I. Course Description:
This course seeks to provide understanding and strategies that will empower pre-service teacher candidates to assume the responsibility for the creation of a classroom learning environment wherein students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds may attain maximum academic, social, and emotional success. Major topics of instruction and investigation include the role of culture and language in schooling, traditions and value systems of culturally diverse individuals, culturally responsive teaching, diverse world views, and theoretical underpinnings of diversity pedagogy.

II. Intended Learning Outcomes/Goals/Objectives:
The objectives for this course, as with the intended learning outcomes, conform to the College of Education's Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College's Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

Program Learning Outcomes:

1. The candidate will develop and adapt instruction and assessment based on the needs of diverse students.
2. The candidate will develop an addendum to a classroom management plan that reflects how the needs of diverse learners will be accommodated in a diverse, learner-centered classroom.
3. The candidate will implement and modify instruction for all students incorporating technology as appropriate.
4. The candidate will understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
5. The candidate will develop an essential understanding of the nature of current education reform issues and the necessity of supporting and maintaining a vibrant public education system.

**Intended Program/Course/Learner Outcomes:** This course fulfills the following national standards:

**A. INTASC Standards (Interstate New Teacher Assessment Support Consortium):**

**Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**B. CAEP Standards (Council for the Accreditation of Educator Preparation):**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:**
1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

Standard 2: Clinical Partnership and Practice:
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

C. ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning and creativity.
4. Promote and model digital citizenship and responsibility

Student Learning Outcomes:
The major objectives and student outcomes of this course include:

1. The candidate will develop an understanding of the traditions and value systems of culturally diverse individuals and groups.
2. The candidate will develop a heightened awareness of and appreciation for culture's role in the learning environment
3. The candidate will develop insights, understanding, and an appreciation for the implementation of culturally responsive teaching.
4. The candidate will develop a base of information and a repertoire of strategies related to meeting the needs of all students in the twenty-first century classroom.
5. The candidate will develop an appreciation for and an understanding of a wide range of diversity topics, to include: GT, AP, SES, special needs, gender, and religion.
6. The candidate will examine various theories of learning and instructional strategies, in particular the application of differentiated instruction and assessment and culturally responsive teaching.
7. The candidate will gain a heightened awareness of legal and ethical issues related to diverse learners.
8. The candidate will develop an appreciation for and an understanding of the vital need for collaboration and interaction with family and community.

This course aligns with other Secondary Education courses in that it seeks to contribute to the academic base essential for the development of professional educators who are well-grounded in the current knowledge and research in the field of teaching and learning.

The content of the course will reflect areas of effective teaching practice addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us ). SED 450 will specifically focus upon Competencies 002, 003, 004, 009, 010, & 011.

ELL Standards
a. II.003.2 Knows effective instructional methods and techniques for the ESL classroom and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

b. II.003.5 Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

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c. II.004.3 Applies knowledge of practices, resources, and materials that are effective in promoting students’ communicative competence in English.
d. II.004.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
e. II.004.7 Knows how to provide appropriate feedback in response to students’ developing English language skills.
f. II.005.4 Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.
g. II.005.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ literacy development.
h. II.005.7 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.
i. II.006.4 Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.
j. II.007.3 Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
k. II.007.4 Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
l. II.007.5 Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
m. II.007.6 Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.
n. III.008.2 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.
o. III.009.1 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, socio-cultural factors, home environment, attitude, exceptionalities.
p. III.009.2 Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students’ learning and language acquisition.
q. III.009.3 Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
r. III.009.4 Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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

1. Reading Abstracts
2. Cultural Identity Task
3. Individual Learner Profile
4. Philosophy of Diversity Pedagogy
5. Special Populations Research Presentation
6. Diverse Culture Presentation
7. Classroom Management Plan (Addendum) for Diverse Learners
8. Mid-Term
9. ESL Activity: “Enhancing Success for ELL Learners”
10. ESL Exam
11. Final Exam
12. Diversity Resource File
13. Professional Dispositions
14. Attendance

Course Assignments Articulated:

1. Reading Abstracts: A concise paper (one-half page minimum/ full page maximum) in the form of an abstract will be submitted for each assigned reading from course texts and/or packet articles. All abstracts derived from assigned readings must capture the thematic and practical essence of each reading. On occasion, multiple readings will combine to constitute one Abstract. Candidates will compose one Abstract every other week for 14 weeks. 1st Abstract Due: Monday, January 25th (and every other Monday thereafter.)

