Instructor: Dr. Claudia Whitley  
Course Time & Location: Online

Office: ECRC 209I  
Office Hours: T 12:15-3:15; R 9-11  
Other hours by appointment

Office Phone: 936-468-4074  
Credits: 2 semester hours

Cell Phone: 936-554-5447  
Email: whitleyc@sfasu.edu  
PLEASE EMAIL OUTSIDE OF D2L

Prerequisites: Admission into Educator Certification. Enrolled in Field Experience II.

I. Course Description:

*Integrating Middle Grades Learning* - Two semester hours for practicum. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

This practicum course allows you to apply your knowledge of curriculum, instruction and assessment into practice as you work with middle level students.

Course Justification: "Integrating Middle Grades Learning Practicum (2 credits; fully online) spans 15 weeks. Students spend approximately 16 hours a week in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to prepare outside of classroom hours."

Prerequisites: Admission into Educator Certification. Enrolled in Field Experience II.

Course Fee: $40

Critical Assignments: Work Sample

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

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

MLG Program Learning Outcomes and Student Learning Objectives:

PLO2: The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content
Element B: Interdisciplinary Nature of Knowledge and
Element C: Middle Level Student Standards

SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TAC 3.11s, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (CRES 1A(i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(ii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 2B(ii), 3B(i), 3B(ii), 3B(iii), 4A(i), 4A(ii), 4B(i), 4B(ii), 4C(i), 4C(ii), 4D(i), 4D(ii); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13k, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s

SLO Assessment 1: Lesson Plans (TAC 3.11s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (CRES 1A(i), 1B(i), 1B(ii), 1B(iii), 1C(i), 1D(i), 1E(i), 1E(ii), 1E(iii), 3B(i), 3B(ii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13k, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s

SLO Assessment 2: Observation and Performance Summary (TAC 4.6s, 4.7s, 4.10s), (CRES 1A(ii), 1A(iii), 1C(ii), 1D(ii), 1D(iii), 1E(i), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(i), 4B(i), 4B(ii), 4C(i), 4C(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii)); (PPR 1.13k, 1.3s, 1.8s, 1.11s, 1.18s, 1.22s, 1.25s, 1.27s, 2.4k, 2.1s, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13k, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s

PLO 3: The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. (AMLE 3)

Element A: Middle Level Philosophical Foundation

Element B: Middle Level Organization and Best Practices

SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TAC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (CRES 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k

SLO Assessment 3: Journal Reflections over Best Practices (TAC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

SLO Assessment 5: Language Observation, Performance and Reflection Summaries. (CRES 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k)

PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies
Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth. (TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d)(CRES 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s)

Benchmark Assessment II: Work Sample – This assessment will be submitted in LiveText. (TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d); (CRES 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s, 4.18s)

PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers
Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (CRES 4D(v)); (PPR 4.3s, 4.7s, 4.8s)

SLO Assessment 4: Professionalism Grade (CRES 4D(v)); PPR 4.3s, 4.7s, 4.8s)

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

*Work Sample: (Benchmark Assessment II) 200 points.
Teacher candidates will video tape one lesson during lab and use it to complete their Benchmark Work Sample. They will design a pre/post assessment to evaluate the lesson they are teaching. Students will be expected to reflect on and evaluate their lesson as well as one of a peer. This assignment will be submitted in Live Text and a hard copy will be submitted in class.

Lesson Plans (SLO Assessment 1) 150 points.
Teacher Candidates will complete three lesson plans for lessons to be observed during this Field Experience. These lesson plans will be submitted prior to teaching each lesson. Each lesson plan will be worth 50 pts.

Lesson Observations (SLO Assessment 2) 300 points
Teacher Candidates will be observed teaching three lessons during this Field Experience. Each lesson observation will be worth 100 points

Teaching Summary Reflections (20 points each) 60 points
Teacher candidates will reflect over each lesson they teach and establish new goals to accomplish during their next teaching opportunity.

Journal Entries (SLO Assessment 3B) 240 points
Teacher candidates will complete eight journal entries based on their observation and reflections on best teaching practices. Each journal entry will be worth 30 points.

Mentor Teacher Evaluations 50 points.
Mentor Teachers will complete a mid-term and final evaluation for each Teacher Candidate. Evaluations will be worth 25 points each.

Final Exam 40 points.
Teacher candidates will complete a reflective online exam.

Professionalism 50 point
Professionalism grade will be a compilation of points including: class attendance, participation in class discussions, completion of on-line course evaluation and the exhibition of professional behavior in class and in the practicum setting.

