Instructor: Dr. Kevin L. Jones
Office: ECRC 209M
Office Phone: 936-468-4074
Other Contact Information: Email: kevin.jones@sfasu.edu

Prerequisites: None

I. Course Description: (brief paragraph)
An overview of the historic and philosophical aspects of American education as a basis for practicing culturally responsive pedagogy as a research-based method for increasing teaching efficacy.

This course provides a foundational experience for developing educators in advocating, supporting, and facilitating culturally responsive pedagogy and relationship building in learner centered K-12 settings. Experiences in this course will provide foundational knowledge about the role of the instructional leader from an instructional and culturally responsive perspective.

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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

COMMISSIONER STANDARDS:
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS
https://www.iste.org/standards/for-educators

ESL STANDARDS:
file:///C:/Users/crossc1/Downloads/FN_TX_ESL.pdf

INTASC STANDARDS

iNACOL STANDARDS FOR TEACHERS

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The scholars will be able to research and synthesize concepts of efficacy in culturally responsive pedagogy within their educational context.
2. The scholars will understand how to design and apply culturally responsive pedagogical approaches to their appropriate discipline.
3. The scholars will examine the history of culturally responsive pedagogy and apply it to their educational context.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Pictorial Autobiography (100 pts.):

Scholars will share personal and professional experiences though a pictorial autobiography. Everyone has something to share in this on-line class that is about strategies for teaching in a culturally pluralistic society. As a part of this class, you are expected to share your personal and professional life experiences. You are to develop an autobiography about your family, school, work and other social/cultural experiences that you have in a PowerPoint presentation. Begin with information about your family, school experiences and travel or lived social/cultural experiences. Each slide must have pictures and text about your experience with the headings below. There should be 7 slides. (SLO 1-2). Then you will post your summary slide on the discussion board and introduce yourself to at least three other classmates.

1. **Title** - Name of Student, Class, and Date
2. **Introduction** – Who are you?
3. **Family Information** - Discussion about parents, siblings, birthplace, ethnic identification.
4. **School Experiences** - Discussion about elementary, secondary and college experiences - give pictures and dates of attendance/graduation.
5. **Work Experiences in Education** - Discussion about your teaching/ work experiences, if none, then about any experiences as a volunteer.
6. **Professional Goals** - Discussion about your future career and steps you are taking to achieve your goals.
7. **Summary of autobiography** - overview of who you are.

Summary Slide and Response to Classmates (Pictorial Autobiography) (50 pts):
Scholars will post their summary slide on the discussion board to share with classmates. Scholars will respond to at least three classmates in online discussion introducing themselves to classmates. This will support your ability to make meaningful contributions throughout the semester, especially as it relates to our foundational understanding of culturally responsive pedagogy. (SLO 1-2)

Video Response to Danger of a Single Story (50 pts)

This video provides an overview of how some teachers implement a deficit ideology in their classroom which is opposite of a Culturally Responsive Pedagogical approach. Please watch the video and submit a short video reflection (2 minutes maximum). Please use the following guiding prompts to complete this assignment:

- Describe how this video relates to your past teaching experiences
- Connect to at least one personal experience
- Describe how this video can better assist you in teaching our students in the future

Culturally Responsive Teaching Diagnostic (100 pts)

Scholars will demonstrate evidence of analyzing, evaluating, and contemplating Culturally Responsive Pedagogy. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, and content from previous courses and experiences. The diagnostic will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this diagnostic process. This diagnostic will provide an impetus leading to reframing the situation and engaging in appropriate future instructional strategies.

Please answer the following prompts with a video response (5 minute maximum):

- Identify at least one challenge you see in education when attempting to teach ALL students. Provide examples.
- How do you believe this course will help you address that challenge?
- What experiences have you had with Culturally Responsive Pedagogy? Provide examples

Identify Participants (200 pts):

Scholars will identify an educator in their field/discipline to interview to explore culturally responsive instructional methods. Then use this data to better understand how CRP can be implemented into their classroom. Be sure not to include any identifying symbols, names, markers, etc., of your participants. They should be anonymous throughout this project. One-page maximum.

| NAME: Robert J. Johnson | Email: kevin.jones@sfasu.edu | Date: January 23, XXXX |
Chapter Review Set (560 pts):

Scholars will identify and synthesize the issues in the course text and write a reflection that is related to culturally responsive teaching/pedagogy in today’s classroom.

