Department of Education Studies
MLGE 3301.642
The Adolescent Learner
3 Credit Hours
Fall 2023

**Instructor:** Summer Koltonski, Ph.D.
**Course Time & Location:** 100% online in D2L
**Office:** ECRS 201
**Office Phone:** 936-468-1215
**Credits:** 3 hours
**Email:** Use D2L email within the MLGE 3301 course

**Office Hours:** MW 10:30 a.m. -1:00 p.m.
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

**Prerequisites:** None. It is recommended that you take MLGE 3301 and MLGE 3201 concurrently.

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

**Course Justification:** The Adolescent Learner typically meets twice each week (Monday/Wednesday) in 75 minute segments for 15 weeks. This version of the MLG 400 course contains content requiring students to engage independently in reading module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read. There are two major projects in the course. Students are required to complete 10 service learning hours in a local middle school, interview a student three times, and write four reflection papers. There is also a group project that requires students to work together outside of class to prepare the paper and presentation. For every credit hour the student should expect two hours of class preparation outside of weekly class meetings.

**PCOE 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/Standards Addressed:** This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. 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.

Program Learning Outcomes and Student Learning Outcomes: Middle Level Grades

PLO 1 The teacher candidates will demonstrate understanding of the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1)

- **Element A: Knowledge of Young Adolescent Development**
  - SLO 1.1 Candidates will develop an understanding of the physical, cognitive, social including cultural/socioeconomic differences, and emotional development of the early adolescents and analyze the influence of peers, family, home, school, community and media on adolescent development. (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.1 Assessment – PLO 1 Middle Level Assessment Pre (SPA#6)
    - SLO 1.1.2 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.3. Assessment - Service Learning/Case Study Project (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.4 Assessment - Midterm Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)  
    - SLO 1.1.5 Assessment - Middle School Autobiography Assignment
  - SLO 1.2 Candidates will identify at-risk behaviors, their antecedents, their prevention, and appropriate responses to them (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.1 Assessment - Service Learning/Case Study Project (same as SLO 1.1.3) (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.2 Assessment - Weekly Reflections (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.3 Assessment - Final Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

PLO 3 The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. (AMLE 3)

- **Element A: Middle Level Philosophical Foundations**
SLO 3.1 Candidates will understand the structure of the educational system and major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

- SLO 3.1.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).
- SLO 3.1.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
- SLO 3.1.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

Element B: Middle Level Organization and Best Practices

- SLO 3.2 Candidates will investigate social and health services available for adolescents and the effects of social and educational diversity on the development and education of adolescents (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

- SLO 3.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).
- SLO 3.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
- SLO 3.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

Special Education

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

- Element 2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
  - SLO 2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
  - SLO 2.2. Assessment - Service Learning/Case Study Project (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
  - SLO 2.3 Assessment - Midterm Exam (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS4A I, iii)
  - SLO 2.4 Assessment - Middle School Autobiography Assignment

PLO 6: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. (CEC 6)
● Element 1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
  ○ SLO 6.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).
  ○ SLO 6.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
  ○ SLO 6.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

● Element 2 Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.
  ○ SLO 6.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).
  ○ SLO 6.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
  ○ SLO 6.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiiii).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology

<table>
<thead>
<tr>
<th>QUizzes (100 pts)</th>
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<tbody>
<tr>
<td>Getting Started Quiz</td>
<td>10 pts</td>
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<tr>
<td>Module Quizzes 1-9</td>
<td>90 pts</td>
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<thead>
<tr>
<th>Discussions (10 pts)</th>
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<tbody>
<tr>
<td>Discussion Board 1: Getting Acquainted</td>
<td>10 pts</td>
</tr>
<tr>
<td>Discussions 1-9</td>
<td>90 pts</td>
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<thead>
<tr>
<th>Dropbox Assignments (335 pts)</th>
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<tbody>
<tr>
<td>Middle School Autobiography</td>
<td>20 pts</td>
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<tr>
<td>Service Learning Case Study Background Check and/or Service Agreement</td>
<td>25 pts</td>
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<tr>
<td>Service Learning Case Study Paper - Interview 1 with Reflection</td>
<td>25 pts</td>
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<tr>
<td>Service Learning Case Study Paper - Interview 2 with Reflection</td>
<td>25 pts</td>
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<tr>
<td>Service Learning Case Study Paper - Interview 3 with Reflection</td>
<td>25 pts</td>
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<tr>
<td>Service Learning Case Study Paper - Final Reflection and Complete Paper</td>
<td>25 pts</td>
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<tr>
<td>Guided Notes</td>
<td>50 pts</td>
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<tr>
<td>ASSIGNMENT</td>
<td>POINTS</td>
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<tr>
<td>Zoom Session</td>
<td>25 pts</td>
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<tr>
<td>Group Project and Presentation</td>
<td>100 pts</td>
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<tr>
<td>Midterm Exam</td>
<td>50 pts</td>
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<tr>
<td>Final Exam</td>
<td>50 pts</td>
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IV: Evaluation and Grading

The majority of these assignments are based on the professionalism of the teacher candidates and require the communication skills, organization and thoughtful planning to be demonstrated as evidence of their growth through the EPP program. There are associated rubrics embedded in the D2L course.