*Scoring guides may be found in Course Handbook

IV. Evaluation and Assessments (Grading):

A = 981-1090 points  
B = 882-980 points  
C = 783-881 points  
F = Below 783 points

Students' must submit Live Text Assignments into Live Text. Failure to do so will result in a penalty of one letter grade in the course for each assignment not submitted.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Aug  26-Sept. 1</td>
<td>Orientation At SFA</td>
<td>Syllabi and Course Handbook</td>
<td>SFA Orientation Aug 26</td>
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<tr>
<td>Sept. 2-8</td>
<td>Begin Field Experience</td>
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<tr>
<td>Sept. 9-15</td>
<td>Field Experience Site</td>
<td>Journal 1 due</td>
<td>Sept. 13</td>
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<tr>
<td>Sept. 16-22</td>
<td>Field Experience Site</td>
<td>Journal 2 due</td>
<td>Sept. 20</td>
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<td>Try to have Observation #1 Scheduled</td>
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<td>Sept. 23-29</td>
<td>Field Experience Site</td>
<td>Journal 3 due</td>
<td>Sept. 27</td>
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<td>Try to have 1st Observation Completed</td>
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<td>Sept. 30- Oct. 6</td>
<td>Field Experience Site</td>
<td>Journal 4 due</td>
<td>Oct. 4</td>
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<td>Try to have 2nd Observation scheduled</td>
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<td>Oct. 7-13</td>
<td>Field Experience Site</td>
<td>Journal 5 due Mid Term Mentor Evaluation Due</td>
<td>Oct. 11</td>
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<td>Week 8</td>
<td>Field Experience Site</td>
<td>Journal 6 due</td>
<td>Oct. 18</td>
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<td>Oct. 14-20</td>
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<tr>
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<th>Field Experience Site</th>
<th>Journal 7 due</th>
<th>Oct. 25</th>
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<tr>
<td>Oct. 21-27</td>
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<td>Try to have 2&lt;sup&gt;nd&lt;/sup&gt; Observation Completed</td>
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<th>Nov. 1</th>
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<th>Week 11</th>
<th>Field Experience Site</th>
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<td>Nov. 4-10</td>
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<th>Week 12</th>
<th>Field Experience Site</th>
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<td>Nov. 11-17</td>
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<th>Week 13</th>
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<td>Nov. 18-24</td>
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<th>Week 14</th>
<th>Thanksgiving Holiday</th>
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<tr>
<th>Week 15</th>
<th>Field Experience Site</th>
<th>Final Exam Due Dec. 10</th>
<th>Final Evaluation/Attendance Due: Dec. 5</th>
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<td>Dec. 2-5</td>
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*submitted into LiveText/Watermark


In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from [www.LiveText/Watermark.com](http://www.LiveText/Watermark.com) for a fee of $18.00 for a multiple year subscription.
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Resources:


This we believe: Keys to educating young adolescents (2010). Westerville, Ohio: Association of Middle Level Education


VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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 submission of completed assignments are expected at all classes, laboratories, and other activities for which you are 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. 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 depending of 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, 468-3004/468-1004 (TDD) 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/disabilitieservices/.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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Student Academic Dishonesty Policy: 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 form the internet or another source.
- Incorporating the words or idea 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, resubmission 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 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. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Additional Information:**

**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 setting 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 are 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 education 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 may be found at [https://tea.texas.gov/TexasEducators/Investigations/Preliminary_Criminal_History_Evaluation:FAQs](https://tea.texas.gov/TexasEducators/Investigations/Preliminary_Criminal_History_Evaluation:FAQs).

2. Provide one of the following primary ID documents: passport, driver’s lissome, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registration Bulletin](http://www.texas.ets.org/registration Bulletin/)).

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 concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu

IX. Other Relevant Course Information:

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108.
2. All submitted work must be typed unless the instructor provides a template (i.e. in-class assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the instructor.
4. All work should be completed by the due date. The grade for all work turned in within 1 week of the due date will be penalized by 10%. The grade for all work turned in within 2 weeks of the due date will be penalized by 20%. After two weeks, work must be completed and turned in, but will receive a grade of 0. Any exceptions must be approved ahead of time by the professor.
5. Students are expected to read all assignments BEFORE coming to class and be prepared to participate in all class discussions. Participation will be noted according to the depth and comprehension of your responses during class discussions. Participation will contribute to your final professionalism grade (8 points max).

Professionalism:
Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

Cell phones should be turned off during class. Texting during class is not a professional behavior. Violations of this policy will result in a reduction of your professionalism grade (Conduct in class).

Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Course Timeline. Points will be subtracted for assignments turned in late at the discretion of the instructor. These assignments can only be turned in late if certain criteria are met. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the the total number of points earned.

Make-Up Work Policy: The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No makeup work will be accepted during finals week.
“Redo Work” Policy: Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to “redo work.” In this event the resubmitted work is due not later than one week after it is received from the instructor.

For **Spring 2020 Student Teaching**, the following dates have been established:
1. Currently – On-line application available
2. September 15, 2019 – Deadline for submitting on-line application
3. January 8, 2020 - Passing scores on the content area certification exam must be received in the Educator Certification Office