1. Read each chapter of your required texts. Please note due dates on chapter reviews.
2. Identify and discuss one point from each chapter that impacted you.
3. Find one additional reference for the entire chapter review submission to support your points and discuss how the reference relates to your point.
4. References must have dates between 2017-2022. No credit will be given for earlier dates.
5. The chapter points and reference support along with your personal reflections should link to your perspective of CRP in today’s classroom.
6. You will choose 9 chapters (see below).
7. Each set has a 5-page limit.

Chapter Review Set

Chapter Review Format: The points for each chapter review should be discussed in single-spaced in 10 - 12 font. An example of a review format is below. Remember each review set submission has four parts as noted in the grading rubric. All chapter reviews must follow the example included. Reviews that do not follow the format will not be graded. All chapter reviews should be uploaded by 11:59p.m. on the due date.

ALL REVIEWS MUST FOLLOW THIS EXAMPLE.

<table>
<thead>
<tr>
<th>NAME: Robert J. Johnson</th>
<th>Email: <a href="mailto:kevin.jones@sfasu.edu">kevin.jones@sfasu.edu</a></th>
<th>Date: January 23, XXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter # and Name - Author</td>
<td>Discussion Points</td>
<td></td>
</tr>
<tr>
<td>Chapter 4 Lomawaima, Educating Native Americans – K. Williams</td>
<td>Oppression of Native Americans. Native Americans have been an oppressed group of people for many years. Some of the ways they have been oppressed have been through relocation of entire tribes, conversion to other religions, primarily Christianity, and segregation from public schools. Another way they have been oppressed is through stereotyping. For example, it is believed that all Native Americans are from the same group of people having the same beliefs, attitudes, language, and cultural background. In fact, according to Lomawaima</td>
<td></td>
</tr>
</tbody>
</table>

Revised August, 2022
(2004) each Native American group has its own unique dialect, traditions, beliefs, history, and background. Many Native American groups use their genetic make-up for tribal membership. Some Native American groups use proficient use of their spoken language to gain membership rights. The federal government for example requires that a person produce a certificate for proof of affiliation to a Native American group. This certificate must certify that they have at least one forth “blood quantum” to qualify for federal scholarship money (Lomawaima, 2004).

**Chapter 6 A different mirror - Takaki**

**Education of Native Americans.** Takaki makes another interesting point about the historical background on the education of Native Americans. Native Americans have consistently led all groups of people in school dropout rates. In a 1980 study covering virtually 60,000 students concluded that the dropout rate for Native Americans was nearly 30%, while other groups reported dropout rates of 18%, 14%, 11%, and 3% respectively. However, data from studies like the one in 1980 are not very accurate due to very unclear identification rules for a person who is affiliated with Native American groups.

**Chapter 7 We can’t teach, what we don’t know - Howard**

**Equality Issue.** Howard states “At its conception, our nation was dedicated to the proposition of equality” (p.16). Equality yes, but for whom? Our Constitution was drawn up by elite White men, many of them slaveholders who were interested in protecting the interests of the plantations. This too gets conveniently left out of the spotlight.

**Reference Support:** Martinez, 1995

In one school in Tucson, Arizona the dropout rate for Native Americans is on the decline due in large part of a “bicultural curriculum.” Students are not only learning the English language, but they are also learning how to speak their native language. Unlike the former BIA schools of the past, the schools in Tucson focus on cultural heritage, traditions, and native languages (Martinez, 1999). The Ha:San school integrates traditional language into one of their botany classes through a tribal elder advisor. According to Martinez if the student’s cultural background is never mentioned during instruction, they will make the association that their culture is not very significant.