2. Cultural Identity Task: Each intern will undertake a personal analysis of how he / she acquired his / her cultural identity. A cultural identity profile will be developed (half in class, half out of class). Upon completion of the initial cultural identity component, students will select a country in the world other than their own and develop an alternative cultural identity grounded in research and analysis of that country. At the conclusion of this process, candidates with develop a list of potential teaching methods that will serve to facilitate the academic and social success of that imagined individual in the public school classroom. Due: February 3rd.

3. Individual Learner Profile: A visit to the Doctoral Computer Lab will generate data derived from multiple surveys that will lead to the development of an Individual Learner Profile. This document will be completed in-class. Upon compilation of the data, candidates will compose a Summary that articulates how they may make use of such a profile in their own future classrooms. Due: February 1st.

4. Philosophy of Diversity Pedagogy: Each candidate will develop a personal philosophy pertaining to diversity pedagogy. This philosophy will detail the candidate’s understanding of Rosa Hernandez Sheet’s eight dimensional elements of diversity pedagogy, as well as diversity’s impact in the classroom, and insight into how particular teaching strategies, assessment activities, communication patterns, and interactions with parents and community may be used to enhance learning for all students. Due: March 7th.

5. Special Populations Research Presentation: In candidates’ small groups a teaching presentation will be made to the whole class on a selected special populations group / area / topic provided by the course instructor. A comprehensive lesson plan must accompany each presentation as well as appropriate instructional strategies/methods and student engagement. Due: March 21st & 23rd / March 28th & 30th.

6. Diverse Culture Presentation: In candidates’ small groups a teaching presentation will be made based upon a pre-selected ethnic, racial, SES group. This presentation will illuminate the topic group’s history, cultural traditions, educational history, and current status in U.S. society. Above all, each presentation will seek to impart information to future teachers that will facilitate their instructional success with the subject group (to include classroom management strategies, motivation strategies, assessment insights and learning style preferences). Due: April 18th & 20th / April 25th & 27th.
7. **Classroom Management Plan (Addendum) for Diverse Learners**: Each candidate will create an addendum to their classroom management plan (developed in SED 460) articulating how, specifically, they will integrate elements of classroom management theory that accommodate the needs and characteristics of diverse populations. Candidates should identify those aspects of multiple cultures, e.g. Black, Latino, Asian, Middle Eastern, special needs and low SES so as to make clear that their future classrooms will offer an equitable and safe learning environment for all students. Elements for inclusion should, at a minimum, include: motivation, discipline, interaction with adults, communication patterns, family relationships, and identified learning preferences. **Due: April 13th**.

8. **Mid-Term / Project**: Candidates will research an assigned topic on a social justice / critical issue and develop a 2 page paper wherein they will define / describe their topic; articulate the relevance of their topic’s inclusion in today’s secondary classroom curriculum; and describe the instructional approach they will employ to teach it. This paper will also include the specific the learning goals and objectives that will guide the lesson. **Due: March 9th**.

9. **ESL Activity: “Enhancing Success for ELL Learners”**

   **Scenario**: In your 3rd period class, consisting of 22 sophomore students, 6 are ELL-identified. Of the 6, 4 are Latinos (2 from Mexico, 1 from El Salvador, and 1 from Honduras) and 2 are from Myanmar (formerly Burma) in Southeast Asia.

   **Your Task**: You are to undertake a multifaceted effort. This assignment requires you to:

   1.) Research and learn the state-mandated LEP policies, to include the role of the LPAC as well as the procedures for implementing LPAC recommendations for LEP identification, placement, and exit; 2.) You must also research and develop insight into the factors that contribute to cultural bias. With this awareness, you will articulate your strategy for creating a culturally responsive learning environment; 3.) Your final task is to articulate a coherent strategy for creating an awareness among your non-ELL students, and likewise respect, for linguistic and cultural diversity. **Summary**: state how you will apply the knowledge you have gained about individual differences (to include developmental characteristics, cultural and language background, academic strengths, and learning preferences) in order to design and develop instructional strategies and resources that will facilitate communicative language development for your ELLs. This assignment will be typewritten and submitted on the assigned due date. This activity requires research, problem-solving, and diagnostic thinking. **Due: April 27th**.

10. **ESL Exam**: Dead Week / May 4th.

