Department of Education Studies
SEED 4350.002
Assessment for Diverse and Contemporary Classrooms
Fall Semester 2023

Instructor: Dr. Kevin L. Jones
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Office Phone: 936-468-4074

Course Time and Location:
4250 Tuesdays and Thursdays 8:00am – 8:50am
Room 215 ECRC

Office Hours: Mondays 10:00am – 12:00pm;
Wednesdays 8:00 am - 11:00 am; by appt as needed

Credits: 3 semester credit hours (4350)

Course modality: in-person at SFA campus, 30 face to face hours of observation in public school per TEA requirement

Prerequisites: Varies by content area, admission to Educator Preparation Program.

I. Course Description: This course will provide a foundational understanding, both theoretical and practical, of educational assessment with a focus on diverse populations. Scholars will examine tools for assessments and provide applications of assessments in music education. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including placement, diagnostic, self and peer assessment, alternative, authentic, and assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SED 450L.

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

Course Justification: SEED 4350 Assessment for Diverse and Contemporary Classrooms (3 credits) meets once or twice each week for 75 minutes for 15 weeks and includes assessments. Outside of class work includes weekly readings, assignments, formative assessments, lesson plans, and reflection writing assignments. These outside requirements average a minimum of 10 hours each week for 15 weeks. The class also requires 30 in person hours outside of the classroom to be spent in Texas Public Schools as a certification requirement of Texas Education Code for pre-service teachers prior to Clinical Teaching.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Commissioner Teacher Standards</th>
<th>ELPS</th>
<th>PPR</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 4350</td>
<td>Assessment for Diverse and Contemporary Classrooms</td>
<td>Std 1 A ii-iii, B i-iii, C i-iii, D i-iii, E i-iii, F i-iii, Std 2 A i-iii, B i-iii, C i-iii, Std 3 A i-iii, B i-iii, C i-iii; Std. 4 A i-iii, B i-ii, C i-iii, D i-iv; Std 5 A i-ii, B i-iii, C i-ii, D i-ii; Std 6 A i-iii, B i-ii, C i-ii, D i-iii, b 1-4, c 1 a-h, c 2 a-i, 3 a-j, 4 a-k, 5 a-g, d 1-6, 1.3-1.29k, 1.1 s- 1.29s, 2.4k, 2.5k, 2.1 -2.5 s, 2.18 s-2.21 s, 3.1k-3.16k, 3.1 s-3.20 s, 4.1k-4.18k, 4.1s-4.19s</td>
<td>1.3-1.29k, 1.1 s- 1.29s, 2.4k, 2.5k, 2.1 -2.5 s, 2.18 s-2.21 s, 3.1k-3.16k, 3.1 s-3.20 s, 4.1k-4.18k, 4.1s-4.19s</td>
<td>2.1a-2.1c, 2.2a-c, 2.3 a-d, 2.4 a-d, 2.5a-c, 2.6 a-d, 2.7 a-c</td>
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Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. 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.
2. The candidate will develop unit and lesson plans with appropriate relevant assessments.
3. The candidate will critically evaluate research and readings connected to assessments.

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

A. Mandatory 30 hours of public school observation Required by TEA before Clinical Teaching (Failure to log this in Q classroom and also on the paper form will result in an automatic F for this course, and inability to enroll in Clinical Teaching). **TAC 22.35 b 1**

B. Course Expectations And 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.). Students who use fake news websites, religious texts, or conspiracy theories in their written material will be asked to redo their assignments with support from scholarly research sources.

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.

This class is a Mastery Learning class. That means most major assignments have a revise and edit option for you to get more points if you so desire. You will also be asked to redo assignments that do not meet minimum criteria for quality.

Candidates can earn an additional 1-2 points each class period for class engagement, which could include completing an entrance or exit tickets, engaging in a partner or group activity, etc.

General criteria for quality in written assignments:

1. Original work- you must come up with your own ideas and not use other peoples’ ideas without giving credit to them. Plagiarism and copying your peers ideas is not acceptable.
2. Write professionally—Teachers must be able to communicate professionally, that means using proper grammar, spelling, and sentence structure.
3. Communicate well- Poorly communicated information results in confused students and parents, if your written communication does not make sense or is confusing then it is poor quality communication.
4. Use of deficit thinking, racial slurs, homophobic or transphobic statements, harmful stereotypes or conspiracy theories is not only poor-quality writing and unprofessional, it can result in a teacher losing a job. It is not acceptable as part of professional communication and will not be tolerated in any assignment in this course.
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. Late work submitted after the due date 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 will 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.

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.

If you get more than 5 absences, you will receive an automatic grade of F for the course.

