**Syllabus**

**Introduction to Special Populations**  
3 Credit Hours  
EDUC 2301.001  
Summer II 2023

**Instructor:** Elizabeth B. Gound, Ed.D.  
**Office:** ECRC 209 R  
**Office Phone:** (936) 468-2001  
**Office Hours:** Varies each week –online Calendly ([https://calendly.com/gound/summer2023](https://calendly.com/gound/summer2023))  
**Class Location:** Online

Since this class is fully online and summer, I do not have set f-2-f office hours. You can schedule a meeting with me via-Google Meet at [https://calendly.com/gound/summer2023](https://calendly.com/gound/summer2023). Each week provides different times of the day when I can meet online with you. This is easier than ZOOM, because it’s a set schedule, when you sign up, you get an email and so do I. If these times do not work for you, I can Zoom at another time, if I’m available. It’s summer, so I do not come on campus everyday. Communication is very important to me, especially as a teacher. I can not help you if you have problems if you do not communicate them.

**Email:** [D2L only](mailto:alternative if something happens, goundbeth@gmail.com)

Use your school email platform and/or your D2L to send emails related to the course with “EDUC 2301” in the subject line.

**Please Note:** The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

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**I. Course Information**

**Prerequisites**  
EDUC 1301: Introduction to the Teaching Profession

**Course Fees:**  
None

**Required Text:**  
OER (Open Educational Resources) will be used for the course

**QClassroom/LiveText/Watermark Assessments:**  
None
**Educator Preparation Standards Assessments:**
Aligned to the Texas Educator Preparation Standards EC-12 PPR

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**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 8 virtual hours of observations in P12 classrooms. These experiences will require connections to a future P12 classroom and a reflection addressing the observation experience. All course activities will require a minimum of 6 – 8 hours of work each week to prepare and engage in this 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.

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**II. Course Goals**

This course is aligned with the mission of the PCOE, 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. In the PCOE at Stephen F. Austin State University, 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 Outcomes and Student Learning Objectives in this course align with the mission of preparing competent professionals who value academic excellence, life-long learning, collaboration, openness, integrity, and service. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR.
Program Learning Outcomes (Student Learning Objectives)

1. **PLO 1** The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.

2. **PLO 2** The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
   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/Resegregation; 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, TS1Diii, TS1Eiii, TS2Bi, TS2Biii, TS2Cii, TS2Ciii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, 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, TS1Eiii, TS2Cii, TS2Ciii, TS4Aii, TS4Aiii, TS4Bii, 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

3. **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.
   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, TS2Cii, TS2Ci, TS2Ciii, TS3Aiii, TS3Bi, TS3Bii, TS4Aii, TS4Aiii, TS4Bii, TS4Ci)

1. SLO 3.1.1 Assessment – Observation Reflection Portfolio
2. SLO 3.1.2 Assessment – Culturally Responsive Lesson Plan

4. **PLO 4** The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas teaching in Texas and will demonstrate how to become a teacher professional.
   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)
   i. SLO 4.1.1 Assessment – Journal Reflections
5. **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).
   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)
   i. SLO 5.1.1 Assessment – Observation Reflection Portfolio
   ii. SLO 5.1.2 Assessment – Culturally Responsive Lesson Plan
   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)
   i. SLO 5.2.1 Assessment – Observation Reflection Portfolio
   ii. 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)
   i. 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)
   i. **SLO 5.4.1 Assessment** – Professional Development Quizzes
   ii. **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)
   i. **SLO 5.5.1 Assessment** – Professional Development Quizzes

III. **Assignments, Instructional Materials, Use of Technology**

**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.

- **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.
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:
  o Observation Site Form (January 20)
  o Observation Hours (March 5, this is a check-in)
  o Observation hours (May 3)
  o Anti-Bias Observation Checklist (May 3)
  o Observation Reflection (May 3).

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

- **Grading Scale:**
  A (100-90%)
  B (89-80%)
  C (79-70%)
  F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment,** regardless of the total number of points earned!

