Prerequisites: Admitted to Teacher Education, must be taken concurrently with MLGE 4201.

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.

Course Justification

“The Middle Level Learning Community lab” (1 credit) typically meets twice each week for four hours in a local school (grades 4-8). This version of the MLGE 4111 course requires the student to be actively engaged with students at the school for a minimum of 8 hours each week. Students must also plan and teach one lesson under the supervision of a mentor, write a reflective paper after the lesson and meet with the university supervisor.

“The Middle Level Learning Community lab” (1 credit; online) requires the student to spend 8 hours per week in a 4-8 grade classroom with a mentor in his/her area of specialty. This version of the MLG 401P course requires the student to be actively engaged with students at the school for a minimum of 8 hours each week. Students must also plan and teach one lesson under the supervision of a mentor, write a reflective paper after the lesson and meet with the university supervisor. Online students also complete a weekly journal that is submitted to the lab supervisor each week.

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.
PLOs and SLOs and corresponding Assessments

Middle Level Grades

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
  - SLO 1.1.1 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 philosophy.
    - SLO 1.1.1 Assessment – Journal Entries

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 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS1Bi, TS2Bii, TS2Cii, TS1Ci, TS3Bi, TS1Aii, TS1Bi, TS1Aii, TS1Ei, TS3Bii, Ts2Bi, TS1Cii, TS1Bii, TS1Cii, TS5Bi, TS4Ai, TS4Aii, TS4Ci, TS4Aii, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Diii, TS4Dii, TS4Bi, TS4Bi, TS4Bii, 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 – Journal Entries (PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS1Bi, TS2Bii, TS2Cii, TS1Ci, TS1Aii, TS3Bi, TS2Bi, TS1Cii, TS1Bi, TS1Cii, TS5Bi, TS4Ai, TS4Aii, TS4Ci, TS4Aii, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Diii, TS4Dii, TS4Bi, TS4Bi, TS4Bii, TS2Aii)
    - SLO 1.1.2 Assessment – Mentor Evaluations (PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bii, TS1Bi, TS2Bii, TS2Cii, TS1Ci, TS3Bi, TS1Aii, TS1Bi, TS1Cii, TS5Bi, TS4Ai, TS4Aii, TS4Ci, TS4Aii, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Diii, TS4Dii, TS4Bi, TS4Bi, TS4Bii, TS2Aii)
    - SLO 1.1.3 Assessment - Lesson/Observation

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 4.7s, 8s; TS6Bii,
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).
  - SLO 5.1.1 Assessment – Journal Entries (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.1.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.1.3 Assessment – Lesson/Observations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.1.4 Assessment - Professionalism grades (PPR 4.7s, 8s; TS6Bi, TS6Bi).

- 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).
  - SLO 5.2.1 Assessment – Journal Entries (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.2.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.2.3 Assessment – Lesson/Observations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 5.2.4 Assessment – Professionalism grades (PPR 4.7s, 8s; TS6Bi, TS6Bi).

- 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 – Journal Entries (PPR 4.7s, 8s; TS6Bi, TS6Bi).
  - SLO 3.1.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bi, TS6Bi).

Special Education

PLO 1: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

- Element 1 Candidates practice within ethical guidelines and legal policies and procedures.
  
  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).
    - SLO 5.1.1 Assessment – Journal Entries (PPR 4.7s, 8s; TS6Bi, TS6Bi).
    - SLO 5.1.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
    - SLO 5.1.3 Assessment – Lesson/Observations (PPR 4.7s, 8s; TS6Bi, TS6Bi).
    - SLO 5.1.4 Assessment - Professionalism grades (PPR 4.7s, 8s; TS6Bi, TS6Bi).

- Element 2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
  
  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 – Journal Entries (PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bi, TS1Bi, TS2Bi, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bi, TS1Aii, TS1Ei, TS3Bii, Ts2Bi, TS1Cii, TS1Bii, TS1Cii, TS5Bii, TS4Ai, TS4Aii, TS4Ci, TS4Aii, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)
- SLO 1.1.2 Assessment – Mentor Evaluations (PPR 1.6k, 19k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 9s, 10s, 11s, 12s, 13s, 14s, 15s, 16s, 19s, 20s, 21s, 22s, 23s, 24s, 25s, 26s, 27s, 2.4k, 1s, 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 14s, 15s, 16s, 17s, 18s, 19s, 20s, 21s, 3.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 3.1s, 2s, 3s, 4s, 6s, 7s, 8s, 9s, 10s, 11s, 12s, 14s, 15s, 16s, 18s, 19s, 20s; TS2Cii, TS2Bi, TS1Bi, TS2Bi, TS2Cii, TS1Ci, TS3Bi, TS1Ai; TS1Bi, TS1Aii, TS1Ei, TS3Bii, Ts2Bi, TS1Cii, TS1Bii, TS1Cii, TS5Bii, TS4Ai, TS4Aii, TS4Ci, TS4Aii, TS1Di, TS2Aii, TS4Cii, TS4Dii, TS4Dii, TS4Bi, TS4Bi, TS2Aii)

- SLO 1.1.3 Assessment – Lesson/Observations (PPR 4.7s, 8s; TS6Bii, TS6Bi).

**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.

- **Element 2** Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs.

- **SLO 1.1.1 Assessment – Journal Entries**

**PLO 3:** Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- **Element 3** Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
PLO 5: Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta/cognitive strategies to support and self-regulate learning.

