INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Elizabeth B Gound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209R</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:goundeliza@sfasu.edu">goundeliza@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936.468.2001</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T 10-12 W 1-3 (on campus)</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td><a href="https://calendly.com/goundspring24">https://calendly.com/goundspring24</a> (virtual or f2f)</td>
</tr>
<tr>
<td>Other Contact Info</td>
<td><a href="mailto:goundbeth@gmail.com">goundbeth@gmail.com</a></td>
</tr>
</tbody>
</table>

SECTION 1: COURSE INFORMATION

COURSE TIME AND LOCATION: T 12:30-2:30 TBA
COURSE MODALITY: Face to Face, Live Stream
CREDIT HOURS: 2

COURSE BULLETIN DESCRIPTION

Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized. As a course we will review important aspects of working with middle level students such as middle level philosophy, differentiation, cooperative learning, classroom management, and school law. We will also delve into Professional Organizations, assessment, and how to get a job.

COURSE JUSTIFICATION

The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least two hours per week. Students have significant weekly reading segments, are expected to take regular reading quizzes and a final examination, are required to make a major presentation in which they research and present a professional education organization to the class, and are required to complete a Work Sample which includes an original videoed lesson which they analyze and reflect upon in great detail. In addition, they are required to view a peer’s lesson and reflect upon that lesson as well. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments, the student should expect two – three hours of class preparation outside of weekly class meetings. Meetings are one day a week. Therefore, the other ‘class day’ should be the reading of the module, power point reading, and completion authentic assignments.

CO-REQUISITES (Courses taken with this course.)
MLGE 4250/4251, MLGE 4230 (Core and Social Studies Only), and SEED 3372 C or higher required for all courses; failure to achieve a C or higher in MLGE 4250/4251 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of MLGE 4250/4251 will result in removal from EPP.

PRE-REQUISITES (Courses that must be completed before taking this course.)
MLGE 4201/4111, MLGE 4220 (Core and Science Only), MLGE 4240 (Core and Math Only), READ 4210 (Core and ELAR Only)
<table>
<thead>
<tr>
<th><strong>PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV)</strong></th>
<th><strong>GENERAL STATEMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each assignment in MLGE 4250 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.</td>
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<table>
<thead>
<tr>
<th><strong>VISION OF THE COLLEGE OF EDUCATION</strong></th>
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</thead>
<tbody>
<tr>
<td>The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.</td>
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<thead>
<tr>
<th><strong>MISSION STATEMENT OF THE COLLEGE OF EDUCATION</strong></th>
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<tbody>
<tr>
<td>The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.</td>
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<thead>
<tr>
<th><strong>VALUES OF THE COLLEGE OF EDUCATION</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Integrity:</strong> We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.</td>
</tr>
<tr>
<td><strong>Diversity and inclusion:</strong> We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.</td>
</tr>
<tr>
<td><strong>Reflective Informed Practice:</strong> We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.</td>
</tr>
<tr>
<td><strong>Equity and Social Justice:</strong> We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.</td>
</tr>
<tr>
<td><strong>Democratic Citizenship:</strong> We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.</td>
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</table>
## PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

### PROGRAM LEARNING OUTCOME (PLO) 1: Middle Level Philosophy and School Organization
Middle level teacher candidates 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 middle level organizational components. (AMLE 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
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<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1 Candidates understand and practice the major concepts of middle level programs within ethical guidelines and legal policies and procedures.</td>
<td>SLO1 – Law Presentation - Each student will create Law Case Virtual Presentation surrounding the topic of ethics, legal policies, and procedures in the middle level classroom. This can be done with a partner.</td>
<td>EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii</td>
<td>25</td>
</tr>
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</table>

### PROGRAM LEARNING OUTCOME (PLO) 2: Young Adolescent Development
Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents. (AMLE 2)

<table>
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</tr>
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<tbody>
<tr>
<td>SLO 2.1 The teacher candidates will demonstrate knowledge and competency in their content area.</td>
<td>SLO 2.1 – Lesson Plans - Each student will create two lessons in their content area and prepare to teach them to their field II students. These will be submitted in the Work Sample (lab).</td>
<td>TA 4.10s, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d</td>
<td>50</td>
</tr>
<tr>
<td>SLO 2.2 The teacher candidates will demonstrate the skills necessary to effectively present content to adolescent learners and the ability to assess their student’s understanding of that content.</td>
<td>SLO2.2 – Rationale - Each student will develop a Rationale, discussing students in their classroom, the environment, and the mentor’s expectations of their students. This Rationale will be submitted before turning it in the Work Sample.</td>
<td>TA 4.10c, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d</td>
<td>25</td>
</tr>
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</table>

### PROGRAM LEARNING OUTCOME (PLO) 3: Middle Level Curriculum
Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates’ understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills (AMLE 3).

