Students must obtain a C or higher in this course to progress to Field Experience I.

I. Course Description:

Application of knowledge about the early adolescent learner incorporated as future teachers examine curriculum (the TEKS), instruction and assessment for learner-centered classrooms.

This course introduces teacher candidates to the process of lesson planning for the different content areas in the middle grades. Best practice strategies are examined and applied to best meet the needs of the adolescent, middle school student.

MLG 402-506 (2 credits; fully online) spans 15 weeks. This course contains the same content as the face-to-face MLG 402-506 course. The face-to-face class requires approximately two hours per week in a classroom. Therefore, begin with scheduling two hours per week towards this course. Additionally, at least two to three hours should be spent working on homework/readings/lesson plans. Teacher candidates will utilize time: analyzing the Texas Essential Knowledge and Skills (TEKS); reading module pages and articles; viewing informational videos; writing detailed lesson plans; and taking quizzes. It is recommend budgeting, at the very least, three to four hours per week towards this course. Some weeks/modules will require more time than others will. Note: Course fees for this course are $30.00.

II. Intended 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 MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program and Student Learning Objectives:
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; InTASC 4, 5, 7, 8).

- Element C: Middle Level Student Standards
  - SLO 2.1 Candidates will demonstrate an understanding of the difference between goals/objectives, instructional alignment, vertical/horizontal alignment, state assessment requirements, alignment of TEKS/STAAR, organization of the Texas Essential Knowledge and skills (TEKS), and can breakdown and analyze specific TEKS into the thinking, process, and content contained in each (PPR1.7k, 9k, 12k, 13k, 15k; TS3Ci, TS3Ai, TS1Aii)
    - SLO 2.1.1 Assessment - Write quality lesson objectives which include a measurable degree component to assess students in both formative and summative ways. (PPR 1.12s, 13s)
  - SLO 2.2 Candidates will demonstrate an understanding of the organization of the English Language Proficiency Standards (ELPS) including the introduction, district responsibilities, and student expectations in learning strategies, listening, speaking, reading, and writing in all proficiency levels (PPR1.6k, 2s; TS2Biii, TS2Bi)
    - SLO Assessment 2.2.1 - Write quality language objectives and include strategies within lesson plans to meet the needs of the ESL student (PPR 1.12s, 13s, 14s; TS2Bi)

PLO 4 The teacher candidates will understand, use, and reflect on 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; InTASC 2, 3, 6, 7, 8).

- Element A: Content Pedagogy
  - SLO 4.1 Candidates will demonstrate knowledge and competency of middle level pedagogy including modeling active, purposeful, challenging, exploratory, integrative and relevant approaches to meet the needs of the diverse middle level learner and will understand engaging learning strategies, lesson pacing, adjusting instruction based on feedback, lesson flexibility, how to communicate expectations, providing clear, accurate communications, skilled questioning, directions, and the role of feedback/constructive feedback. (PPR 1.2k, 5k,14k, 23k; 2.8k; 3.11k, 13k; 3.13; TS3Cii)
    - SLO 4.1.1 Assessment - T-Cert TExES Certification Review for Teachers
    - SLO 4.1.2 Assessment- Communicate clear directions for the middle level learner to follow as part of a standards-based learning station. (PPR 3.1s)
    - SLO 4.1.3 Assessment- Demonstrate a formative assessment teaching strategy which provides for timely feedback to students. (PPR 3.13k)

- Element B: Middle Level Instructional Strategies
SLO 4.2 Candidates will demonstrate an understanding of the levels and verbs in Bloom’s Taxonomy and apply this understanding to lesson planning. (PPR 1.13k, 19k, 20k; 1.6s; TS1Aii, TS3Bi)
  - SLO 4.2.1 Assessment - Write lesson objectives in which the verb is aligned to the thinking level in the TEKS (PPR 1.19k, 12s)
SLO 4.3 Candidates will apply knowledge prerequisite skills, using resources, and integrating technology into three different lesson plan models, including the 5 E plan, the Workshop Plan, and the Teaching Schema for Master Learners plan to design and develop quality, standards-based lesson plans. (PPR 1.16k, 17k, 16s; TS1Cii)
  - SLO 4.3.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario. (PPR 1.21k; 1.1s, 2s, 3s, 5s, 6s, 7s, 12s, 14s, 19s, 21s; 2.3s; 3.6k, 8k, 9s; TS1Bi, TS2Bii, TSCii, TS1Ci, S3Bi, TS1Ai, TS2Bi, TS1Bii, TS1Ai, TS2Bi, TS1Cii, TS1Di, TS1Eii)
  - SLO 4.3.2 Assessment - Develop and present a standards-based learning station which clearly demonstrates that strategies implemented are motivational for middle level students. (PPR 1.4s, 12s; 2.3s; 3.6k, 8k; TS1Di)
  - SLO 4.3.3 Assessment - Write a reflection about how teacher flexibility can enhance student learning after reading the book “Mr. DeVore’s Do-Over: A little story for teachers” by David Puckett. (PPR 3.16k)

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

All assignments are due by 11:59 p.m. on the due date (Sundays).