*Late work is not accepted and will receive a zero.*

There are no D’s awarded in this course.
# Grading Tracker

<table>
<thead>
<tr>
<th>Dropbox Assignments (50 points)</th>
<th></th>
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<tbody>
<tr>
<td>Critical Theory Poster</td>
<td>/10</td>
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<tr>
<td>Learning for Justice Webinar</td>
<td>/20</td>
</tr>
<tr>
<td>Culturally Responsive Lesson Plan</td>
<td>/20</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Journal Reflections (50 points)</th>
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<tbody>
<tr>
<td>Students with Physical Disabilities</td>
<td>/10</td>
</tr>
<tr>
<td>Recognizing Implicit Bias and Ethnicity and Schooling</td>
<td>/10</td>
</tr>
<tr>
<td>Sexuality and Sexual Orientation</td>
<td>/10</td>
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<tr>
<td>Role of Religion in Schools</td>
<td>/10</td>
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<tr>
<td>Classroom Assessment</td>
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<thead>
<tr>
<th>Virtual Observations (50 points)</th>
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<tbody>
<tr>
<td>Observation Hours</td>
<td>/10</td>
</tr>
<tr>
<td>Observation Reflection</td>
<td>/20</td>
</tr>
<tr>
<td>Anti-Bias Observation Checklist</td>
<td>/20</td>
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<thead>
<tr>
<th>Discussion Board Assignments Post/Response (50 points)</th>
<th></th>
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<tbody>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>/10</td>
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<tr>
<td>Social Class and Schooling</td>
<td>/10</td>
</tr>
<tr>
<td>Gender Bias and Schooling</td>
<td>/10</td>
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<tr>
<td>Institutionalized Racism and Schooling</td>
<td>/10</td>
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<tr>
<td>Communities and Schools</td>
<td>/10</td>
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<tr>
<th>Quizzes (30 points)</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>/5</td>
</tr>
<tr>
<td>Teaching Tolerance Webinar</td>
<td>/25</td>
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</tbody>
</table>

Total / 230

A= 89.5%-100%
B= 79.5%-89.4%
C= 69.5%- 79.4%
F= 0-69.4%

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. Google Doc links will not be accepted.

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.

IV. 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.

No late work is accepted.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Week of July 3 - 9</td>
<td>Getting Started</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Syllabus Quiz</td>
</tr>
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<td></td>
<td>Syllabus/Timeline</td>
<td>• Getting Started, Know your Professor, Syllabus, timeline</td>
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<td></td>
<td>Critical Theory</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Critical Theory Poster</td>
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<td>• Duncan Anrade ‘Hope’</td>
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<td>• Sensory and Diangelo</td>
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</tbody>
</table>
| Week of July 10-16 | Social Class and Schooling | • Read module content, assigned readings, and watch all associated videos.  
  • *Gorski 1,2,3* | • Social Class and Schooling Discussion Board  
  • [Start](#) Observation Videos |
|---|---|---|---|
| Week of July 17-23 | Gender Bias and Schooling | • Read module content, assigned readings, and watch all associated videos.  
  • *Gollnick & Chinn – Religious Pluralism*  
  • *Religious Expression in Schools* | • Gender Bias and Schooling Discussion Board |
| Week of July 17-23 | Sexuality and Sexual Orientation | • Read module content, assigned readings, and watch all associated videos.  
  • *Rahini and Liston* | • Sexuality and Sexual Orientation Journal Entry |
| Week of July 17-23 | Role of Religion in Schools | • Read module content, assigned readings, and watch all associated videos.  
  • *GLSEN 2017 National School Climate Survey* | • Role of Religion in Schools Journal Entry  
  • [Continue](#) Observation Videos |
| Week of July 17-23 | Institutionalized Racism and Schooling | • Read module content, assigned readings, and watch all associated videos.  
  • *Banks and Banks 2010* | • Institutionalized Racism and Schooling Discussion Board |
| Week of July 17-23 | Recognizing Implicit Bias with Ethnicity and Schooling | • Read module content, assigned readings, and watch all associated videos.  
  • *The New Jim Crow* | • Recognizing Implicit Bias with Ethnicity and Schooling Journal Entry  
  • [Continue](#) Observation Videos |
| Week of July 17-23 | Culturally Responsive Lesson Plan | • Read module content, assigned readings, and watch all associated videos  
  • [Create ideas/start](#) Culturally Responsive Lesson Plan | • Midterm Observation Hours Check  
  • Learning For Justice Webinar |
<table>
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<tr>
<th>Week of July 24-30</th>
<th>Students Labeled with Intellectual Disabilities</th>
<th>• Read module content, assigned readings, and watch all associated videos.</th>
<th>• Students Labeled with Intellectual Disabilities Discussion Board</th>
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<tbody>
<tr>
<td></td>
<td>Inclusive Instruction for Students with Physical Disabilities</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Students with Physical Disabilities Journal Entry</td>
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<td>Communities and Schools</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Communities and Schools Discussion Board</td>
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<td>[Continue] Observation Videos</td>
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<tr>
<td>Week of July 31-Aug 3</td>
<td>Classroom Assessment</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Classroom Assessment Journal Entry</td>
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<td>• Lin-Lake-Rice 2008</td>
<td>・Due Wednesday, Aug 2</td>
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<td>Student Lesson Plans</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
<td>• Culturally Responsive Lesson Plan</td>
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<td>• Montegro-Jankowksi 2017</td>
<td>・Due Wednesday, Aug 2</td>
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<td>Teaching Tolerance Webinar</td>
<td>• Teaching Tolerance Webinar- Quiz</td>
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<td>・Lesson Plan Reflection</td>
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<td>・Complete End of Semester Evaluation</td>
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<td>・Due Thursday, Aug 3</td>
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<td>Classroom Observations</td>
<td>• Anti-Bias Observation Checklist</td>
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<td>・Observation Hours Log</td>
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<td>・Observation Reflection</td>
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<td>・Due Thursday, Aug 3</td>
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All assignments are due Friday and Sunday nights, 11:30 pm unless otherwise stated in the calendar. Example: All assignments available “Week of July 3” are due July 9th, 11:30 pm. The last week is due dates are altered, Wednesday and Thursday. No late work is accepted without prior approval. You may turn in work early, make sure you are keeping up with the Discussion Posts and Responses.
V. Readings