**Reflections**

In one school in Tucson, Arizona the dropout rate for Native Americans is on the decline due in large part of a “bicultural curriculum.” Students are not only learning the English language, but they are also learning how to speak their native language. Unlike the former BIA schools of the past, the schools in Tucson focus on cultural heritage, traditions, and native languages (Martinez, 1999). The Ha:San school integrates traditional language into one of their botany classes through a tribal elder advisor. According to Martinez if the student’s cultural background is never mentioned during instruction, they will make the association that their culture is not very significant.

**References – Cited in correct APA style**


Interviews and with artifacts (300 pts):

Scholars will interview (via zoom) two participants who are in their field/discipline (or potential field if not teaching) and explore their implementation of culturally responsive instructional methods. The scholars will use a specific protocol (provided by the professor) to examine each participants’ use of CRPs. In addition, students will gather artifacts from each participant to provide additional evidence of the application of culturally responsive instructional methods. While most of our educators can be extremely long-winded, please try to keep each interview under 5 minutes. (You will not be penalized if you go over 5 minutes).

Final project (500 pts.):

Scholars will create an instructional (TEDTalk) video (5 minutes maximum) demonstrating culturally responsive instructional methods in their discipline. Scholars will use the data from their interviews, course literature and personal experiences to explore the application of culturally responsive instructional methods in today’s (in the midst of COVID-19) classroom. (SLO 1-2).

Final Reflection (100 pts):

Scholars will demonstrate evidence of analyzing, evaluating, and contemplating the impact of curriculum and instruction on all students. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, content, and diverse student needs. The reflection will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this reflective process. This reflection will provide an impetus leading to reframing the situation and engaging in the appropriate development of curriculum and instruction development. The reflection has a 2-page written response limit.

Online Discussions

D2L(Brightspace) will be used in the facilitation of this course.

QUALITY OF ASSIGNMENTS:

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Revised August, 2022
Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessments (Grading):

Letter grades for the course will be determined as follows: 1540 - 1740 pts = A, 1339 - 1539 pts = B, 1138 -1338 pts = C, 837 – 1137 pts = D, below 836 pts = F.

**Grading Rubric for Pictorial Autobiography**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Criteria</th>
<th>Rationale for points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Title, Name of Student, Class, and Date</td>
<td>5 = All information included 3 = 1 or more information missing 0=Missing</td>
</tr>
<tr>
<td>10</td>
<td>Introduction. Who are you?</td>
<td>10 = Creative introduction, with pictures 7 = Introduction, no pictures 5 = little information and no pictures 0 = Missing</td>
</tr>
<tr>
<td>20</td>
<td>Family Information (Siblings, Parents, Ethnicity pictures). Share information about parents, siblings, birthplace, ethnic identification</td>
<td>20 = Pictures and information of family with names and ethnic identification 15 = Family information some pictures but no ethnic identification 10 = Family information no pictures 0 = Missing</td>
</tr>
<tr>
<td>20</td>
<td>School Experiences. Share information about your elementary, secondary and college experiences. Provide pictures and dates of graduation.</td>
<td>20 = Pictures and information of school experiences 15 = school experiences some pictures 10 = school experiences no pictures 0 = Missing</td>
</tr>
<tr>
<td>20</td>
<td>Work Experiences in education. Information about teaching and working experiences with pictures. Share information about your teaching/work experiences, if none, then about any experiences as a volunteer or closely related.</td>
<td>20 = Pictures and information of teaching/work experiences with names and locations 15 = Teaching/Working experiences but shallow information and 10 = All other information but no pictures</td>
</tr>
<tr>
<td>Points</td>
<td>Grading Rubric for Culturally Responsive Pedagogy Diagnostic</td>
<td></td>
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<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Professional Goals with pictures. Share information about your future career and steps to achieve your goal.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Summary of autobiography</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Discussion post rubric</td>
<td></td>
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</tbody>
</table>