<table>
<thead>
<tr>
<th>Final Lesson Planning Assignment</th>
<th>You will choose one of the three lesson models taught in this class and write a complete lesson plan.</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPR 1.21k; 1.1s, 2s, 3s, 5s, 6s, 7s, 12s, 14s, 19s, 21s; 2.3s; 3.6k, 8k, 9s; TS1Bi, TS2Bii, TSCii, TS1Ci, S3Bi, TS1Ai, TS2Bi</td>
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<td></td>
</tr>
</tbody>
</table>

L. Kahn/January 2020
TS1Bii, TS1Ai, TS2Bi, TS1Ci, TS1Di, TS1Eiii

Practice Lesson Plans
PPR 1.21k; 1.1s, 2s, 3s, 5s, 6s, 7s, 12s, 14s, 19s, 21s; 2.3s; 3.6k, 8k, 9s; TS1Bi, TS2Bi, TSCii, TS1Ci, S3Bi, TS1Ai, TS2Bi, TS1Bii, TS1Ai, TS2Bi, TS1Cii, TS1Di, TSiEiii

You will write three practice lesson plans using the three models in the course (5E, Workshop, Teaching Schema). 50 pts each plan

Lesson Planning Binder
You will keep all lesson planning information here for you to use as a resource. This binder will be graded using a rubric and will be mailed or emailed to your professor at the end of the semester.

Discussions and Dropbox Assignments
These are located throughout the modules.

Quizzes
Quizzes that cover the following:
1. Syllabus 20pts.
2. Workshop lesson plan 20pts.
3. 5E lesson plan 20pts.
4. Teaching Schema lesson plan 10pts.
5. TEKS 10pts.
7. Lesson Purposes 10pts.
8. Assessment 10pts.
9. Questioning 10pts.
10. Assessment 10 pts.

Participation/Attendance and Professionalism
Enthusiastic and professional participation is expected. Time spent in D2L in this course will be monitored as attendance in the course.

Final Reflection
Final Reflection Narrative

Total possible points

IV. Evaluation and Assessments (grading):

Grading scale for course

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>Below 700</td>
<td>F</td>
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</tbody>
</table>

V. Tentative Course Outline/Calendar

All Modules will open on Monday mornings on the date listed on the tentative timeline. See course calendar for due dates. All assignments are due by 11:59 PM on the due date (Sunday midnight)

