Department of Education Studies
SEED 3370.001
Sociocultural and Historic Perspectives in American Education
Spring 2024

Instructor: Dr. Heather Olson Beal
Course Time: TTh, 12:30-1:45
Prerequisites: None
Office: ECRC 201-O
Meeting room: ECRC 204
Office Hours: M 2-5: online
Or by appointment
T/Th: 1:45-2:30
Email: please email through D2L, not my @sfasu.edu email address

Prerequisites: None

I. Course Description: This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Power, race, culture, and the struggle for identity are integrated with the overarching themes of the purpose of education, equity, equality, and the promise of democratic education so that preservice candidates may develop a professional identity that reflects the richness and complexity of American education.

Course Justification: SEED 3370 (3 credits) meets twice each week in 75-minute segments for 16 weeks. Outside of class work includes reading assignments, written reflections, critical evaluations, preparation of instructional materials for use in class and for community education settings. Outside of class activities average a minimum of six hours each week for 15 weeks.

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

SB 17 has additional exceptions that include scholarly research and creative works.

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

This course fulfills the following college and program learning outcomes:

College of Education Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- 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.

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 candidate will analyze a historical or critical issue in American education.
2. The candidate will design and present a lesson related to an issue in American education.
3. The candidates will critically analyze and evaluate current issues and research in American education.

STANDARDS:

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1C(i). Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
1C(ii). Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
1D(ii). Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
1F(i). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(ii). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(iii). Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
2A(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
2A(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
2B(ii). Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
2C. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
4A(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
4B(iv). Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

5A(i). Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

5A(ii). Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

5C(i). Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

PPR TEST FRAMEWORK

1E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive and physical).

1M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address characteristics and needs of young adolescents.

1O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

2D. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.

13A. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.

ESL STANDARDS:

5G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

8A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.

8B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.

8D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

9C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. **Evidence of Learning (EOL) (30%)**: Each student will reflect on course topics and submit artifacts that demonstrate learning / professional growth. **It is not enough to just say/write what you think about a topic; you have to explicitly connect your artifacts to class readings and discussions.**

You must submit 5 of 7 possible. You can choose from a range of ways through which to document your learning: write a reflection, create a comic strip, make an infographic, create a slide deck, create a TikTok video, etc. If you have another idea, email me (through D2L) to get permission before proceeding.

2. **Class Attendance & Engagement (40%)**:  
   25%: Students will complete in-class engagement activities designed to document attendance, prompt class discussion, and demonstrate knowledge, understanding, and skill development throughout the semester. Professors will identify engagement activities throughout the semester. Failure to complete engagement activities may adversely impact students’ final course grade.

   Each class period, each student will earn 0-3 points for their class engagement.  
   3 = correct responses to questions/activities, demonstrated thorough understanding and preparation  
   2 = some correct responses, some demonstration of understanding and preparation  
   1 = incorrect responses, little demonstration of understanding and preparation  
   0 = did not attend

15%: We will have 2 in-class graded discussions and 1 in-class writing assignment based on class topics. We will discuss the format for the discussions in class.

3. **Community-based Field Experience Hours & Reflections (15%)**: Candidates will engage, document, and reflect upon in writing in 5 hours of the following activities:
   - Sat., Feb. 17, 8:00-4:00 (in-person): [Project RAICES Academia #3](#) [Details about signing up to volunteer are in D2L under “Assignments Info.” If you want to volunteer at this one, you must get the paperwork completed by Jan. 26.]  
   - Sat., Feb. 24, 10:00-2:00 (in-person): [Black History and Culture Expo](#)  
   - Sat., March 2, 1:00-4:00 (in-person): [Nacogdoches Public Library How-to Festival](#)  
   - Sat., March 6, 10:00-2:00 (virtual): [Educators in Solidarity 12th biannual Cultural Proficiency Unconference](#)  
   - Sat., Apr. 6, 8:00-4:00 (in-person): [Project RAICES Academia #4](#) [Details about signing up to volunteer are in D2L under “Assignments Info.” If you want to volunteer at this one, you must get the paperwork completed by March 8.]

4. **Development of Educational Materials for Community Partner (15%)**: Candidates will apply their knowledge to a project wherein they create educational materials for community partners.

**QUALITY OF 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. Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

USE OF GENERATIVE AI TOOLS:

Using artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance has the potential to undermine your ability to develop critical thinking, writing, or research skills that are essential for this course, for your academic success, and for your future career as an educator.

Therefore, students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. If you use AI in any way for work associated with this course, you must cite it properly using APA. See how to do so here.

Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy may be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

IV. Evaluation and Assessment (Grading):

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

Late Work
Late work may be accepted at the discretion of the instructor, with points taken off for lateness. As a future educator, it is not acceptable behavior to turn in lesson plans, student grades, or other official required paperwork late. This professional expectation is upheld within this course.

VI. Required Texts:

- Southlake Podcast: https://southlake.simplecast.com/
- Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor in D2L.
V. Tentative Course Outline/Calendar. Additional details in D2L.