- **Element 2** Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- **Element 3** Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- **Element 5** Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
- **Element 6** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

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.

- **Element 1** Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- **Element 2** Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

SLO 3.1 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)
PLO 7: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

- **Element 1** Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

- **Element 2** Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

- **Element 3** Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

- **Element 4** Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families.

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).

- SLO 5.2.1 Assessment – Journal Entries (PPR 4.7s, 8s; TS6Bii, TS6Bi).
- SLO 5.2.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bii, TS6Bi).
- SLO 5.2.3 Assessment – Lesson/Observations (PPR 4.7s, 8s; TS6Bii, TS6Bi).
- SLO 5.2.4 Assessment – Professionalism grades (PPR 4.7s, 8s; TS6Bii, TS6Bi).

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 – Journal Entries (PPR 4.7s, 8s; TS6Bii, TS6Bi).
- SLO 3.1.2 Assessment – Mentor Evaluations (PPR 4.7s, 8s; TS6Bii, TS6Bi).

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

1. Quiz (Getting Started Quiz) - (10 pts)
2. First Days of School Reflection - (25 pts)
3. Site Agreement (25 points) Online completers only
4. Letter to mentor (25 points) teacher F2F students only
5. Personal information and FE I contract (10 points)
6. Journal Entries submitted through Drop Box (Journal 1-12) - (10 points each for 120 pts.)
7. Pre and Post lesson meeting with professor (25 points each for 50 pts.)
8. Lesson Plan – Submit at least one week prior to observation – must use one of three approved plans. (50 points). You will teach one lesson which will be observed either face-to-face or virtually by the professor.
9. English Language Learners – Reflection Assignment (80 points)
10. Lesson/Observation (100 points). You will teach one lesson which will be observed either face-to-face or virtually by the professor.

11. Professionalism (This grade is entered at the end of the course and includes attending the face-to-face visit, getting assignments in by due date, thoroughly going through the modules as evidenced by the D2L reports, and participating in discussions) – (25 points)

IV. Evaluation and Assessments (Grading):
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

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>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| Week 1 Aug. 23 | Review these modules: *Before Class Begins*, *Syllabus & Timeline*, *LiveText* | 1. Letter to mentor teacher due in D2L Aug. 24th by 4:00 PM. **(f2f Only)**  
2. Getting Started Quiz due Aug. 29th midnight  
3. Site Agreement due Aug. 29th midnight  
4. Journal 1 due Aug. 29th midnight  
5. Personal Information form due Aug. 29th midnight  
6. Background Check due for NISD. Email to Lab supervisor due **Aug. 25th or sooner**  
   * If possible **(f2f only)**. |
<p>| Week 2 Aug. 30 | Middle Level Philosophy Module | Journal 2 due Sept. 5th midnight |
| Week 3 Sept. 6 | Middle Level Philosophy Module | Journal 3 due Sept. 12th midnight |
| Week 4 | Middle Level Philosophy | Journal 4 and <strong>1st Days of School Assignment due Sept. 19th</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 13</td>
<td>Module</td>
<td>midnight</td>
</tr>
<tr>
<td>Week 5</td>
<td>Classroom Management and Procedures</td>
<td>Journal 5 due Sept. 26th midnight</td>
</tr>
<tr>
<td>Sept. 20</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Classroom Management and Procedures</td>
<td>Journal 6 due Oct. 3rd midnight</td>
</tr>
<tr>
<td>Sept. 27</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>Classroom Management and Procedures</td>
<td>Journal 7 due Oct. 10th midnight</td>
</tr>
<tr>
<td>Oct. 4</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Classroom Management and Procedures</td>
<td>Journal 8 due Oct. 17th midnight</td>
</tr>
<tr>
<td>Oct. 11</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Classroom Management and Procedures</td>
<td>Journal 9 due Oct. 24th midnight</td>
</tr>
<tr>
<td>Oct. 18</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>Learning Needs of Students</td>
<td>Journal 10 due Oct. 31st midnight</td>
</tr>
<tr>
<td>Oct. 25</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Learning Needs of Students</td>
<td>Journal 11 due Nov. 7th midnight</td>
</tr>
<tr>
<td>Nov. 1</td>
<td></td>
<td><strong>Schedule your lesson/observation with mentor</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>Learning Needs of Students</td>
<td>Journal 12 due Nov. 14th midnight</td>
</tr>
<tr>
<td>Nov. 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Working with Parents</td>
<td>No Journal due</td>
</tr>
<tr>
<td>Nov. 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Thanksgiving</td>
<td>No Journal due</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>SFASU closed all week</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Last week in FE I school</td>
<td>No Journal due</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>(dead week)</td>
<td><strong>Lesson/Observation must be completed by Dec. 2nd.</strong></td>
</tr>
<tr>
<td>Week 16</td>
<td>Finals week</td>
<td>Attendance Log – due Dec. 5th at midnight. Must have your signature and mentor’s signature. No Final in the lab.</td>
</tr>
<tr>
<td>Dec. 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

1. MLGE 3210 Lesson Planning Binder (recommended)

2. 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. The email will be from support@watermarkinsights.com

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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.

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/

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: 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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services

[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

3rd Floor Rusk Building

936-468-2401

SFASU Human Services Counseling Clinic

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

Human Services Room 202

936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741

**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:

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.

**Work Policies**

- **Late Work**— Late work will be accepted at the discretion of the professor. If late work is accepted there may be up to a 20% deduction of points.
- **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.