Syllabus – MLGE 4250.001 Integrating Middle Grades Learning

Department of Education Studies
2 Credit Hours
MLGE 4250.001
Fall 2021

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I am available to set up appointments for other times in my office, by phone, or through Zoom. I will reply to your email within 24 hours.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

1. Course Information

Prerequisites

Admission into Educator Certification. Enrolled in Field Experience II – MLGE 4251

Course Description

Two semester hours for lecture. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

As a capstone course we will review important aspects of working with middle level students such as middle level philosophy, differentiation, cooperative learning, classroom management, and school law. We will also delve into professional Organizations, assessment, and how to get a job.

Justification: Integrating Middle Grades Learning” (2 credits; fully online) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least two hours per week. Students have significant weekly reading segments, are expected to take regular reading quizzes and a final examination, are required to make a major presentation in which they research and present a professional education organization to the class, and are required to complete a Work Sample which includes an original videoed lesson which they analyze and reflect upon in great detail. In addition they are required to view a peer’s lesson and reflect upon that lesson as well. Students are also required to read a professional education book of their choice and report upon it in writing For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and
assessments. the student should expect two hours of class preparation outside of weekly class meetings.

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.

MLG 403 is the Capstone Course for the Middle Level Certification program. This course ties together the curriculum from MLG 400, 401, 402 and your content area courses. The goal is to synthesize your knowledge and apply those learnings into practice.

**PLOs and SLOs and corresponding Assessments**

**PLO 2:** The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content

SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.

**Journals/Discussions**

**Planning, instruction, and Assessment commentaries.**

Element B: Interdisciplinary Nature of Knowledge and

Element C: Middle Level Student Standards

SLO 2.2: The teacher candidates will demonstrate the skills necessary to effectively present content to adolescent learners and the ability to assess their students understanding of that content. TA 4.10s, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d

**Benchmark Assessment II: Candidate Work Sample TA 4.10c, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d**

**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 3.3 The teacher candidate will demonstrate their understanding of the middle level teachers’ knowledge, skills, and dispositions and cite references accurately. TAC 1.5s, 2.2s, 3.1s;

Element B: Middle Level Organization and Best Practices
SLO 3.4 The teacher candidate will develop and implement classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.
SLO 3.5 The teacher will demonstrate their ability to work in academic teams and departmental teams.

SLO Assessment 2: Journals/Discussions
Planning, Instruction, and Assessment Commentaries.

PLO 4: The teacher candidates will understand, use, and reflect upon 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)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies
SLO 4.6 The teacher candidates will demonstrate their ability to differentiate instruction for ELL, Special Education, and GT students;

Journals/Discussions
Planning, Instruction, and Assessment Commentaries.

Benchmark Assessment II: Work Sample

Element C: Middle Level Assessment and Data-formed Instruction
SLO 4.7 The teacher candidates will be able to utilize pre/post assessment in their lessons and illustrate student progress through technology (Excel/Charts) TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c

Planning, Instruction, and Assessment Commentaries.

Benchmark Assessment II: Work Sample TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c

SLO 4.8 The teacher candidates will familiarize themselves with formal assessments (i.e. STAAR, AEIS Reports, Benchmark Assessments) used in Texas Middle Schools.

SLO Assessment 3: Assessment Activities

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)

Element A: Professional Roles of Middle Level Teachers
SLO 5.9 The teacher candidates will demonstrate a knowledge of professional organizations and the opportunities for professional development those organizations provide and communicate that information effectively to peers using digital age media and formats. TAC 1.2K, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s; ISTE 2b, 3c, 3d, 5a;

SLO 5.10 The teacher

SLO Assessment 4: Presentation on Professional Organizations: TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s; ISTE 2b, 3c, 3d, 5a

SLO 5.11 The teacher candidates will demonstrate their ability to engage in practices and behaviors that develop their competence as professionals. TAC 5.8k; ISTE 2a

SLO Assessment 6: Professional Development Documentation TAC 5.8k; ISTE 2a

Element D: Dispositions and Professional Behaviors
SLO 5.12 The teacher candidates will demonstrate their ability to reflect on their classroom practices, dispositions, and middle level philosophy. TAC 4.11s; ISTE 2d

School Law Discussions
School Law Quiz
Benchmark Assessment II: Work Sample TAC 4.11s; ISTE 2d

Special Education Program Learning Outcomes and Student Learning Objectives:

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. (CEC 1)

- Element 1 Candidates practice within ethical guidelines and legal policies and procedures.
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.