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. You must also bring a doctor’s note from the SFA clinic or your doctor confirming the positive test.**

**You may not choose to Zoom in to the class if you are sick. All classwork missed must be made up or substituted with a different assignment at the discretion of the instructor.**

*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.*
C. Assignments

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Assessment Diagnostic</td>
<td>5 pts</td>
<td>Sept 7th</td>
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<tr>
<td>Meet the District</td>
<td>5 pts</td>
<td>Sept 5th</td>
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<tr>
<td>Analysis of a school’s Annual Report Card</td>
<td>10 pts</td>
<td>Sept 24th</td>
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<tr>
<td>Action Research</td>
<td>5 pts</td>
<td>Sept 28th</td>
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<tr>
<td>Action research presentation</td>
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<td>Sept 28th</td>
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<tr>
<td>Context for Learning</td>
<td>10 pts</td>
<td>Oct 1st</td>
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<tr>
<td>Assessment analysis Data Analysis Narrative</td>
<td>10 pts</td>
<td>Oct 8th</td>
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<tr>
<td>Rubric Design</td>
<td>10 pts</td>
<td>Oct 15th</td>
</tr>
<tr>
<td>Assessment Design</td>
<td>10 pts</td>
<td>Oct 15th</td>
</tr>
<tr>
<td>Teaching Video</td>
<td>20 pts</td>
<td>Oct 29th</td>
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<tr>
<td>Lesson Plan</td>
<td>10 pts</td>
<td>Nov 5th</td>
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<tr>
<td>Video Analysis</td>
<td>5 pts</td>
<td>Nov 12th</td>
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<tr>
<td>Final Exam</td>
<td>20 pts</td>
<td>Dec 13th</td>
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<tr>
<td>Community Show-Ups &amp; Professional Development</td>
<td>5 pts</td>
<td>Throughout the semester</td>
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<tr>
<td>hours</td>
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<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
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ASSESSMENT DIAGNOSTIC
A diagnostic assessment is a tool used to collect information about students’ strengths and weaknesses in a skill area. The teacher candidate will be assessed on their current knowledge base or current views on assessment in education.

MEET THE DISTRICT
The teacher candidate will engage in critical conversations with districts present on September 5th. The teacher candidate will be provided a set of potential questions to ask school districts. Then, the teacher candidate will submit a written narrative to summary responses and experience.

ACTION RESEARCH:
The teacher candidate will complete a systematic inquiry of assessment. The teacher candidate will use students as participants to collect data on assessment and use these findings to implement an effective approach to assessment. Specifically, you will work in groups to identify 5 - 7 participants and ask specific questions (protocol) regarding assessment. Be sure to identify participants that have homogenous characteristics. Next, you will record your interview with each participant (zoom would be a great approach but not mandatory). Then, you will analyze your findings and present them to the class. You will submit a narrative of your action research (two-page maximum) and recording of interviews. Your narrative should include a description of your participants, why you chose them, what you found, and what you learned from the interview.

The teacher candidate will present their findings in class (4 minutes maximum, you will not need a PowerPoint or any other ancillary supports). You will simply present in front of the class. Your presentation should include a summary of the description of your participants, why you chose them, what you found, and what you learned from the interview. (Presentation date: September 28th).
Script for interviews:

**Must capture audio and video of permission**

(Ask for permission to record before recording and again once you start recording) Hi my name is __________ and I am an ___ education major and I would like to interview you for a class assignment regarding assessment in education. Do you mind if I record our conversation? (If they say no, you cannot submit the video). Your participation is voluntary. Would you mind answering two questions regarding assessment?

Here is the protocol:

1) What are your experiences with assessment in k-12?
2) How did your teachers include you in the assessment process (developing and implementing assessment strategies)?
3) Do you believe your experiences with assessment improved your learning? How? Or why not?
4) How did your teacher incorporate the background, identities, and experiences of you and your classmates in assessments? Was it helpful? If not, do you believe it would have improved learning?

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
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<tbody>
<tr>
<td>1 pt</td>
<td>1 = Identified 5 - 7 participants that have homogenous characteristics and maintained anonymity 0 = Identified less than 5 participants but does not have homogenous characteristics</td>
</tr>
<tr>
<td>1 pt</td>
<td>1 = followed the protocol 0 = did not follow the protocol</td>
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<tr>
<td>1 pt</td>
<td>1 = submitted 5 - 7 interviews 0.5 = submitted less than 5 videos 0 = interviews missing</td>
</tr>
<tr>
<td>1 pt</td>
<td>1 = provided a clear analysis of the findings from the interviews 0.5 = provided an analysis of the findings from the interviews but was not clear 0 = analysis missing</td>
</tr>
<tr>
<td>1 pt</td>
<td>1 = presented findings to the class in under 4 minutes 0.5 = presented findings to the class but went over 4 minutes</td>
</tr>
<tr>
<td>5 pts</td>
<td>Total</td>
</tr>
</tbody>
</table>

ANALYSIS OF A SCHOOL’S ANNUAL REPORT CARD:

Teacher candidates will use the Texas Education Agency’s website to find the 2022 School Report Card of your field placement. Then, teacher candidates will analyze 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). Finally, in one page, the teacher candidates will provide a written narrative of the analysis.
CONTEXT FOR LEARNING:
The teacher candidate will complete a Context for Learning for their internship placement site according to the requirements of the EdTPA assessment.

