Instructor: Dr. Claudia Whitley  
Course Time & Location: web  
Office: ECRC 201I  
Credits: 2 hours  
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Office Hours:
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Prerequisites: Admitted to the Educator Preparation Program and registered for 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.

“The Middle Level Learning Community” (2 credits) typically meets twice each week (Tuesday/Thursday) in 75 minute segments for 15 weeks. This version of the MLG 401 course contains content requiring students to engage independently in reading module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read. There are three major projects in the course: a shadow study, classroom management plan, and ideal middle level school project. For every credit hour the student should expect two hours of class preparation outside of weekly class meetings.

“The Middle Level Learning Community” (2 credits/fully online) contains content that includes the same information provided in face-to-face lecture courses requiring online students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. Students complete weekly journals, quizzes, and discussions to demonstrate understanding of the course content. There are three major projects in the course: a shadow study, classroom management plan, and ideal middle level school project. For every credit hour the student should expect two hours of class preparation outside of module content.

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

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, life-long 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). (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)

Element A: Knowledge of Young Adolescent Development
Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling

- 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 schools philosophy.
  - SLO 1.1.1 Assessment - Shadow Study (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
  - SLO 1.1.2 Assessment – Module Discussions (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 Assessment – Quizzes and Exams (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
  - SLO 1.1.5 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; TS2Biii, TS1Fi).

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; TS2Biii, TS1Fi).

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, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )

Element A: Middle Level Philosophical Foundations
Element B: Middle Level Organization and Best Practices

- 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)
  - 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 , 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - 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 , 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.1.3 Assessment – Modules Discussions (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, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - 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 , 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
SLO 1.1.5 Assessment – Quizzes and Exams (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)

SLO 1.1.6 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, 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; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Di, 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

- 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 (EC12 Texas PPR ST IV)(ISTE 5.1k, 5.2k, 5.3k.5.1s, 5.6s)

- 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, TS6Diii, Code of Ethics: TEC 1.3k, 1.14s, 1.15s, 1.16s). (ISTE 5.1k, 5.2k, 5.3k.5.1s, 5.6s)

- SLO 5.1.2 Assessment – Module Discussions (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, TS6Diii, Code of Ethics; TEC 1.3k, 1.14s, 1.15s, 1.16s).

- SLO 5.1.3 Assessment – Quizzes and Exams (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, TS6Diii, Code of Ethics; TEC 1.3k, 1.14s, 1.15s, 1.16s). (ISTE 5.1k, 5.2k, 5.3k.5.1s, 5.6s)

- SLO 5.1.4 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, TS6Diii, Code of Ethics; TEC 1.3k, 1.14s, 1.15s, 1.16s).

- SLO 5.2 Candidates will enhance professional knowledge and skills by understand their noninstructional 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).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Quizzes** (Getting Started Quiz, Quiz 2, Quiz 3, Quiz 4, Quiz 5, Quiz 6) - (10 pts. each for 60 pts.)
The purpose of these quizzes is to assess your understanding of the module videos and readings. Additionally, these quizzes assess certain SLOs in the course.

2. **Discussions (Discussion 2, 3, 4, 5, and 6)** - (10 points each for 50 pts.)
The discussion instructions will be provided in each module. You must post and reply to two other posts to receive 10 points.
3. Drop Box Assignments (50 points each for 200 pts.)
   - Classroom Management Plan
   - Shadow Study
   - Ideal Middle Level Design Project (Including a presentation using technology)
   - Ideal Middle Level Design Draft

4. Exams
   - Post Middle Level Assessment – 40 points
   - Final Exam – 100 points

5. Professionalism (This grade is entered at the end of the course and includes attending the face-to-face visit, getting assignments in by due dates, thoroughly going through the modules as evidenced by the D2L reports, and participating in discussions) – (50 points)

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 Timeline and Calendar
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 15</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA</td>
<td><strong>Mandatory Face-to-Face Visit – Jan 15</strong>&lt;br&gt;Getting Started Quiz</td>
</tr>
<tr>
<td>Week 2 Jan. 21</td>
<td>No assigned module.</td>
<td>Use this week to set up your classroom for observation.</td>
</tr>
<tr>
<td>Week 3 Jan. 27</td>
<td>Middle Level Philosophy and Practice</td>
<td>Site Agreement due in Lab course. This is a large module. Begin making plans for your Ideal Middle Level Project Draft due at Midterm.</td>
</tr>
<tr>
<td>Week 4 Feb. 3</td>
<td>Middle Level Philosophy and Practice</td>
<td>Thoroughly read the instructions for the Ideal Middle Level Design Project and beginning planning with your group as you complete this module.</td>
</tr>
<tr>
<td>Week 5 Feb. 10</td>
<td>Middle School Philosophy and Practice</td>
<td>Discussion 2 – Middle Level Philosophy Quiz 2– Middle Level Philosophy</td>
</tr>
<tr>
<td>Week 6 Feb. 17</td>
<td>Classroom Management and Procedures Module</td>
<td>Thoroughly read the instructions for the Classroom Management Plan and work on it as you go through the Classroom Management, Student Discipline, and Working with Parents Modules.</td>
</tr>
<tr>
<td>Week 8 Mar. 2</td>
<td>Ideal Middle Level Draft</td>
<td>Work and submit a draft of your Ideal Middle Level Project. Due by 11:59 on Mar. 2. Identify a student as subject for your shadow study. Send home the permission with the student for parents’ signatures.</td>
</tr>
</tbody>
</table>
| Week 10 | Mar. 16 | Student Discipline Module | Discussion 4 - Student Discipline Issues  
Quiz 4 Student Discipline Issues  
Work on Classroom Management Plan |
| Week 11 | Mar. 23 | Working with Parents Module | Discussion 5 – Working with Parents  
Quiz 5 – Working with Parents  
DropBox – Classroom Management Plan |
| Week 12 | Mar. 30 | Response to Intervention Module | Schedule your full day observation of your shadow study student. Be sure all teachers know you are following the student and that you have the parents’ permission. This is due on April 13 |
| Week 13 | April 6 | Response to Intervention Module | Discussion 6 – Response to Intervention  
Quiz 6 – Response to Intervention |
| Week 14 | April 13 | Ideal Middle Level Project/Content Review | Work on your Ideal Middle Level Design Project  
DropBox – Shadow Study |
| Week 15 | April 20 | Ideal Middle Level Design Project | Post Middle Level Assessment Due.  
DropBox and LiveText – Ideal Middle Level Design Project by midnight May 1 |
| Week 16 | April 27 | Final Exam | Opens May 1 at midnight and closes May 5th at 11:59 pm. |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

5. National Middle School Association (2009) *This we believe: Keys to education young adolescents*. Westerville, OH: NMSA.
6. 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.

7. 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.

8. All other required reading is located in the content modules of the course (Required).

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
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:

Class Attendance and Excused Absence: Policy 6.7

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

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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

**Student Academic Dishonesty: Policy 4.1**

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

**Definition of Academic Dishonesty**

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

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

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

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 http://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.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 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:

Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives "0" points and indicates completion. Of course, extenuating circumstances are always considered.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event "life" happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

- Late Work Policy – The decision to accept late work is at the discretion of the professor. If late work is accepted, up to 20% may be deducted from the grade.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- "Redo Work" Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.