### 20 Points
- **Professional Goals**
  - 20 = Pictures and discussion of goals
  - 15 = Professional goals with steps to achieve and pictures
  - 10 = Professional goals but no steps or pictures
  - 0 = Missing

### 5 Points
- **Summary**
  - 5 = Visuals of summary and specific information
  - 2 = Summary but no visuals
  - 0 = Missing

### 100 Points
- **Discussion post rubric**
  - 20 = posted summary slide from presentation
  - 10 = posted a slide but not the summary slide from the presentation
  - 0 = missing

### 30 Points
- **Response to classmates. Your response should promote critical thinking and**
  - 30 = responded to at least 3 classmates with an appropriate academic response.
  - 25 = responded to at least 3 classmates but response was not academic.
  - 20 = responded to at least 2 classmates with an appropriate academic response.
  - 15 = responded to at least 2 classmates but response was not academic.
  - 10 = responded to at least 1 classmate but response was academic.
  - 0 = missing

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**Grading Rubric for Culturally Responsive Pedagogy Diagnostic**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Response to prompts</td>
</tr>
<tr>
<td>75</td>
<td>Shared clear and concise response to all prompts</td>
</tr>
<tr>
<td>50</td>
<td>Response was not clear and answered some of the prompts</td>
</tr>
<tr>
<td>35</td>
<td>Response unclear did not answer most of the prompts</td>
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<tr>
<td>0</td>
<td>Did not follow directions</td>
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</tbody>
</table>
Grading Rubric for Chapter Review Sets

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Discussion of chapter point&lt;br&gt;80 = Detailed discussion of chapter points, with underlined point identified&lt;br&gt;60 = Some chapter points more in details than others. Did not underline or identify points&lt;br&gt;40 = Chapter points too shallow&lt;br&gt;0 = Did not follow directions</td>
</tr>
<tr>
<td>50</td>
<td>Discussion of reference as related to chapter point&lt;br&gt;50 = Discussed reference and linked to other chapter points and curriculum and instruction in detail&lt;br&gt;30 = Discussed reference but did not linked to other chapter points and curriculum and instruction in detail&lt;br&gt;25 = Discussed reference without clear detail and did not linked to other chapter points and curriculum and instruction&lt;br&gt;0 = Did not follow direction or used old reference and little details</td>
</tr>
<tr>
<td>100</td>
<td>Personal reflections&lt;br&gt;100 = Shared how the points impact issues in curriculum and instruction. Used specific examples.&lt;br&gt;75 = Provided an unclear connection to curriculum and instruction with little or no examples&lt;br&gt;50 = Did not provide a clear connection to curriculum and instruction with little or no examples.&lt;br&gt;0 = Did not follow directions</td>
</tr>
<tr>
<td>50</td>
<td>References cited correctly in APA style&lt;br&gt;50 = all citations were correct&lt;br&gt;40 = One or more cited incorrectly&lt;br&gt;25 = Two or more cited incorrectly</td>
</tr>
<tr>
<td>280</td>
<td>Total points for all chapter reviews will be 560 points.</td>
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Grading Rubric for Interviews

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Videos&lt;br&gt;50 = submitted two videos&lt;br&gt;25 = submitted only one video&lt;br&gt;0 = Did not follow directions</td>
</tr>
<tr>
<td>100</td>
<td>Artifacts&lt;br&gt;100 = Submitted two artifacts&lt;br&gt;50 = submitted one artifact&lt;br&gt;0 = missing</td>
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Revised August, 2022
<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
</table>
| 100    | Part 1 – Course Readings  
100 = Detailed explanation of course readings  
80 = Some explanation but did not identify specific course readings (author)  
50= Course readings were too shallow  
0 = Did not follow directions |
| 150    | Part 2 – Link to Discipline  
150 = Explained connection in detail and provided examples/models  
100 = Identified connection but were unclear and did not relevant models  
100 = Provided little details  
0 = Did not follow directions |
| 150    | Part 3 – Data Analysis (Interview)  
150 = Shared how the interview and lesson plan analysis informed your approach to teaching the concept. Used specific examples.  
100 = Shared information but was vague and unclear. Did not provide examples.  
0= Did not follow directions |
| 100    | Part 4 – Video Quality  
100 = creativity was throughout the video  
50 = only used video (camera was on student speaking without any effects) with student speaking  
25 = only used PowerPoint with voiceover  
0= did not follow instructions |
| **Total points** | **500** |
Part 2 – Personal reflections
50 = Shared how culturally responsive pedagogy benefits all learners especially diverse learners. Shared how you will address implement CRP in your classroom. Used specific examples.
30 = Addressed issues in education but did not relate them to your classroom and did not use examples.
30 = Discussed with little or no examples
0= did not follow directions

