MLG 401.001 The Middle Level Learning Community – Spring 2019

**Instructor:** Dr. D. Michelle Williams  
**Course Time & Location:** Tuesday/Thursday 9:30-10:45 AM  
**Office:** ECRC 209AA  
**Office Phone:** 936-468-1597  
**Credits:** 2 hours  
**Email:** williamsdm@sfasu.edu  
**Other Contact Information:** 936-554-8510

**Office Hours:**  
Monday: By Appointment  
Tuesday: 11:00-12:00 & 12:30-1:30  
Wednesday: 1:00-2:00  
Thursday: 11:00-12:00 & 12:30-1:30  
Friday: By Appointment

**Prerequisites:** Admitted to the Educator Preparation Program (EPP) and enrolled in Field Experience 1.

**I. Course Description:**

Examination of educational practice in the middle grades (4th - 8th) including trends and issues unique to the middle grades as they relate to the Texas Code of Ethics. Emphasis on broadening understanding of foundational components, organizational patterns, instructional programs and management techniques.

There is one critical assignment in this course that requires you to upload them into LiveText, our College of Education data management system: The Ideal Middle Level Design Project.

This course includes a course fee of $40.

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

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, lifelong learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and 4/8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

**PLOs and SLOs and corresponding Assessments**

**PLO 1:** The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1).
   Element A: Knowledge of Young Adolescent Development
   Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling. (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)

   - SLO1.1 Candidates will understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs by understanding the middle level school's philosophy. (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
   - SLO 1.1.1 Assessment - Shadow Study (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
   - SLO 1.1.2 Assessment – Journal Entries (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
   - SLO 1.1.3 Assessment - PLO 1 Middle Level Assessment (Post)(SPA #6) (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
   - SLO 1.1.4 Benchmark I & PLO 2 Assessment - TExES PPR Exam (SPA #1) (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)

**PLO 2:** 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 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Bii, TS1Fi, TS3Aiii, TS6Diii).  

Element A: Subject Matter Content
- SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.

   - SLO Assessment 1: Review for TExES Content Certification Exam
     Benchmark Assessment I: TExES Content Certification Exam (PPR 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Bii, TS1Fi, TS3Aiii, TS6Diii).
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). (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)

Element A: Middle Level Philosophical Foundations

Element B: Middle Level Organization and Best Practices
  o  SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
    o  SLO 1.1.1 Assessment - Shadow Study (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
    o  SLO 1.1.2 Assessment – Classroom Management Plan (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
    o  SLO 1.13 Assessment – Journal Entries (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
    o  SLO 1.1.4 Assessment - PLO 1 Middle Level Assessment (Post)(SPA #6) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
    o  SLO 1.1.5 Benchmark I & PLO 2 Assessment - TExES PPR Exam (SPA #1) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)

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).  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS3Aiii, TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).

Element A: Professional Roles of Middle Level Teachers
Element B: Advocacy for Young Adolescents and Developmentally Responsible Schooling Practices
Element C: Working with Family Members and Community Involvement
Element D: Dispositions and Professional Behaviors
  o SLO 5.1 Candidates will understand and adhere to legal and ethical requirements for educators including PDAS, IDEA, FERPA, Discipline, child abuse, homeless, student records, and know the structure of education in Texas (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics; TEC 1.3k, 1.14s, 1.15s, 1.16s).
  o SLO 5.1.1 Assessment - School Law Quiz  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics; TEC 1.3k, 1.14s, 1.15s, 1.16s).
  o SLO 5.1.2 Assessment – Journal Entries  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
  o SLO 5.1.3 Assessment - Professionalism grades  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).

  o SLO 5.2 Candidates will enhance professional knowledge and skills by understand their non-instructional duties, effectively interacting with other members of the educational community (including the types of interactions among professionals, ways to contribute to schools, roles of paraprofessionals and volunteers), and participating in various types of professional activities to understand the importance of professional development (EC12 Texas PPR ST IV; TS3Aiii).
  o SLO 5.2.1 Assessment - Classroom Management Plan  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
  o SLO 5.2.2 Assessment – Journal Entries  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
  o SLO 5.2.3 Assessment – PLO 1 & 3 Ideal Middle School Design Project (SPA #8)  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics; TEC 3.5s3.15s, 5.4s).
  o SLO 5.2.4 Assessment - Professionalism grades  (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
SLO 5.3 Candidates will understand the importance of family involvement in children’s education and know how to interact and communicate effectively with families.

SLO 3.1.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Dii, TS6Diii, Code of Ethics).

SLO 3.1.2 Assessment – Journal entries (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Dii, TS6Diii, Code of Ethics).

SLO 3.1.3 Assessment – PLO 1 & 3 Ideal Middle School Design Project (SPA #8) (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Dii, TS6Diii, Code of Ethics; TECH 3.15s, 4.1s5.4s).

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

**Participation and Professionalism**
- Five points given for each class active, professional participation in the activities and discussions. 20 points for joining and participating in CMLA or other professional or service organizations and 10 points for participation in one service learning activity. 140 points (PLOs 1, 3, 5 and SLOs SLOs 1.1, 3.1,2, 5.1,2,3)
- Letter to Mentor Teacher (20 points)

**Practicum Journal Entries**
- Due each week when you come to class 10 pts each – 100 points total (PLOs 1,3, 5 and SLOs 1.1, 3.1,2, 5.1,2, and 3)

**Assignments (50 points each for 150 pts.)**
- Classroom Management Plan – 50 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Shadow Study – 50 points.(PLOs 1, 3 and SLOs 1.1 and 3.1,2)
- Ideal Middle School Design – 100 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Review for TExES Content Certification Exam (SLO Assessment 1) 50 pts.

