1. Course Information

Prerequisites

None. It is recommended that you take MLGE 3301 and MLGE 3210 together.

Course Description

Assessment of fourth-eighth grade learners in several contexts will facilitate the future teacher's understanding of the relationship between social, emotional, psychological and physical development and the early adolescent's behavior, motivation and learning.

Justification: The Adolescent Learner” (3 credits) typically meets twice each week (Monday/Wednesday) in 75 minute segments for 15 weeks and also meets for a 2-hour final examination. This version of the MLG 400 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 two major projects in the course. Students are required to complete 10 service learning hours in a local middle school, interview a student three times, and write four reflection papers. There is also a group project that requires students to work together outside of class to prepare the paper and presentation. For every credit hour the student should expect two hours of class preparation outside of weekly class meetings.
There is a course of $15 for this course.

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**

**Middle Level Grades**

**PLO 1** The teacher candidates will demonstrate understanding of 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**
  - SLO 1.1 Candidates will develop an understanding of the physical, cognitive, social including cultural/socioeconomic differences, and emotional development of the early adolescents and analyze the influence of peers, family, home, school, community and media on adolescent development. (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.1 Assessment – PLO 1 Middle Level Assessment Pre (SPA #6)
    - SLO 1.1.2 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.3. Assessment - Service Learning/Case Study Project (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.4 Assessment - Midterm Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A i, iii)
    - SLO 1.1.5 Assessment - Middle School Autobiography Assignment
  - SLO 1.2 Candidates will identify at-risk behaviors, their antecedents, their prevention, and appropriate responses to them (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.1 Assessment - Service Learning/Case Study Project (same as SLO 1.1.3) (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.2 Assessment - Weekly Reflections (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.3 Assessment - Final Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
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 Foundations**
  - SLO 3.1 Candidates will understand the structure of the educational system and 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 (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
    - SLO 3.1.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
    - SLO 3.1.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii; TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
    - SLO 3.1.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).

- **Element B: Middle Level Organization and Best Practices**
  - SLO 3.2 Candidates will investigate social and health services available for adolescents and the effects of social and educational diversity on the development and education of adolescents (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
    - SLO 3.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
    - SLO 3.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
    - SLO 3.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).

Special Education

PLO 2: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual’s strengths and needs. (CEC 2)

- **Element 2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.**

  - SLO 1.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
  - SLO 1.2 Assessment - Service Learning/Case Study Project (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
  - SLO 1.3 Assessment - Midterm Exam (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k; TS4A I, iii)
  - SLO 1.4 Assessment - Middle School Autobiography Assignment

PLO 6: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. (CEC 6)
• Element 1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

SLO 3.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
SLO 3.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
SLO 3.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).

• Element 2 Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

SLO 3.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
SLO 3.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
SLO 3.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).

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

1. Quizzes Quizzes 1-7 (10 pts. Each) for 70pts.)
   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. DropBox Assignments
   • Journals 1-9 (10 points each for 90 points)
   • Service Learning/Case Study Papers (25 points each for 100 points)**
   • Group Paper/Presentation (100 points)

3. Exams
   • Mid-Term Exam – 50 Points
   • Final Exam – 50 point

4 Professionalism (attendance and participation) - 140 points
   5 points for class session.
   **Final paper and attendance log submitted into LiveText and D2L

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

   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>Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24</td>
<td>Intro to Course</td>
<td>Get Acquainted, Intro to Course</td>
</tr>
<tr>
<td>Aug. 26</td>
<td>Major Assignments</td>
<td>Get Acquainted, review syllabus and major assignments.</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>What is Middle School?</td>
<td>Middle School Autobiography Due. Read Powell Chapter 1 – What is Middle School?</td>
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<tr>
<td>Sept. 2</td>
<td>What is Middle School?</td>
<td>Quiz – Chapter 1, Read Chapter 2</td>
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<tr>
<td>Sept. 7</td>
<td>Adolescent Development</td>
<td>Read handout Characteristics of Effective Middle Schools - Jigsaw - Journal 1</td>
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<td></td>
<td></td>
<td>Quiz Chapter 2</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Physical Intellectual Development</td>
<td>Physical Development -</td>
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<tr>
<td>Sept. 14</td>
<td>Social/Moral Development</td>
<td>Activities and Videos - Begin Service Learning Project – Journal 2</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Theorists</td>
<td>Class Activity dealing with theories of adolescent development.</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Diversity</td>
<td>Quiz – Theorists, Multiple Intelligences – survey and activity – Read Chapter 3</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Diversity – Poverty</td>
<td>Quiz Chapter 3, Case Study 1 due.</td>
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<tr>
<td>Sept. 28</td>
<td>Diversity - Poverty</td>
<td>Critical Race Theory and Asset Thinking. Journal 4</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Diversity</td>
<td>Inclusion/Exclusion –</td>
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<tr>
<td>Oct. 5</td>
<td>Diversity - Others</td>
<td>Activities and videos - Case Study 2 due. Journal 5</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Environmental Changes</td>
<td>Jigsaw activity</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Review for Mid-Term</td>
<td>Instructions for group project, sign up for group</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Mid-Term Exam</td>
<td>Complete Mid-Term Exam</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Library Presentation</td>
<td>Information to be announced. Tina Oswald will work with the class on finding appropriate sources for group paper. Journal 6</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Societal Context</td>
<td>Read Chapter 4. Class activities/ Bullying</td>
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<tr>
<td>Oct. 26</td>
<td>Parenting Styles</td>
<td>Quiz Chapter 4 Activities related to parenting styles and working with parents.</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Working with Students At-risk</td>
<td>Activities related to parenting styles and working with Parents. Journal 7</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Structures of Middle Level Education</td>
<td>Read Chapter 5 in Powell’s book. Activities related to middle level education.</td>
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<tr>
<td>Nov. 4</td>
<td>Structures of Middle Level Education</td>
<td>Quiz Chapter 5 Activities related to Middle Level structures.</td>
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<tr>
<td>Nov. 9</td>
<td>Structures of Middle Level Education</td>
<td>Middle level activities continued. Journal 8</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Positive, Productive Learning Environments</td>
<td>Read Chapter 10. Activities related to a positive learning environment. Case Study 3 due.</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.)


2. In this course you must 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.

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, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark 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/Watermark system may result in course failure.

References


AMLE (2010) *This We Believe*. Westerville: OH: Association of Middle Level Education.


Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

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.

Near the conclusion of each semester, students in the COE 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 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.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L. **Professionalism points will be deducted if there are modules or portions of modules that you have not completed.**

There is one required face-to-face meeting on at SFASU in the ECRC on Monday and Tuesday, February 6 and 7, 2016 (for students in the Online Completer Program). You will receive parking permits and an agenda in the mail approximately two weeks prior to the visit. This is MANDATORY and an important part of your semester.

**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/disabilitieservices](http://www.sfasu.edu/disabilitieservices/).

**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)
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 www.texas.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@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 graduate 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.