RUBRIC DESIGN
The teacher candidate will design a rubric to accompany the assessment and lesson in accordance with the requirements set forth by EdTPA (EdTPA Task 3, Evaluation Criteria).

ASSESSMENT DESIGN
The teacher candidate will design an Assessment for their Lesson Plan that fits the requirements of the EdTPA task 3 assessment, this will include a Formative, summative, and performance assessment (edTPA Task 3).

LESSON PLAN
The teacher candidate will write a lesson plan to practice skills required for the EdTPA Lesson Plan Assessment. Speak with your cooperating teacher about an opportunity to teach and contents of the lesson. Draft a lesson plan according to the format and template included in the course. The lesson plan should not exceed 4 pages in length. Be sure to provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). Fill out the following template for the lesson plan. Be sure to remove all instructions in the template.

ASSESSMENT ANALYSIS
The teacher candidate will complete an assessment analysis of a type of assessment from their field experience, personalized for their grade level and content area by collecting an assessment from their placement teacher. Assessment types may include, but will not be limited to: authentic, performance, alternative, formative, summative, etc. The student will also collect the assessment results of five students and submit their results with feedback to show their ability to give student feedback according to EdTPA guidelines (EdTPA task 3). The teacher candidate will submit a video of the analysis.

TEACHING VIDEO
The student will film themselves in ONE video Lesson at their placement site, for a total time of 10 minutes. The video must include feedback using appropriate (content specific) language.

VIDEO ANALYSIS
The teacher candidate will complete a Video Analysis of their Video filmed at their placement site (edTPA Task 2).

COMMUNITY SHOW-UPS & PROFESSIONAL DEVELOPMENT HOURS
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, this includes performances, concerts, UIL competitions, sports games, etc. related to the school in which the student is doing an internship.
• professional development opportunities – to help you engage as a (future) professional educator, these vary by semester and will be presented as they occur. The first opportunity is the SFA MLK Day of Service.

I will provide notice of local opportunities in our D2L course or in class. 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.

These hours will be documented through selfies taken at the experience and uploaded to the assignment folder in D2L.

FINAL EXAM
The teacher candidate will demonstrate evidence of analyzing, evaluating, and contemplating the impact of assessment in the classroom. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, content, and diverse student needs. The final exam will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this reflective process. This assignment will provide an impetus leading to reframing the situation and engaging in appropriate future assessment. Specifically, teacher candidate will create an original video illustrating the teaching philosophy they hope to bring into their classroom and one-page narrative of the following: capture the essence of what kind of teacher you will be using specific examples. Be sure to include your approach to assessment.

LUMBERJACK CAFÉ :
• Scholars will work independently or in groups to complete project-based learning.
• Sept 26; Oct 10, 19; Nov 7
• Additional days may be added at the request of the class

*Syllabus subject to change

IV. Evaluation and Assessments (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 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 The Code of Ethics and Standard Practices for Texas Educators
• 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
• You do not complete the 30 hours of observations during the semester as required by TEA

**Candidates must successfully complete the 30 hours of TEA required observing at a local public school), making a grade of “C” or higher in each course. If they do not, they are required to re-take the 4350 and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.

Appropriate Terms

You are taking this course to increase your knowledge of assessment in diverse teaching environments. As a result, there are terms are used to embrace cultural sensitivity. Many terms that you have used in the past reflect the deficit paradigm and are not culturally sensitive. I embrace the culturally responsive paradigm. It is expected that these terms be practiced and applied to your written assignments. Below is a list of terms that you are required to use in your written assignments.

a. **Students of color, faculty of color or people of color.** These terms are used instead of the term “minority.” The term “minority” should not be used in any of your writings and points will be deducted

b. **Black and White.** Black and White are written with capital letters. Writing these terms with small letters is not acceptable in any written work. Although, you may see them written with small letters in your readings.

c. **Native American.** We do not use “Indian” in the class. Although you may see it written in the text, articles, book chapters or books, you will not use the term in your assignments. Only the term, Native American, is acceptable.

d. **The “N” word.** Under no circumstances will the “N” word be used in any written work or discussion. It is derogatory and very insensitive.