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.

VI. 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.

VII. Student Ethics and Other Policy Information

All policies can be accessed in their entirety at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Participation is expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3 +) times per week and visiting course content.

Participation involves logging in to the course several times per week, completing and submitting all course work (including Journal Entries, Discussions, Quizzes, and Dropbox assignments), and reading course-related emails and announcements.

Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course participation and final course grade. I will check in D2L.

Emails from students will receive a response within 48 hours between Monday – Thursday, 9-3. Weekend responses will be limited. Please email through D2L.
**If you do not receive a response from me within 48 hours, please resend email, letting me know that you are resending. Alternative email – just in case – goundbeth@gmail.com.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

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

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

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

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

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.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**Withheld Grades: Policy 5.5**

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

**Acceptable Student Behavior: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325 (936.468.3004) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to SFASU Disability Services.

**Code of Ethics for the Texas Educator:**

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

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can
=Y.

To complete Certification/Licensing Requirements in Texas related to public education,
you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching
and prior to employment as an educator. The public-school campuses are responsible for
completing the criminal background check. A person who is enrolled or planning to
enroll in a State Board for Educator Certification-approved educator preparation program
or planning to take a certification examination may request a preliminary criminal history
evaluation letter regarding the person's potential ineligibility for certification due to a
conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation
of an individual’s self-reported criminal history. In addition, the agency obtains your
name-based Texas criminal history information. The service is provided to the requestor
for a non-refundable fee. The requestor will receive an evaluation letter by email
from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

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

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

In addition, you must complete the fingerprinting process when you apply for
certification. Participation in the evaluation does not preclude you from submitting to a
national criminal history review at the time you apply for your educator
certification. Your criminal history will be reviewed and you may be subject to an
investigation based on that criminal history, including any information you failed to
submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VIII. Other Relevant Course Information:

This course may be modified at the discretion of the professor.

Completing the everything in the course is imperative for understanding your teacher profile and the progress with continued courses. Lack of Wi-Fi, no computer or internet access are not excuses for not completing work. Unless something like the cyber-attacks happens again, students must complete every assignment listed in the syllabus and on the calendar.

Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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 • 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