<table>
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<tbody>
<tr>
<td>SLO 3.3 The teacher candidate will demonstrate their understanding of the middle level teachers’ knowledge, skills, and dispositions and cite references accurately.</td>
<td>SLO 3.3 – Theorist Chart - Each student will create a Theorist Chart to understand the development of middle level students and content standards of knowledge and skills.</td>
<td>TAC 1.5s, 2.2s, 3.1s</td>
<td>25</td>
</tr>
</tbody>
</table>
SLO 3.4 The teacher candidate will develop and implement classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.

SLO 3.5 The teacher will demonstrate their ability to work in academic teams and departmental teams.

SLO 3.4 – Field Hours - Each student will work 6-8 hours in their field placements and connect to peers’ similarities/differences in discussions of the classroom environment and procedures of the mentor teacher during their class time (or D2L for online completers).

SLO 3.5 – Letter to Mentor - Each student will introduce themselves and discuss how they will plan with mentors and academic teams during planning period and department meetings.

### PROGRAM LEARNING OUTCOME (PLO) 4: Middle Level Instruction and Assessment

Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. (AMLE 4)

<table>
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<tbody>
<tr>
<td>SLO 4.6 The teacher candidates will demonstrate their ability to differentiate instruction for ELL, Special Education, and GT students; SLO 4.7 The teacher candidates will be able to utilize pre/post assessment in their lessons and illustrate student progress through technology (Excel/Charts) SLO 4.8 The teacher candidate will familiarize themselves with formal assessments (i.e. STAAR, AEIS Reports, Benchmark Assessments) used in Texas Middle Schools.</td>
<td>SLO 4.6 – Context for Learning - Each student will create a Context for Learning that discusses accommodations for ELLs, SPED, and GT Students (Work Sample) SLO 4.7. – Pre/Post Assessments - Each student will create pre and post assessments for their Work Sample Lesson Plan (lab) SLO 4.8 – Bench Mark Assessments - Each student will discuss Benchmark Testing at the District Level with their mentor teacher, as well as learning about AEIS reports. (lab Journal Posting)</td>
<td>TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c</td>
<td>20 20 10</td>
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</table>

### PROGRAM LEARNING OUTCOME (PLO) 5: Middle Level Professional Roles

Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors. (AMLE 5)

<table>
<thead>
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<th>POINTS</th>
</tr>
</thead>
</table>

TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c
| SLO 5.9 The teacher candidates will demonstrate a knowledge of professional organizations and the opportunities for professional development those organizations provide and communicate that information effectively to peers using digital age media and formats. | SLO 5.9 – Professional Organization Chart - Each student will create a Professional Organization Chart individually or with a peer of organizations that provide information about educators, insurance, and other professional behaviors. | TAC 1.2K, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s; ISTE 2b, 3c, 3d, 5a; TAC 5.8k; ISTE 2a | 50 |
| SLO 5.11 The teacher candidates will demonstrate their ability to engage in practices and behaviors that develop their competence as professionals. | SLO 5.11 – Each student will create ideas for lesson plans, practice with their peers, and connect their work to the Task Commentaries of edTPA. | TAC 4.11s; ISTE 2d | 20 |
| SLO 5.12 The teacher candidates will demonstrate their ability to reflect on their classroom practices, dispositions, and middle level philosophy. | SLO 5.12 – Each student will engage in classroom practices with theorists, teaching practices, and lesson engagement. |  |  |
# Section III: Course Assignments, Activities, Instructional Strategies, Use of Technology

## Location of Assignments

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

## Accessing Assignments on D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

## Formatting Requirements of Assignments

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

## Assignment Deadlines

All assignments are due according to the dates listed on the course timeline.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

## Qclassroom Requirements

This course does require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

## Assignments/Associated Standards/Points

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

**Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but
communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

1. Getting to Know You/Context for Learning 20 points
2. Task Commentaries (10 each) 30 points
3. Rationale 25 points
4. Classroom Discussions or Journals 25 points
5. Professional Organization Presentation 50 points
6. Professional Development Activities Document 50 points
7. Letter to mentor teacher 25 points
8. Law Presentation 25 points
9. Theorist Chart 25 points
10. Professionalism (5 points per class session) 75 points
11. Work Sample (must submit completely) 200 points

Total 550 points

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

GRADING SCALE FOR PREFIX/COURSE NUMBER

Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450-350</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>349-249</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>248-148</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>147-0</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).
You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.
Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

## WORK POLICY EXPECTATIONS

- **Late Work**— Late work receives no credit unless there is prior approval from the instructor.
- **Make-up Work Policy**— The decision whether to accept make-up work is at the discretion of the instructor.
- **“Redo Work” Policy**— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
- Students must submit all assignments in the requested format found in the assignments.

## TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

### Academic Honesty:
Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

### Appearance:
Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

### Assigned Responsibilities:
While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

### Attendance:
Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

### Interpersonal Communication:
Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

### Professionalism and Commitment:
Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

### Professional Demeanor:
Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

### Punctuality:
Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

## CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.
- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

TEXAS EDUCATORS’ CODE OF ETHICS

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

QCLASSROOM REQUIREMENTS

This course requires that you submit designated assignments to Q Classroom.

Attendance Log
Activities throughout semester in field
Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

Regular attendance and participation may affect your final grade in the course. (F2F) [If you miss more than 2 classroom meetings, your grade will drop by one letter.](#)

CERTIFICATION/LICENSING REQUIREMENTS

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/](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.

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**SECTION V: TENTATIVE COURSE TIMELINE**

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Letter to Mentor -DB</td>
<td>How to sign up for conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab Packet</td>
<td></td>
<td></td>
<td>Complete all Placement form – In Lab Dropbox, (LMS online)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan 22</td>
<td>Module 1 How to Cultivate a Successful Mindset</td>
<td>Read Work Sample Instructions and Template -Jasper Ch. 1</td>
<td>Upload the WS Template to your computer</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Philosophy Influences Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 29</td>
<td>Work Sample</td>
<td>Read WS - Getting to Know your Students Jasper Ch. 2-3</td>
<td>Start ‘Getting to Know Your Students’ – Dropbox</td>
<td>Journal 1 (before you start field)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letting Go of Beliefs, Keeping it Positive</td>
<td></td>
<td></td>
<td>LMS –Orientation 1/30 9:00am Nac – Orientation 2/1 9:00 am</td>
</tr>
<tr>
<td></td>
<td>Jan 30</td>
<td>Meet the Districts</td>
<td>10- 2 ECRC Lounge</td>
<td>We will attend first part of our class</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 5</td>
<td>Module 2 Effective Instructional Planning</td>
<td>Read WS Rationale #1-3, Lesson Planning Jasper Ch. 12</td>
<td>Introduction to Professional Development Activities (5 total)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Start scheduling Observation dates (first come, first served)</td>
<td>You need to teach your first</td>
</tr>
</tbody>
</table>

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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.

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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 12</td>
<td>Feb 19</td>
<td>Feb 26</td>
<td>Mar 4</td>
<td>Mar 18</td>
<td>Mar 25</td>
<td>Apr 1</td>
</tr>
<tr>
<td><strong>Lessons and Objectives</strong></td>
<td><strong>Lesson Observations and Feedback</strong></td>
<td><strong>What theories drive your lessons?</strong></td>
<td><strong>Module 3 Effective Classroom Instruction</strong></td>
<td><strong>Teaming That Works</strong></td>
<td><strong>Module 4 Learning Environment</strong></td>
<td><strong>Analysis of Student Learning - Assessments</strong></td>
</tr>
<tr>
<td><strong>Lesson Planning</strong></td>
<td></td>
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<td><strong>Classroom Activities</strong></td>
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<tr>
<td><strong>Read WS Rationale #4-7, Lesson Activities pp. 4-10</strong></td>
<td><strong>Jasper Ch. 13-14, 19</strong></td>
<td><strong>Read WS pp.11-17 Theorists Handouts School Law Partnership</strong></td>
<td><strong>Read WS</strong></td>
<td><strong>Jasper Ch. 15-17</strong></td>
<td><strong>Read WS - Check In, set completion dates, Jasper Ch. 9</strong></td>
<td><strong>Read WS – Assessing p. 36</strong></td>
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<tr>
<td><strong>Start Conference scheduling <a href="https://calendly.com/goundspring24">https://calendly.com/goundspring24</a> (virtual or F2F)</strong></td>
<td><strong>Getting to Know You – Due - Dropbox</strong></td>
<td><strong>Journal 2</strong></td>
<td><strong>Attendance Log WK 3</strong></td>
<td><strong>Journal 3</strong></td>
<td><strong>Sign up for Professional Orgs in Discussions</strong></td>
<td><strong>School Law Ch. 4/5</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Week 6</strong></td>
<td><strong>Week 7</strong></td>
<td><strong>Week 8</strong></td>
<td><strong>Week 9</strong></td>
<td><strong>Week 10</strong></td>
<td><strong>Week 11</strong></td>
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<tr>
<td><strong>Spring Break</strong></td>
<td><strong>Spring Break</strong></td>
<td><strong>Work Sample Work!</strong></td>
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<tr>
<td>Week 12</td>
<td>Week 13</td>
<td>Week 14</td>
<td>Week 15</td>
<td>Week 16</td>
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<tr>
<td>Apr 8</td>
<td>Apr 15</td>
<td>Apr 22</td>
<td>Apr 29</td>
<td>May 5</td>
<td></td>
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</tr>
<tr>
<td><strong>Module 5 Highly Effective Educator/edTPA connections</strong></td>
<td><strong>edTPA Task 1</strong></td>
<td><strong>edTPA Task 2/3</strong></td>
<td><strong>Mod 6 Teacher Certification and Wrap-UP</strong></td>
<td><strong>Finals Week</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Work on WS | Work on WS | Work on WS | Work on WS | |}