**Exams**
- Mid-Term Activity – project draft – 50 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Post Middle Level Assessment 25 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- School Law Quiz 20 points (PLO 5 and SLOs 5.1.1)
- Final Reflection 20 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)

**TeXes Review** for content exam (PLO 2) 50 points
Students will use technology in the class to make presentations and also at their practicum sites as they work with their mentor teachers.

* This assignments must be submitted into LiveText for accountability and accreditation purposes. Failure to submit into LiveText will result in loss of credit for the assignment.

IV. Evaluation and Assessments (Grading):
Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

If you do not upload the required documents into LiveText, you will not receive credit for those assignments.

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

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Jan. 22</th>
<th>Morning Meeting, Introduction to the course, syllabus, procedures, etc.</th>
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</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Practicum Orientation 9:00 a.m. ECRC Room 211</td>
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<tr>
<td>Jan. 28</td>
<td>Practicum Orientation at schools with principals (times to be announced)</td>
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<tr>
<td>Jan. 29</td>
<td>Morning Meeting - Chapter 1 School Law, Introduction to Middle Level Education, Read This We Believe Chapters 1 and 2. Journal 1.</td>
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<td>Jan. 30</td>
<td>First Day at Field Experience site from 7:45-11:45</td>
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<td>Jan. 31</td>
<td>Chapter 2 School Law, Introduce Middle Level Project</td>
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<td>Feb. 5</td>
<td>Morning Meeting - School Law Chapter 3 and 4 This We Believe (remaining chapters) Journal 2.</td>
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<tr>
<td>Feb. 7</td>
<td>Read assigned middle level concept article to share in class (jigsaw activity)</td>
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<tr>
<td>Feb. 12</td>
<td>Morning Meeting - Read and present assigned articles on middle level concept. Journal 3.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Feb. 19</td>
<td>Read <em>School Law</em> chapters 8-10. Law Scenarios.</td>
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<td>Feb. 20</td>
<td>Morning Meeting Setting up your classroom Read Wong – pages 80-123.</td>
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<td>Feb. 26</td>
<td>Charter classroom observation.</td>
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<td>Feb. 28</td>
<td>Morning Meeting - Classroom Management – Read Wong – pages 131-196,</td>
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<tr>
<td>Mar. 7</td>
<td>Read <em>Working with Students</em> (Payne) Chapters 1, 3 and 4, <strong>Take Quiz on</strong></td>
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<tr>
<td>Mar. 12</td>
<td>Morning Meeting - Behavior Situations – and scenarios. Read Behavior</td>
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<tr>
<td>Mar. 14</td>
<td>Ideal Middle Level School Design Draft Due.</td>
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<tr>
<td>Mar. 19 and 20</td>
<td>Have a great Spring Break!!!</td>
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<tr>
<td>Mar. 26</td>
<td>Morning Meeting - Working with Parents – Read Working with Parents</td>
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<tr>
<td>Mar. 28</td>
<td>Morning Meeting - Read Payne’s Working with Parents – Role Play Handling</td>
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<tr>
<td>Apr. 2</td>
<td>Morning Meeting – Classroom Management Plan Activity - <strong>Journal 8.</strong></td>
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<td>Apr. 4</td>
<td>School Climate. Read Wong pages 37-68.</td>
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<tr>
<td>Apr. 9</td>
<td>Morning Meeting - <strong>Classroom Management plan</strong></td>
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<td>Apr. 11</td>
<td>Intro to RTI - Read assigned chapter of Response to Intervention and be</td>
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<tr>
<td>Apr. 16</td>
<td>Morning Meeting - RTI Presentations. <strong>Journal 9.</strong></td>
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<td>Apr. 18</td>
<td>Happy Easter – No Class RTI scenario activity.</td>
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<tr>
<td>Apr. 23</td>
<td>Morning Meeting - ELL Students and RTI. <strong>Journal 10.</strong></td>
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<tr>
<td>Apr. 25</td>
<td>ELL and RTI continued – <strong>Shadow Study Due.</strong></td>
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<tr>
<td>Apr. 30</td>
<td>Morning Meeting - Middle Level Activity – Work on Ideal Middle Level Project</td>
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<tr>
<td>May 2</td>
<td>Review for Post Middle Level Assessment and work on Ideal Middle Level Project</td>
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</table>
May 7 | Ideal Middle Level School Design Project Presentations.
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May 9 | Ideal Middle School Design Project Presentations. **Ideal Middle School Design Project due in LiveText, D2L, and in class. Take Post Middle Level Assessment in D2L. Final reflection is due.** Last Class Day
May 14 and 16 | No Final Exam in this Class.

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

7. In this course you must purchase and activate the LiveText 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.com for a fee of $18.00 for a multiple year subscription.

This course uses the LiveText 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 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 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 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once LiveText is activated, **If you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
References

AMLE Research Summaries  


Boys and Girls Town Model  http://boystown.org/what-we-do/boys-town-model

Love and Logic  http://www.loveandlogic.com/

Fred Jones  http://www.fredjones.com/

Assertive Discipline  http://www.behavioradvisor.com/AssertiveDiscipline.html

Alfie Kohn  http://www.alfiekohn.org/articles_subject.htm


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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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In the COE, 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:

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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

It is extremely important to be in class and on time. Two tardies (more than five minutes late) will equal one absence and 5 points will be deducted from the professionalism grade.

Late Work

Assignments are due as assigned. Late work will not be accepted except with prior arrangements from the instructor. All work must be completed to receive an A in the course.

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/disabilityservices/.

Academic Integrity (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

- **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 6.5)**

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

**Acceptable Student Behavior (Policy 10.4)**

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

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 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 www.texas.ets.org/registrationBulletin/ <http://www.texas.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 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 Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

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).