<table>
<thead>
<tr>
<th>Class Meeting Day</th>
<th>Reading Assignment for Class</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Thurs., Jan. 18</td>
<td></td>
<td>Course Intro</td>
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<tr>
<td>Tues., Jan. 23</td>
<td>Series Foreword (pgs. xi-xiv)</td>
<td>What is social justice?</td>
<td>What is critical social justice?</td>
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<tr>
<td>Thurs., Jan. 25</td>
<td>Preface (pgs. xix-xxiv)</td>
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<tr>
<td>EPP Info Session</td>
<td>Chapter 1</td>
<td>Engaging Constructively in Courses that Take a Critical Social Justice Approach</td>
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<tr>
<td>Tues., Jan. 30</td>
<td>Chapter 3</td>
<td>Culture and Socialization</td>
<td>EOL #1</td>
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<td>Thurs., Feb. 1</td>
<td>Identity Wheel – D2L</td>
<td>Identity</td>
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<td>Tues., Feb. 6</td>
<td>Chapter 4</td>
<td>Prejudice and Discrimination</td>
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<tr>
<td>Thurs., Feb. 8</td>
<td>ESL Module: Domain III</td>
<td>Meeting the Needs of Emergent Bilinguals</td>
<td>EOL #2 – Required Social Identity Wheel Reflection</td>
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<td>Tues., Feb. 13</td>
<td>TBD</td>
<td>Court Cases Relevant to Education</td>
<td>Come prepared to share important facts with the class.</td>
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<td>Thurs., Feb. 15</td>
<td>ADMISSION TO EPP APPLICATION DUE</td>
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<td>Thurs., Feb. 15</td>
<td>Chapter 5</td>
<td>Oppression and Power</td>
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<td>Tues., Feb. 20</td>
<td>Southlake Episode 1</td>
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<td>Tues., Feb. 27</td>
<td>Chapter 6</td>
<td>Understanding Privilege through Ableism</td>
<td>EOL #3</td>
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<td>Thurs., Feb. 29</td>
<td>Southlake Episode 2</td>
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<td>Tues., Mar 5</td>
<td>Chapter 7</td>
<td>Understanding the Invisibility of Oppression through Sexism</td>
<td>EOL #4</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>Wed., Mar 6</td>
<td><strong>INTERNATIONAL WOMEN’S DAY TEACH-IN</strong> (131 McKibben)</td>
<td>[EOL #5 can cover your teach-in attendance if you choose to attend.]</td>
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<td><em>INTERNATIONAL WOMEN’S DAY TEACH-IN</em> (131 McKibben)</td>
<td><strong>Kermes Literacy Activity</strong></td>
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<td>Thurs., Mar 7</td>
<td>Southlake Episode 3</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>Tues., Mar 19</td>
<td>Meet in computer lab on 1st floor (107AA) of Steen Library at 12:30</td>
<td>Library Children’s Activity Kits – Step 1</td>
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<td>Thurs., Mar 21</td>
<td>Southlake Episode 4</td>
<td>EOL #5</td>
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<td>Tues., Mar 26</td>
<td>CRT – D2L</td>
<td>Literacy Activity Kits Step 2 – Supply List</td>
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<td><strong>MINI SPRING BREAK – NO CLASS Thurs. &amp; Fri. (3/28-3/29)</strong></td>
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<td>Tues., Apr 2</td>
<td>Southlake Episode 5</td>
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<td>Thurs., Apr 4</td>
<td>Chapter 8</td>
<td>EOL #6</td>
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<td>Tues., Apr 9</td>
<td>Southlake Episode 6</td>
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<td>Thurs., Apr 11</td>
<td>Inner-Outer Circle Discussion Protocol &amp; Practice</td>
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<td>Tues., Apr 16</td>
<td>Inner-Outer Circle Discussion #1: Southlake Podcast</td>
<td>Bring discussion questions.</td>
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<tr>
<td>Thurs., Apr 18</td>
<td>Chapter 10</td>
<td>EOL #7</td>
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<td>Tues., Apr 23</td>
<td>Inner-Outer Circle Discussion #2: Topic TBD</td>
<td>Bring discussion questions.</td>
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<tr>
<td>Thurs., Apr 25</td>
<td>Chapter 11 + Chapter 12</td>
<td>&quot;Yeah, but . . .&quot;: Common Rebuttals</td>
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<td></td>
<td>Chapter 11 + Chapter 12</td>
<td>Putting It All Together</td>
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<tr>
<td>Tues., Apr 30</td>
<td>In-class writing: Semester reflection</td>
<td>Community-based Field Experiences</td>
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<td>In-class writing: Semester reflection</td>
<td>Log &amp; Reflections</td>
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<tr>
<td>Thurs., May 2</td>
<td>Literacy Kits Assembly &amp; Show-and-Tell</td>
<td>Library Materials Due</td>
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<tr>
<td>Thurs., May 9</td>
<td>10:30-12:30</td>
<td><strong>ASSIGNED FINAL EXAM TIME</strong></td>
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VII. Policy Information

A. Institutional Absences: HOP 04-110

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

B. Class Attendance:

Due to the social constructivist nature of our course, it is expected that all students arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities.

Candidates will be allowed TWO absences per semester (known as “personal days”); advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first two), candidates will earn a full letter grade deduction from their final course grade. After two absences (not including your “personal day”), a program continuation meeting will be called between professors and the teacher candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

C. Student Code of Conduct and Academic Integrity: HOP 04-106

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

D. Withheld Grades Semester Grades Policy: HOP 02-206

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

E. Academic Accommodations for Students with Disabilities

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/

F. Course Evaluations: Near the conclusion of each semester, students electronically evaluate courses taken.

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!

The course evaluation process 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.

G. Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

VIII. Resources

A. Mental Health Considerations: 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:

The Dean of Students Office
Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents
936-468-7249
dos@sfasu.edu

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

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

❖ Health Services
❖ Counseling Services
❖ Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

B. Students experiencing food insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

C. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.

5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).

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.


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

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

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

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

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

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