I. Course Description: This course will provide a foundational understanding, both theoretical and practical, of the essential elements of educational assessment with a focus on diverse populations. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners, including: diagnostic, self and peer assessment, alternative, authentic, formative, summative, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation.

This course includes a critical assignment related to accountability and accreditation. The Assessment Analysis assignment will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

Course Justification: SEED 4250 (2 credits) meets twice each week in 50-minute segments for 15 weeks. Outside of class work includes reading assignments, written reflections, critical evaluation of existing classroom assessments, and creation of various types of classroom assessment. Outside activities average a minimum of six hours each week for 15 weeks.

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 fulfills the following university and program learning outcomes:

Perkins College of Education Core Values

In the Perkins College of Education, we value and are committed to the following core values, which are reflected in course assignments:

- 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.
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:**
1. The candidate will create an assessment portfolio that includes authentic, alternative and performance assessments. (TEKS Training)
2. The candidate will develop unit and lesson plans with appropriate relevant assessments. (TEKS Training)
3. The candidate will critically evaluate research and readings connected to assessments.

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

**A. Readying Work (15%)**

Before each class meeting, teacher candidates will submit their Readying Work to the appropriate dropbox in D2L. Readying work will prepare students for class discussions and activities, and demonstrate knowledge, understanding, and skill development.

Each student can earn 0-3 points for their readying work for each class period:
- 3 = correct responses to questions/activities, demonstrated thorough understanding and preparation
- 2 = some correct responses, some demonstration of understanding and preparation
- 1 = incorrect or incomplete responses, little demonstration of understanding and preparation
- 0 = did not submit

We have 26 class meetings (not including the first week’s Tues. and Thurs. meetings) X 3 max points per meeting = 78 points possible

**Student’s Readying Work points / 78 points possible = Readying Work Grade**

**B. Attendance and Engagement (15%)**

Due to the social constructivist nature of our course it is expected that all teacher candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Engagement will be documented each class period via the engagement folder that will be provided to you. Candidates can earn 0-3 points each class period for class engagement, which could include completing an entrance or exit tickets, engaging in a partner or group activity, etc.

Candidates will be allowed **TWO absences per semester (known as “personal days“)**; advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first two), candidates will earn a full letter grade deduction from their final course grade. After two absences (not
including your “personal day”), a program continuation meeting will be called between professors and the teacher candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete it could result in grade penalties.

**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.**

*This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the teacher candidate; it is the responsibility of the teacher candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.*

B. **Assessment Work Samples (20%)**
- Candidates will complete *samples of assessment types* studied in the class, personalized for your grade level and content area. Assessment types may include, but will not be limited to: authentic, performance, alternative, formative, summative, etc.
- *Analysis of a school’s Annual Report Card.* Your analysis will consist of your overall impression of the district report card, including critique of the system and a more in-depth analysis of the campus for your field placement to include STAAR results (including disaggregated data).

C. **edTPA Prep Assignments (40%)**
- Context for Learning for your internship placement (edTPA Task 1) – see here for details
- Video Lesson and Reflection
- Work Sample (details will be provided in D2L) – edTPA Task 3

Each candidate will analyze assessment(s) during their observations in local schools and write a reflective analysis. Details will be shared at the appropriate time. (TEKS Training)

D. **Community Show-Ups &Professional Development hours (10%)**

Candidates will participate in and document 5 hours of community show-ups and professional development experiences to prepare you to be more effective teachers:

- school-based and community-based activities - to help you see connections between families, schools, and the community, and to better enable them to know the people and community in which they teach
- professional development opportunities – to help you engage as a (future) professional educator

I will provide notice of local opportunities in our D2L course. If you learn of an opportunity that you want to engage in, please email me through D2L to get approval to get course credit for it before attending.

**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 font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written assignments will be returned and resubmitted with appropriate corrections before credit is earned.

If you’re still reading this, use the D2L email tool to send me the name of your favorite TV show when you were a kid.