Element 1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs.

Element 1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for learners with exceptionalities. (CEC 3)

Element 1 Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate. (CEC 4)
• **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.

SLO 4.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 2.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 4.3 Assessment - Observations
SLO 4.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

**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. (CEC 5)

• **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.

SLO 5.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.3 Assessment - Observations
SLO 5.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• **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.

SLO 5.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.3 Assessment - Observations
SLO 5.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• **Element 5** Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

SLO 5.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.3 Assessment - Observations
SLO 5.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• **Element 6** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

SLO 5.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 5.3 Assessment - Observations
SLO 5.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

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

SLO 6.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 6.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 6.3 Assessment - Observations
SLO 6.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• 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. (CEC 7)

• 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.

SLO 7.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.3 Assessment - Observations
SLO 7.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• 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.

SLO 7.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.3 Assessment - Observations
SLO 7.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

• 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.

SLO 7.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.3 Assessment - Observations
SLO 7.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

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

SLO 7.1 Assessment – Reflective Journals (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.2. Assessment – Work Sample (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
SLO 7.3 Assessment - Observations
SLO 7.4 Assessment - Field Experience Rubric (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Journals (1-7) (10 points each) 70 points
2. EdTPA Sample Commentary Evaluations (20 each) 60 points
3. EdTPA Self Commentaries (20 each) 60 points
4. Rationale 30 points
5. Professional Organization Presentation/Discussion 50 points
6. Professional Development Documentation 50 points
7. Core Value Activity 20 points
8. Resume' 20 points
9. Quizzes 7 (10 points each) 70 points
11. School Law Quiz 20 points
12. Practice Certification Test Evidence 50 points
13. Letter to mentor teacher 25 points
14. Professionalism (5 points per class session) 140 points

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.

V. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time. The work listed for the week is due on the following Monday at 11:59 p.m. otherwise specified.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Course Overview</td>
<td>Syllabus, Handbook, EdTPA Intro</td>
<td>• Letter to Mentor</td>
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<td>Aug. 26</td>
<td>Planning</td>
<td>EdTPA Task 1 – Context for</td>
<td>• In class activities</td>
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<td>Learning Rationale</td>
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<td>Sept. 1</td>
<td>Differentiation</td>
<td>Differentiation Sliver Chapters</td>
<td>• Journal 1 – Differentiation</td>
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<td>4</td>
<td>• Quiz/Kahoot 1</td>
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<td>Sept. 3</td>
<td>Differentiation</td>
<td>Silver Chapter 5</td>
<td>• In class Activities</td>
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<td>Sept. 7</td>
<td>Research and Theorists</td>
<td>Read Handouts provided</td>
<td>• Journal 2 – Using your knowledge to plan instruction.</td>
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<td>• Quiz/Kahoot 2</td>
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<td>Sept. 9</td>
<td>Adolescent Learners</td>
<td>School Law Chapter 1</td>
<td>• In class Activities</td>
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<td>Sept. 14</td>
<td>Planning Assessment</td>
<td>Read handouts provided</td>
<td>• Journal 3 – Assessment</td>
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<td>• Quiz/Kahoot 3</td>
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<td>Sept. 16</td>
<td>Planning Assessment</td>
<td>School Law Chapter 2</td>
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<td>Sept. 21</td>
<td>Planning – EdTPA</td>
<td>Materials provided in class</td>
<td>• Quiz/Kahoot 4</td>
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<td>Task 1 Sample Review</td>
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<td>• Team evaluation of sample plan – EdTPA Task 1 – Rubrics 1, 2, 3, 4, 5.</td>
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<td>Date</td>
<td>Activity</td>
<td>Materials Provided</td>
<td>Additional Information</td>
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<tr>
<td>Sept. 23</td>
<td>Work with group on your own Commentary Prompts</td>
<td>Materials provided in class</td>
<td>• Your rationale/commentary response EdTPA Task 1 – address all commentary prompts - Rubrics 1, 2, 3, 4, 5.</td>
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</tbody>
</table>
| Sept. 28  | Assessment - EdTPA Task 2 Introduction Video Clip Instructions            | Materials Provided. School Law Chapter 4. | • Submit your Task 1 Review  
• Submit your Context for Learning and Task 1 Commentary. |
| Sept. 30  | Professional Organization Presentations                                  | Materials Provided. | • Quiz/Kahoot 5  
• Professional Organization Presentations in class. |
| Oct. 5    | Learning Environment                                                     | Silver Chapters 1 and 2 | • Submit Video Clip as soon as you have finished your work sample lesson. |
| Oct. 7    | Classroom Management                                                     | School Law Chapter 5 | • In class Activities |
| Oct. 12   | Engagement                                                               | Silver Chapters 6 and 7 | • Quiz/Kahoot 6 |
| Oct. 14   | Deepening Student Learning                                               | Materials Provided School Law Chapter 6 | • Journal 5 Cooperative Learning  
• Submit a 10 minute clip of work sample lesson if you have not already done so. |
| Oct. 19   | Instruction – EdTPA Task 2 Review                                        | Materials provided | • Team evaluation of Sample Plan Task 2 addressing rubrics 6, 7, 8, 9, 10. |
| Oct. 21   | Work with team on your lesson plan/video Task 2                          | School Law Chapter 7 | • Submit your lesson plan and video into Stream with your commentary responses. Must address rubrics 6, 7, 8, 9, 10. |
| Oct. 26   | Assessment Introduction EdTPA Task 3                                    | Rubrics 9 and 10 School Law Chapter 7 | • Submit team evaluation of Task 2 Sample  
• Submit your Task 1 commentary of work sample lesson. |
| Oct. 28   | Assessment – EdTPA Task 3                                                | Materials Provided School Law Chapter 8 | • In Class Activities |
| Nov. 2    | Analysis of Student Learning                                             | Materials Provided | • In Class Activities |
| Nov. 4    | Teaching Effectiveness                                                   | School Law Chapter 9 | • In Class Activities |
| Nov. 9    | Providing Quality Feedback                                               | Materials provided | • In Class Activities |
| Nov. 11   | Student response to feedback                                             | Materials Provided School Law Chapter 10 | • In Class Activities |
| Nov. 16   | Assessment – Review of EdTPA Task 3 Sample.                              | Materials Provided | • Team evaluation of EdTPA Task 3 Samples. Review with Rubrics 11, 12, 13, 14, 15. |
| Nov. 18   | Work with your peer on your work samples                                 | Bring your lesson plans and other materials | • Write your final portion using the assessment data from your won lesson. Address EdTPA rubrics and commentaries for Task 3 – rubrics, 11, 12, 13, and 14. |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


2. *This we believe: Keys to educating young adolescents* (2010). Westerville, Ohio: Association of Middle Level Education. ISBN# 978-1-56090-232-4


4. [www.CertifyTeacher.com](http://www.CertifyTeacher.com) If you choose Certify Teacher you will need to purchase the Test Preparation package NOT the Study Guide. If you use your @Jacks email you can use the promotional code JACKS4728 to receive a discount. Certify Teacher will cost $35 for 35 days access. You may renew your access after the 35 days are up for free up to 9 times.

   OR

   [www.240Tutoring.com](http://www.240Tutoring.com) If you choose 240 Tutoring you will need to use the following invitation link [https://study.240tutoring.com/subscribe/SFASUopd](https://study.240tutoring.com/subscribe/SFASUopd). If you do not use the invitation link your account will not be attached to SFA and it will delay your test clearance. 240 Tutoring costs $20 per month.

5. In this course you must purchase and 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. FEM must be purchased from [www.LiveText/Watermark.com](http://www.LiveText/Watermark.com) for a fee of $18.00 for a multiple year subscription.

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](mailto:SFALiveText@sfasu.edu). Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail [LiveText@sfasu.edu](mailto: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


*This we believe: Keys to educating young adolescents* (2010). Westerville, Ohio: 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)**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.

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 TEExES exams (additional information available at www.texes.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 state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

IX. Other Relevant Course Information:

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.