</strong></td>
</tr>
<tr>
<td><strong>STUDENT ACADEMIC DISHONESTY:</strong> Policy 4.1</td>
</tr>
<tr>
<td><a href="https://www.sfasu.edu/docs/policies/4.1.pdf">https://www.sfasu.edu/docs/policies/4.1.pdf</a></td>
</tr>
<tr>
<td><strong>WITHHELD GRADES:</strong> Policy 5.5</td>
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<td><strong>Course Grades (Including WH), Policy 5.5</strong></td>
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<td><strong>FINAL COURSE GRADE APPEALS BY STUDENTS:</strong> Policy 6.3</td>
</tr>
<tr>
<td><strong>Final Course Grade Appeals by Students, Policy 6.3</strong></td>
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<tr>
<td><strong>STUDENT CODE OF CONDUCT:</strong> Policy 10.4</td>
</tr>
<tr>
<td><strong>Code of Student Conduct and Academic Integrity, Policy 10.4</strong></td>
</tr>
</tbody>
</table>

## STUDENT SUPPORT

SFASU 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](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

### 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