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Jan. 13  | Syllabus & Timeline/Getting Started Module  
1. Quiz: Syllabus (20 pts)
2. Getting to know you video (10 pts) | Jan. 19  |
<p>| Jan. 20  | TEKS Module                        | Jan. 26  |
| PLO 2    | 1. Read the TEKS module            |          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 27</td>
<td>Middle Level Curriculum Module</td>
<td>1. Read the Middle Level Curriculum Module</td>
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<tr>
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<td></td>
<td>2. Read Chapter six textbook</td>
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<td></td>
<td>3. Exploring district curriculum discussion (20 pts)</td>
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<td></td>
<td>4. Ideal Middle Level Curriculum dropbox assignment (20 pts)</td>
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<tr>
<td>Feb. 3</td>
<td>The Lesson Plan Introduction Module</td>
<td>1. Review the Introduction to Lesson Plan Module</td>
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<td>2. Timing your lesson video discussion (10 pts)</td>
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<td></td>
<td>3. Dissecting the Lesson Plan dropbox assignment (20 pts)</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Bloom’s Module</td>
<td>1. Read the Bloom’s Taxonomy module</td>
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<td>2. Dropbox: Bloom’s Assignment I (10 pts) and II (10pts)</td>
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<td></td>
<td>3. Quiz: Bloom’s (10 pts)</td>
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<tr>
<td>Feb. 17</td>
<td>Writing Lesson Purpose/Objectives Module</td>
<td>1. Read the Writing Lesson Purposes/Objectives Module</td>
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<tr>
<td></td>
<td></td>
<td>2. Dropbox: Lesson Purpose (15 pts)</td>
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<td></td>
<td></td>
<td>3. Quiz: Lesson Purposes (10 pts)</td>
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<tr>
<td>Feb. 24</td>
<td>The ELPS and the Language Purpose Module</td>
<td>1. Read the ELPS and Language Purpose Module</td>
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<td></td>
<td>2. Dropbox: ELPS Assignment (10pts)</td>
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<tr>
<td></td>
<td></td>
<td>3. Dropbox: Language Purpose (20 pts)</td>
</tr>
<tr>
<td>March 2</td>
<td>Workshop Lesson Plan Module</td>
<td>1. Read the Workshop Lesson Plan Module</td>
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<td></td>
<td>2. Practice Workshop lesson plan dropbox assignment (50 pts)</td>
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<td>3. Quiz: Workshop(10 pts)</td>
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<td>March 9-15</td>
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<tr>
<td>March 16</td>
<td>5E Lesson Plan Module</td>
<td>1. Read the 5E Lesson Plan Module</td>
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<td></td>
<td>2. Practice 5E lesson plan dropbox assignment (50 pts)</td>
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<td></td>
<td></td>
<td>3. Quiz: 5E (20 pts)</td>
</tr>
<tr>
<td>March 23</td>
<td>An Explicit Approach(Teaching Schema) Lesson Plan</td>
<td>1. Read the Explicit Approach Lesson Plan Module</td>
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<td></td>
<td>2. Practice Teaching Schema lesson plan dropbox assignment (50 pts)</td>
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<td></td>
<td></td>
<td>3. Quiz: Teaching Schema (10 pts)</td>
</tr>
<tr>
<td>March 30</td>
<td>Questioning, Directions and Strategies</td>
<td>1. Read the Questioning, Directions and Strategies Module</td>
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<td>2. Strategies dropbox assignment (10pts)</td>
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<td>3. Giving Good directions discussion (10pts)</td>
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<td>4. Mr. Devore's Do-Over discussion assignment (20 pts)</td>
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<td></td>
<td>5. Questioning Quiz (10pts)</td>
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<tr>
<td>April 6</td>
<td>Lesson Plan Assignment (300 points)</td>
<td>Lesson Plan Assignment (300 points) opens April 7th and is due on April 21st by midnight.</td>
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<tr>
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<td></td>
<td>This lesson plan must be original and different from the practice plans you have written previously in this course. Please read the</td>
</tr>
</tbody>
</table>
instructions in D2L carefully and review the classroom scenario often while designing your plan.

<table>
<thead>
<tr>
<th>April 13</th>
<th>Assessment Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2,4</td>
<td>1. Read Chapter 9 textbook</td>
</tr>
<tr>
<td>SLO 2.1, 2.2, 4.1, 4.2,4.3, 4.4</td>
<td>2. Assessment dropbox assignment (10pts)</td>
</tr>
<tr>
<td></td>
<td>3. Assessment quiz (10 pts)</td>
</tr>
</tbody>
</table>

April 19

<table>
<thead>
<tr>
<th>April 20</th>
<th>Finalize Lesson Planning Binder. Email electronic copy OR mail binder this week. (100 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leah Kahn</td>
</tr>
<tr>
<td></td>
<td>318 CR 2056</td>
</tr>
<tr>
<td></td>
<td>Nacogdoches, TX 75965</td>
</tr>
<tr>
<td></td>
<td>It is due on or before Friday May 1st at midnight.</td>
</tr>
</tbody>
</table>

May 1

| May 3     | Final Reflection opens (45 pts) Due Wednesday May 6th at midnight. |

May 6

VI. Readings

Required Textbook: **Note: this is the same textbook used in MLG 400.**

![Required Textbook Image]


Articles in course:


Wisconsin Department of Public Instruction. Strategic Learning in the Content Areas. Madison, WI: Wisconsin Department of Public Instruction.

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.

VII. 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.

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/disabilitieservices/.

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.

**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.

**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 settings, you will be required to:

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

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

You are eligible to request a Preliminary Criminal History Evaluation if:

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related
to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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.
2. In order to pass this course **ALL WORK** must be completed and submitted to the instructor on time. Late work will have points deducted.
3. Students are expected to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses during class discussions. **Participation will contribute to your final grade.**

**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.

**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 total number of points earned.**

**Late Work Policy:** No late work will be accepted unless excused absence requirements are met.

**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 make-up work will be accepted 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 no later than one week after it is received from the instructor.

**Response Time:** Emails from students will receive a response within 48 hours between Monday – Friday.