11. **Final Exam**: The final exam will consist of a comprehensive summary of all material candidates were exposed to in the course of the semester. **Due: Finals Week**.

12. **Diversity Resource File**: 3 Ring Binder of diversity-related resources (articles, assignments, etc.) to be used as a resource in student teaching and later as an in-service teacher. To receive full credit, this binder must demonstrate a clear organizational pattern. **Review/Grade in-class: May 2nd**.

13. **Professional Dispositions**: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, time management, timely submission of all assignments, responsiveness to professional feedback, self-reflection, and student focus (e.g. candidate’s “professionalism” in the course).
14. **Attendance:** 29 class meetings during the semester. Candidates will receive **5 points** per class session. Candidates who are late for class by 15 or more minutes will be counted as absent.

**IV. Evaluation and Assessment (Grading):**

Student grades will be determined by the following criteria:

1) Attendance: (29 class meetings @ 5 pts. per session) 145 pts.
2) Professional Dispositions: (participation, preparation, professionalism @ 10 pts. per session) 290 pts.
3) Reading Abstracts: (50 pts. per abstract @ 7 abstracts) 350 pts.
4) Cultural Identity Task: 50 pts.
5) Individual Learner Profile: 50 pts.
6) Philosophy of Diversity Pedagogy: 100 pts.
7) Mid-Term / Project: (100 pts.)
8) Special Populations Research Presentation: 100 pts.
9) Diverse Culture Presentation: 100 pts.
10) Addendum / Classroom Management Plan for Diverse Learners: 50 pts.
11) ESL Activity: 100 pts.
12) ESL Exam: 45 pts.
13) Final Exam: 100 pts.
14) Diversity Resource File: 100 pts.

**Total Points: 1680**

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

**V. Tentative Course Outline/Calendar:**

Week # 1: Course Intro, Small Group Assignments; 1st Course Reading; Special Populations, Research Topic Assignments; Professionalism; Legal & Ethical Issues
Week # 2: Culture; Culturally Responsive Pedagogy / Individual Differences; Texas School Governance; Bloom’s Taxonomy
Week # 3: Culture; Equity Pedagogy / Cultural Proficiency; Cultural Identity Task; **Internship Orientation (LISD Central Office & LHS) Class meets at LISD Central Office at 12:30 pm.**
Week # 4: ESL / ELL / Second Language Acquisition
Week # 5: Diversity Pedagogy
Week # 6: Focus: School Culture Project (Doc Lab)
Week # 7: Diverse Learners & Classroom Management
Week # 8: **Mid-Term Project:** Social Justice / Critical Issue research, analysis & writing
Week # 9: Special Populations Research Presentations
Week # 10: Special Populations Research Presentations
Week # 11: Focus: Multicultural Survey
Week # 12: Focus: Technology in Today’s Classroom
Week # 13: Diverse Culture Presentations
Week # 14: Diverse Culture Presentations
Week # 15: Dead Week / ESL Exam
Week # 16: Finals Week: **Final Exam**

**VI. Readings:**

Required texts for the course are:

1. SED 450 Course Packet: Available at _____________________
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 College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

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 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.

**Attendance is mandatory. This course constitutes a portion of your professional preparation.** You may have two excused absences. When you choose (or are compelled) to be absent you must notify the professor BEFORE the absence. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. Any more than the allowed absences may result in the lowering of the final grade in the course, e.g. lowering of final grade by one letter per unexcused absence (dependent upon the circumstances surrounding those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points.

**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, 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/disabilities/services/.
Student Academic Dishonesty: Policy 4.1

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

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; 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.

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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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 Semester Grades Policy 5.5

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 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. 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 for the purpose of computing the grade point average.

Student Code of Conduct: 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert
Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

LiveText Statement:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

IX. Other Relevant Course Information:

1. Use of Cell Phones in class – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, cell phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.

2. Candidate Late Work – any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be
accepted. This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

Suggestion: To assist candidates in their record keeping I have provided you with an Assignment Calendar so that you may maintain a log of Assignments Due and possess an ongoing record of all assignments submitted and returned. This implies that you should keep all graded assignments and compare them to Assignments Due in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.

3. Failure Clause – Candidates can immediately earn an F in the Internship due to any of the following issues:

- Your placement site asks for you to be removed
- You have more than 5 absences or 10 late arrivals
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- You have committed any other egregious acts of non-professional behavior