90-100% = A  
80-89% = B  
70-79% = C  
≤ 69% = F

V. Tentative Course Timeline

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the Course News. All times are listed in Central Standard Time (CST). The work listed for the week is due on the following Sunday at 11:59 PM unless otherwise stated.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Activities and Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Modules</td>
<td>● Read “Before Class Begins”, the syllabus and APA module content</td>
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<tr>
<td>Aug. 28 – Sept. 3</td>
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<td>● Take Get Started Quiz</td>
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<td>● Complete the Get Acquainted Discussion Board</td>
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<td>● Submit your Service Learning</td>
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<td>● Agreement and/or Background Check Paperwork Wednesday, January 25 at 11:59 PM</td>
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<td>● Zoom Session for all (MANDATORY) on Thursday, Sept. 7th at 4:00 PM</td>
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<tr>
<td>Week 2</td>
<td>Module 1: Middle Level Education, Philosophy, and History</td>
<td>● Zoom Session for all (MANDATORY) on Thursday, Sept. 7th at 4:00 PM</td>
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<td>Sept. 4 – Sept. 10</td>
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<td>● Read module content and assigned readings (Powell - Chapter 1)</td>
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<td>● Complete the Get Acquainted Discussion Board</td>
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<tr>
<td></td>
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<td>● Complete Discussion 1</td>
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</tbody>
</table>
| Week 3 | Sept. 11 – Sept. 17 | Module 1: Middle Level Education, Philosophy, and History (continued) | ● Read module content and assigned readings (Powell - Chapter 1)  
● Complete Quiz 1  
● Submit your **Service Learning Agreement and/or Background Check Paperwork** by Wednesday, January 25 at 11:59 PM  
**EPP Screening Essay due Sept. 15** |
| --- | --- | --- | --- |
| Week 4 | Sept. 18 – Sept. 24 | Module 2: Adolescent Development | ● Read module content and assigned readings  
● Complete **Middle Level Autobiography**  
● Complete Quiz 2  
● Complete Discussion 2 |
| Week 5 | Sept. 25 – Oct. 1 | Module 3: Adolescent Theorists | ● Read module content and assigned readings  
● Complete Quiz 3  
● Complete Discussion 3  
Schedule Case Study Interview |
| Week 6 | Oct. 2 – Oct. 8 | Module 4: Diversity Among Middle Level Students | ● Read module content and assigned readings  
● Complete Quiz 4  
● Complete Discussion 4  
● Submit **Case Study Interview 1 to Dropbox**  
● Schedule Case Study Interview 2 |
| Week 7 | Oct. 9 – Oct. 15 | Module 5: Societal Context of Middle Level Education | ● Read module content and assigned readings  
● Complete Quiz 5  
● Complete Discussion 5  
Submit **Case Study Interview 2 to Dropbox** |
| Week 8 | Oct. 16 – Oct. 22 | Midterm | ● Catch up on any missing work  
**Complete midterm exam open from 8:00 AM Monday October 10 - Sunday, October 16, 11:59 PM**  
Schedule Case Study Interview 3 |
| Week 9 | Oct. 23 – Oct. 29 | Module 6: Group Paper and Presentation | ● Sign up for a Group  
● Contact your group and begin planning  
● Read module content and assigned |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Services Learning Case Study</th>
<th>Complete the final section for your case study and submit <strong>Service Learning Case Study to Dropbox</strong> with the <strong>Attendance Log signed by the Mentor Teacher</strong></th>
</tr>
</thead>
</table>
|  Oct. 30 – Nov. 5 | Module 8: Maintaining a Positive, Productive Learning Environment |  Read module content and assigned readings  
● Complete **Discussion 7**  
● Complete Research for Group Project |

| Week 11 | Module 8: Maintaining a Positive, Productive Learning Environment (continued) | Read module content and assigned readings  
● Complete **Quiz 7**  
● Complete Research for Group Project |
|----------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Nov. 6 – Nov. 12 | Module 9: Citizenship and Civility in the Middle Grades | Read module content and assigned readings  
● Complete **Quiz 8**  
● Complete **Discussion 8**  
● Create training and guided notes for group project |
| Week 12  | Thanksgiving Break | |
### Week 13
**Nov. 27 – Dec. 3**

**Module 10:**
Relationships and Realities of Middle Level Education

- Read module content and assigned readings
- Complete **Quiz 9**
- Complete **Discussion 9**
- **Film and post group projects to Discussion Board**

### Week 14
**Dec. 4 – Dec. 10**

**Project**

- View trainings on discussion board, complete 2 guided notes
  - Submit guided notes to Dropbox

### Week 15
**Dec. 11 – Dec. 15**

**Finals Week**

Final Examination opens Dec. 11 and closes on Dec. 13 at 11:59 PM

### VI. Readings


### References

AMLE Research Summaries

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


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

### Required Technology

This course will be delivered through the university’s Learning Management System (LMS), Brightspace by D2L. 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/video are submitted as hyperlinks.** All other submitted files must be in PDF or Word format.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information
IX. Resources

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

Additional Information Specific to Educator Preparation

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program
provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in D2L. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus or course requirements need to be addressed by students when the syllabus is received.