Part 3 – Two pages
15 = reflection was two pages
5 = reflection was more than two pages
0 = more than four pages

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE ONE</strong></td>
<td>Tasks for this week include:</td>
</tr>
<tr>
<td></td>
<td>1. Syllabus Understanding and Organization</td>
</tr>
<tr>
<td></td>
<td>2. Pictorial Autobiography</td>
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<tr>
<td></td>
<td>3. Watch video “Danger of a Single Story”</td>
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<td></td>
<td>4. Peer Introductions (Post PowerPoint slide)</td>
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<td></td>
<td>5. Respond to classmates (Pictorial Autobiography)</td>
</tr>
<tr>
<td></td>
<td>6. Culturally Responsive Pedagogy Diagnostic</td>
</tr>
<tr>
<td></td>
<td>Please begin reading the course text and articles.</td>
</tr>
<tr>
<td></td>
<td>Due Date: July 9th 11:59pm</td>
</tr>
<tr>
<td><strong>MODULE TWO</strong></td>
<td>Tasks for this week include:</td>
</tr>
<tr>
<td></td>
<td>1. Watch the Geneva Gay video about Culturally Responsive Teaching</td>
</tr>
<tr>
<td></td>
<td>2. Identify two participants to interview</td>
</tr>
<tr>
<td></td>
<td>Please continue reading your course readings</td>
</tr>
</tbody>
</table>
Appropriate Terms and Acceptable Work Requirements

1. **Appropriate Terms.** You are taking this course to increase your knowledge of teaching and working in diverse environments. As a result, there are terms used to embrace cultural sensitivity. Many terms that you have used in the past reflect the deficit paradigm and are not culturally sensitive. I embrace the culturally responsive paradigm. It is expected that these terms be practiced and applied to your written assignments. Below is a list of terms that you are required to use in your written assignments.

   1. **Students of color, faculty of color or people of color.** These terms are used instead of the term “minority.” The term “minority” should not be used in any of your writings and points will be deducted.
   2. **Black and White.** Black and White are written with capital letters. Writing these terms with small letters is not acceptable in any written work. Although, you may see them written with small letters in your readings.
   3. **Native American.** We do not use “Indian” in the class. Although you may see it written in the text, articles, book chapters or books, you will not use the term in your assignments. Only the term, Native American, is acceptable.
   4. **The “N” word.** Under no circumstances will the “N” word be used in any written work or discussion. It is derogatory and very insensitive. Failure to use the appropriate terms will result in a 0 grade for the assignment.

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

Stembridge, A. (2019). Culturally responsive education in the classroom: An equity framework for pedagogy (1st ed.). Routledge. (Do not purchase, this text is in D2L)
Additional Readings:

Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.*

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Attendance

Attendance is mandatory for the asynchronous sessions. This course constitutes a portion of your professional preparation. Any more than one absence may result in the lowering of the final grade in the course by a letter. If you get 2 or more absences, you may be dropped from the class with a grade of F.

Class Attendance and Excused Absence: Policy 6.7

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

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

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

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

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

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

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

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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

Revised August, 2022
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services 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

Additional Information Specific to Educator Preparation

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.

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

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

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

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

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

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

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Parents and Caregivers

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on-screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.

2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.

3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.

4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.

5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.