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

**LATE WORK:**

Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 48-hour grace period for late work acceptance with no grade deduction. This applies to all work with the exception of Readying Work, which must be turned in at the beginning of each class period. Late work submitted after this period will be accepted at the instructors’ discretion based on the student’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in-class engagement assignments cannot generally be made up. **It is the responsibility of the candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional discretion of the professors.**

**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 4250 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):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Aug 24</td>
<td>Intro to course / semester</td>
<td></td>
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<tr>
<td>Thurs., Aug 26</td>
<td>Syllabus</td>
<td></td>
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<tr>
<td>Tues., Aug 31</td>
<td>What is assessment? What is its purpose?</td>
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<tr>
<td>Thurs., Sept 2</td>
<td>Ethics / TEA / FERPA</td>
<td></td>
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<tr>
<td>Tues., Sept 7</td>
<td>Achievement Gap</td>
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<tr>
<td>Thurs., Sept 9</td>
<td>TAPR report / TEA data</td>
<td>Analysis of school report card</td>
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<tr>
<td>Tues., Sept 14</td>
<td>History of Assessment / Misuses of Assessment</td>
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<tr>
<td>Thurs., Sept 16</td>
<td>Working to Eliminate Assessment Blas</td>
<td></td>
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<tr>
<td>Tues., Sept 21</td>
<td>Types of Assessment / Backwards Design</td>
<td></td>
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<tr>
<td>Thurs., Sept 23</td>
<td>Race / class / gender: Assessment considerations</td>
<td></td>
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<tr>
<td>Tues., Sept 28</td>
<td>Race / class / gender: Assessment considerations</td>
<td></td>
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<tr>
<td>Thurs., Sept 30</td>
<td>Culturally responsive assessment</td>
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<tr>
<td>Tues., Oct 5</td>
<td>Formative Assessment</td>
<td></td>
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<tr>
<td>Thurs., Oct 7</td>
<td>Formative Assessment</td>
<td>Formative Assessments</td>
</tr>
<tr>
<td>Tues., Oct 12</td>
<td>ELLs: Assessment considerations</td>
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<tr>
<td>Thurs., Oct 14</td>
<td>ELLs: Assessment considerations</td>
<td>Context for Learning</td>
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<td>Tues., Oct 19</td>
<td>Summative Assessment</td>
<td></td>
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<tr>
<td>Thurs., Oct 21</td>
<td>Summative Assessment</td>
<td></td>
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<tr>
<td>Tues., Oct 26</td>
<td>Summative Assessment</td>
<td>Objective Test</td>
</tr>
<tr>
<td>Thurs., Oct 28</td>
<td>SPED: Assessment considerations (ARD meetings)</td>
<td></td>
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<tr>
<td>Tues., Nov 2</td>
<td>Performance Assessment &amp; Rubrics</td>
<td></td>
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<tr>
<td>Thurs., Nov 4</td>
<td>Effective Feedback</td>
<td>Video Lesson and Reflection</td>
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<tr>
<td>Tues., Nov 9</td>
<td>Grading / Zero-Grading Policy</td>
<td>Rubric Sample</td>
</tr>
<tr>
<td>Thurs., Nov 11</td>
<td>SPED: Assessment considerations (504, RTI, accommodations, modifications)</td>
<td>Modified Summative Assessment</td>
</tr>
<tr>
<td>Tues., Nov 16</td>
<td>Grading: Effort vs. performance</td>
<td>Work Sample Draft</td>
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<td>Thurs., Nov 18</td>
<td>Self-assessment</td>
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<td>Nov. 22-26</td>
<td>HOLIDAY BREAK</td>
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<tr>
<td>Tues., Nov 30</td>
<td>TBD</td>
<td>Community Engagement &amp; Prof Dev Log</td>
</tr>
<tr>
<td>Thurs., Dec. 2</td>
<td>Wrap-up</td>
<td>Final Work Sample</td>
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<tr>
<td>Thurs., Dec. 9</td>
<td>Final Meeting: 8:00-10:00 a.m.</td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings:

CliffsNotes Guide to the EdTPA assessment by Jane Burstein
ISBN-10: 0544466314

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.

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.


J. Teacher Certification: To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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/.

1. 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.

2. 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:

A. Students experiencing food insecurity:

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201: http://sfasu.edu/studentaffairs/1319.asp

B. Students with DACA status:

Letter from (former) President Pattillo, SFASU (Fall 2017)

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring,
Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President

C. CHILDREN IN CLASS

Parents and caregivers deserve access to education. There may be times when students’ children need to be present in class. The following guidelines apply to those situations:

1) Breastfeeding babies and children of all ages are welcome during class sessions.
2) Do not take any photos, audio, or video of any children in class. Students who do so are subject to censure.
3) All students are encouraged to support and respect caregivers as they occasionally have to tend to their children’s needs during class.
4) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.
5) This policy does not apply to students caring for babies and children that are not their own (e.g., babysitting as part of a job).