**Week 12 (Apr 8)**
- **Module 5 Highly Effective Educator/edTPA connections**
  - Work on WS
  - School Law 6/7
  - Journal 5
  - Jasper Ch, 20 & 22

**Week 13 (Apr 15)**
- **edTPA Task 1**
  - Work on WS
  - School Law Ch. 8/9/10

**Week 14 (Apr 22)**
- **edTPA Task 2/3**
  - Work on WS
  - Work Sample Due Monday, Apr 28 11:30 pm
  - Observations must be complete this week

**Week 15 (Apr 29)**
- **Mod 6 Teacher Certification and Wrap-UP**
  - Professional Development Documentation 5/5
  - Final Attendance Log with signature – Q Classroom

**Week 16 (May 5)**
- **Finals Week**
  - | |

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**READINGS**

**REQUIRED READING:**


ISBN: 9798373150071

![Teach: A Survival Guide for New Educators](image)

**RECOMMENDED READING:**

*This we believe: Keys to educating young adolescents* (2010). Westerville, Ohio: Association of Middle Level Education. ISBN# 978-1-56090-232-4 (AMLE)
You must purchase a 240 Tutoring subscription to prepare for your state certification exams. Use this link to create your account: [https://study.240tutoring.com/subscribe/SFASUopd](https://study.240tutoring.com/subscribe/SFASUopd). You must register using your @JACKS email address. This special discount link will reduce the cost to $20 per month. If you have any questions, please email edstudiestesting@sfasu.edu.

**COURSE REFERENCES**


**SECTION 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 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 will not be available to the instructor until after final grades are posted.

**SECTION VIII: OTHER RELEVANT COURSE INFORMATION**

**STUDENT ETHICS AND OTHER POLICY INFORMATION**

<table>
<thead>
<tr>
<th>INSTITUTIONAL ABSENCES (HOP policy 04-110)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.</td>
</tr>
</tbody>
</table>

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

<table>
<thead>
<tr>
<th>WITHHELD GRADES SEMESTER GRADES POLICY: (HOP policy 02-206)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must</td>
</tr>
</tbody>
</table>

13
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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY: (HOP Policy 04-106)

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

OTHER IMPORTANT COURSE-RELATED POLICIES

Other SFA policy information is found in the Handbook of Operating Procedures (HOP).

DEFINITION OF ACADEMIC DISHONESTY

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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.
- 1st Time – Conference with course instructor and zero for assignment
- 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
- 3rd Time – Conference with course instructor, chair of department and dean of college

Student Appeals

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

**SECTION IX: ON-CAMPUS RESOURCES**

<table>
<thead>
<tr>
<th><strong>ON-CAMPUS RESOURCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean of Students Office (Rusk Building, 3rd floor lobby)</td>
</tr>
<tr>
<td><a href="http://www.sfasu.edu/deanofstudents">www.sfasu.edu/deanofstudents</a></td>
</tr>
<tr>
<td>936.468.7249</td>
</tr>
<tr>
<td><a href="mailto:dos@sfasu.edu">dos@sfasu.edu</a></td>
</tr>
<tr>
<td>SFASU Counseling Services • <a href="http://www.sfasu.edu/counselingservices">www.sfasu.edu/counselingservices</a></td>
</tr>
<tr>
<td>Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401</td>
</tr>
<tr>
<td>SFASU Human Services Counseling Clinic • <a href="http://www.sfasu.edu/humanservices/139.asp">www.sfasu.edu/humanservices/139.asp</a></td>
</tr>
<tr>
<td>Human Services Room 202 • 936-468-1041</td>
</tr>
</tbody>
</table>

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343

National Suicide Crisis Prevention: 9-8-8

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741
TEXAS EDUCATORS’ CODE OF ETHICS

In addition to the Professionalism expectations, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

CERTIFICATION/LICENSING REQUIREMENTS

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/.

3. 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/). 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.

4. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
### SECTION XI: OTHER RELEVANT COURSE INFORMATION:

<table>
<thead>
<tr>
<th>REPEATING THIS COURSE POLICY</th>
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<tbody>
<tr>
<td>If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may <strong>not</strong> be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.</td>
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<table>
<thead>
<tr>
<th>NONDISCRIMINATION</th>
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<tbody>
<tr>
<td>“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: <a href="http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf">http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf</a></td>
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