I. **Course Description:** The lab will provide field-based opportunities for candidates to apply strategies and practices discussed in SEED 4150. Co-requisite to SEED 4250. Prerequisites: HMS 2302, SED 3370, SED 3371, and SED 3372 and admission to Teacher Education.

This course seeks to provide **30 hours** of sustained field experience opportunities in local schools and in the community for pre-service teacher candidates in order to apply the knowledge and skills of effective instructional and classroom management practices to an actual secondary classroom setting. Teacher candidates observe and interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds and teach lessons in secondary classrooms. This course is a prerequisite for Clinical Practice (Student Teaching).

This course includes a critical assignment related to accountability and accreditation. The field-based hours will be documented in the Field Experience Module (FEM) of LiveText, the data management system of the College of Education.

**Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course supports the [Perkins College of Education Core Values](#), with particular attention to:

- Critical, reflective, and creative thinking
- Life-long learning
- Collaboration
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Service that enriches the community

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.
Program Learning Outcomes:
- The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
- The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
- The candidate will design an effective classroom management plan for diverse learner centered educational settings.
- The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Candidate Learning Outcomes:
- The candidate will apply the knowledge and skills of effective instructional, assessment, and classroom management practices to an actual secondary classroom setting.
- The candidate will effectively interact with practicing teachers and secondary students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds by teaching lessons in secondary and/or elementary classrooms.

III. Course Assignments, Activities, Instructional Strategies, use of Technology (due dates TBD):

Clinical and field-based hours:
- Accurate and complete documentation of ≥ 30 clinical hours in both a paper log and in a digital log in LiveText (50%)
- Final written reflection discussing what you learned and applications for future practice (20%)
- Mid-term checkpoint: submission of documentation of at least 10 hours and mid-term reflection (20%)
- Mentor teacher’s evaluation of each candidate’s performance in the school-based site (10%)

Documentation of clinical hours must be completed in the LiveText FEM (Field Experience Module) in order to receive credit for the course.

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

LATE WORK
All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work will not receive feedback and will receive a reduction in grade.
IV. Evaluation and Assessment (Grading):
Candidate grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your placement site asks for you to be removed
- You violate state or federal law
- You violate school and/or district policy
- You violate university policy
- Any other egregious acts of non-professional behavior
- You accumulate 5 absences in your mentor’s class

**Candidates must successfully complete the internship program of SEED 4240 and SEED 4150 (lab), making a grade of “C” or higher in each course and fulfilling the 50-clock hour requirement as well. If they do not, they are required to re-take the Internship and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.

V. TENTATIVE COURSE CALENDAR (see course timeline and due dates in D2L):
Candidates will agree upon scheduled times to complete school-based hours with their mentor teacher and with Dr. Olson Beal. Candidates need to plan on completing approximately 3 hours a week at their assigned school and/or with their assigned teacher. Dates with * indicate SFA on-campus class meetings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Deadline / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26*</td>
<td>All clinical site paperwork completed and submitted</td>
</tr>
<tr>
<td>9/2*</td>
<td>Visit from Clinical Experience Coordinator</td>
</tr>
<tr>
<td>9/9*</td>
<td>Tentative - visit NHS campus</td>
</tr>
<tr>
<td>9/13-9/17</td>
<td>Begin clinical hours at NHS</td>
</tr>
<tr>
<td>9/15</td>
<td>Clinical teaching applications due (mySFA)</td>
</tr>
<tr>
<td>9/16*</td>
<td>TBA</td>
</tr>
<tr>
<td>10/15</td>
<td>Mid-term checkpoint: Must submit documentation of 10 completed clinical hours and a written reflection</td>
</tr>
<tr>
<td>11/19</td>
<td>Goal: 25 clinical hours</td>
</tr>
<tr>
<td>12/3</td>
<td>Video lesson link and reflection</td>
</tr>
<tr>
<td>12/3</td>
<td>Mentor evaluation complete</td>
</tr>
</tbody>
</table>
VI. Readings:

Readings will be assigned via D2L

Research-based literature supporting the course content:


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 COE 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: Found at http://www.sfasu.edu/policies/

A. 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.

Because of the ongoing increase in COVID-19 cases, if you have COVID-19 symptoms (use this CDC self-assessment), email me through D2L before class and STAY HOME.

In addition, if you have to miss a day/time when you were scheduled to be at NHS, email me through D2L AND email your mentor teacher before the absence. You will have to make up the missed hours.

B. LiveText

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 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.

LiveText Field Experience Module (F.E.M.) is used for field experiences, practica, and internships to document the offsite experiences.

C. 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/

D. 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).

E. Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

F. 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.

G. Student Mental Health
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  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
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

**H. COVID Safety Protocols**

As of August 1, 2021, Stephen F. Austin State University has returned campus pandemic safety protocols to Status 1 (Normal Operations). This change follows Texas Governor Greg Abbott’s Executive Order GA-38 as well as evolving guidelines produced by the CDC and state mandates.

We strongly encourage everyone who can to get vaccinated, wear a mask in public indoor settings, frequently wash hands, and maintain physical distance when possible. Though these precautions are not required, actions like these are known to be effective in reducing the spread of COVID-19.

Four things to know as we return to campus this fall:

- Students and employees are strongly encouraged to get vaccinated for COVID-19. Find a vaccination site by visiting vaccine.gov.
- Students and employees who are vaccinated should complete the voluntary vaccine reporting survey in mySFA.
- Students and employees should stay home when they are feeling sick or have symptoms related to COVID-19.
- Students and employees who test positive for COVID-19 must report their positive test in mySFA.

While many protocols have been eased, pandemic resources remain available. We continue to monitor the situation in our region, as well as the state as a whole. Additional guidance and FAQs can be found at www.sfasu.edu/covid19.

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

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.