V. Tentative Course Outline/Calendar: (may be adjusted by instructor as needed in case of COVID pandemic, natural disasters, or other sociocultural needs of the class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8-27</td>
<td>Syllabus, Intro&lt;br&gt;Overview&lt;br&gt;Prepare for meet the district</td>
</tr>
<tr>
<td>Week 2 9-3</td>
<td>Meet the District Sept 5th&lt;br&gt;Overview&lt;br&gt;Assessment Diagnostic (in-class)</td>
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<tr>
<td>Week 3 9-10</td>
<td>What is Evidence-based instruction?&lt;br&gt;Importance of Evidence-based instruction</td>
</tr>
<tr>
<td>Week 4 9-17</td>
<td>Review Lesson Planning&lt;br&gt;School Report Card, TAPR Report&lt;br&gt;The state of Classroom Assessment Practices&lt;br&gt;What is assessment?</td>
</tr>
</tbody>
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Revised August, 2023
Week 5 9-24  | Annual School Report Card Sept 24th  
| Lumberjack café Sept 26th  
| Action research presentation Sept 28th  

Week 6 10-1  | Kinds of Assessment  
| Theoretical Perspectives on Assessment in Diverse Classrooms  
| EdTPA Focus students and special pops within schools (Deficit vs. Asset)  
| **Context for Learning due Oct 1st**  

Week 7 10-8  | How to make a good rubric  
| Can rubrics measure everything?  
| Assessment Analysis Oct 8th  

Week 8 10-15  | Assessment Design Oct 15th  
| Rubric Design Oct 15th  
| Lumberjack Café 19th  

Week 9 10-22  | Developing Lessons with Assessments in Mind, Types of Assessment  

Week 10 10-29  | How to Analyze your video  
| Validity Theory and Fair Assessment  
| Teaching Video Due Oct 29th  

Week 11 11-5  | Culturally Responsive and Socially Responsive Assessment  
| Lesson Plan due Nov 5th  
| Lumberjack Café Nov 7th  

Week 12 11-12  | Student Engagement and Assessment  
| Analysis of Teaching Video  

Week 13 11-19  | **Thanksgiving week**  

Week 14 11-26  | Using Results to Improve Instruction  

Week 15 12-3  | What kind of teacher are you going to be?  

Exam Week  | Final Exams  

VI. Readings (Required and recommended—including texts, websites, articles, etc.):  

**Required Readings:**  

**Additional Readings:**  

Revised August, 2023


QClassroom Statement: (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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 Policy
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***

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. **Attendance is mandatory.** This course constitutes a portion of your professional preparation. **You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. Any more than 5 absences (unexcused) will result in you being dropped from the course.**

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/](http://www.sfasu.edu/disabilityservices/)

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s
ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assailing; 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.

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.

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 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

X: 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.

Revised August, 2023
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.

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. 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 SFA.

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

XI: Other Relevant Course Information:

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Your tutoring, e-mentoring, or mentoring school asks for you to be removed
• You have violated state or federal law
• You have violated The Code of Ethics and Standard Practices for Texas Educators
• You have violated school and/or district policy
• You have violated university policy
• Any other egregious acts of non-professional behavior
• You have accumulated 5 unexcused absences in this class

**Note- Students in the secondary and all level education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Rules for SFA Secondary Students
While Observing, Tutoring, Interning, or Completing Field Experience Hours

1. Dress and grooming should be in keeping with the school’s faculty dress code. Remember that appropriate dress is helpful in establishing a professional image in the eyes of public school personnel and students. All grooming should be conservative and under no circumstances violate the student or teacher dress code. If your professor or district teacher suggests you refrain from wearing certain items and you continue to do so, you will receive a deficiency notice.

2. You should act professionally at all times when interacting with school personnel, students, parents, and other interns.

3. Failure Clause: You may immediately earn an “F” in SEED 4350 due to the following reasons:
   • You falsify any records or documents, including hour sheets
   • Your placement site teacher or administrator asks for you to be removed
   • You have violated state or federal law
   • You have violated The Code of Ethics and Standard Practices for Texas Educators
   • You have violated school and/or district policy
   • You have violated university policy
   • Any other egregious acts of non-professional behavior
   • You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, on a school campus or at an event where you are receiving field experience hours

I understand that any of the above violations will result in an “F” in SEED 4350, and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

4. You may also earn an “F” in the course or the lab due to the following reasons:
   • In SEED 4350, you have not completed your required number of field experience hours.
5. Be respectful of your district teacher and remember that you are a guest in his/her classroom. Never attempt to usurp his/her authority. If you have issues with your mentor teacher, you are required to inform your university instructor as soon as possible.

6. Treat your tutoring, interning, or observing like a job. Consider the district teacher your job supervisor and notify them in advance of any absence. If you sign up to observe, tutor, or intern at a specified time and you cannot attend, please text or email the district teacher before that class period.