INTEGRATING MIDDLE GRADE LEARNING Site-Based Field Experience Practicum LAB
MLGE 4251.512
Department of Education Studies
SPED Section – Spring 2024

INSTRUCTOR
L. K. Sheriff, Ed.D.

COURSE TIME & LOCATION
Site-Based Field Experience Practicum Lab

OFFICE
ECRC 201J

OFFICE HOURS
By Appointment Only. Please contact Dr. Sheriff via course D2L e-mail to schedule an appointment.
Appointments may be arranged for in person, by phone, or zoom conferencing.

CONTACT INFORMATION
(936) 468-1194

CREDITS
2 Hours

Prerequisites: Admission to EPP
Corequisites: MLGE 4250

I. COURSE 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.

TIME REQUIREMENT

MLGE 4251 (Integrating Middle Grades Learning Practicum Lab is two (2) credits, spans 16 weeks, and requires students to gain 50 clock hours in a special education public school setting (face-to-face). Students spend this time in a special education classroom in public school where they observe, teach lessons, work with small groups and perform professional teacher activities. Students must prepare a minimum of two lessons in their content area and be observed teaching at least one of these two lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as an educator. In addition to internship field experience hours in school settings, students are also required to complete reflective journal entries over specific elements of teaching. These activities average at a minimum of four hours of work each week to prepare outside of classroom hours.

II. INTENDED LEARNING OUTCOMES

This course aligns to the James I. Perkins College of Education Vision, Mission, and Core Values.

MLGE PLOs & SLOs
MLGE PLO 2: The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content

Element B: Interdisciplinary Nature of Knowledge and

Element C: Middle Level Student Standards

SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TASC 3.11s, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (TS 1A (i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(ii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(i), 4A(ii), 4B(i), 4B(ii), 4C(i), 4C(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

SLO Assessment 1: Lesson Plans (TASC 3.11s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (TS 1A(i), 1B(i), 1B(ii), 1B(iii), 1C(i), 1D(i), 1E(i), 1E(ii), 1E(iii), 3B(i), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.26s, 1.29s, 2.4s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

SLO Assessment 2: Observation and Performance Summary (TASC 4.6s, 4.7s, 4.10s), (TS 1A(ii), 1A(iii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 3B(ii), 5B(ii), 5D(ii)); (PPR 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.24s, 1.26s, 1.29s, 2.4s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

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

Element A: Middle Level Philosophical Foundation

Element B: Middle Level Organization and Best Practices

SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (TS 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC (ii)); (PPR 1.6k, 1.2s, 3.5k)

SLO Assessment 3: Journal Reflections over Best Practices (TASC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

MLGE PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data–informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies

Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth. (TASC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d) (TS 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s, 4.18

MLGE PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers

Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (TS 4D(v)); (PPR 4.3s, 4.7s, 4.8s)

SLO Assessment 4: Professionalism Grade (TS 4D(v)); PPR 4.3s, 4.7s, 4.8s)

III. COURSE ASSIGNMENTS

FIELD EXPERIENCE HOURS & PROFESSIONALISM (1 @ 50 points)

- A link to an electronic QClassroom Attendance Log will be provided in the course.
- Candidates will log their field experience hours (50 clock hours is required) as well as complete the Professionalism Rubric located in the D2L/Brightspace course.
- Very Important Note: Professionalism is expected 100% of the time throughout your time in the school setting. Professional appearance and attire are expected, as well as punctuality, respect, and professional conduct.

LESSON PLANS (2 @ 25 points each)

- Educator candidates will complete two lesson plans in writing including copies of student worksheets that will be used, student anchor charts that will be used, and/or any student pre/post assessments that will be used.
- The two lesson plans are to be taught and observed during field experience in the school setting.
- Detailed assignment description of the Lesson Plan assignment is embedded in the D2L/Brightspace course. Templates and examples of various lesson plan formats are also provided.
- Written lesson plans must be submitted via Dropbox PRIOR to teaching each lesson presentation observation.

LESSON OBSERVATIONS (2 @ 100 points each)

- Candidates will be observed teaching twice during the field experience.
- Detailed assignment description of the Lesson Observation assignment is embedded in the D2L/Brightspace course.
- The first lesson must be completed prior to Spring Break. The second lesson must be completed prior to Dead Week. See course timeline for specific dates.
- Lesson plans for lessons must be submitted prior to the observation (via Dropbox).
- Candidates MAY NOT set dates/times for lessons without first consulting with the instructor of the course.

LESSON REFLECTIONS (2 @ 25 points each)

- Candidates will submit a one-page reflection over each of their lessons taught.
• Professional reflections are expected, with attention to proper spelling, grammar, and organization.

JOURNAL ENTRIES (5 @ 10 points each)
• Candidates will complete six (6) journal entries based on their observations and participation in field experience setting.
• Journal entries are dispersed at appropriate intervals and will each require responses to a unique set of prompts. Professional entries are expected, with attention to proper spelling, grammar, and organization.
• Prompts for entries are located within the Dropbox assignments.

WORK SAMPLE (1 @ 200 points)
• Detailed assignment description of the Work Sample Assignment is embedded in the D2L/Brightspace course.
• The Work Sample Assignment MUST be submitted as it is a data collection assessment for the MLGE program.

IV. EVALUATION & ASSESSMENT

| Field Experience Hours & Professionalism (1) | 50 points |
| Lesson Plans (2) | 25 points each |
| Lesson Observations (2) | 100 points each |
| Lesson Reflections (2) | 25 points each |
| Journal Entries (5) | 10 points each |
| Work Sample Assignment (1) | 200 points |
| Participation in Course Evaluation | |
| TOTAL POINTS POSSIBLE | 600 |

GRADE SCALE
90 – 100% A  
80 – 89% B  
70 – 79% C  
60 – 69% D  
59% & Below

V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>COURSE ACTIVITIES DUE (ALL due dates are Sundays by 11:59 p.m. unless otherwise stated in the timeline.)</th>
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</table>
| Weeks 1 & 2: 1/18-1/28/24 | SELF-PACED COURSE ORIENTATION (D2L/BRIGHTSPACE) | • Review Course Syllabus  
• Tour Course: Click through modules and read ahead.  
• Very Important: Submit Personnel Information About Yourself: Dropbox Assignment  
• Begin Paperwork for Placement |
| Week 3: 1/29-2/4/24 | FIELD EXPERIENCE ORIENTATION | • ZOOM Meeting – Course Orientation (Announced Via News Blast and D2L Email and will be one evening this week)  
• Journal #1 (Dropbox)  
• Continue Paperwork for Placement if necessary |
| Week 4: 2/5-2/11/24 | PAPERWORK & PLACEMENT | • Continue Paperwork for Placement as Needed or  
• Begin Field Experience Hours |
<table>
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<tr>
<th>Week 5: 2/12-2/18/24</th>
<th>FIELD EXPERIENCE SITE HOURS</th>
<th>• Begin Plan with Mentoring Teacher for Lesson PLAN 1 and set date for delivery. Must be completed prior to 3/10/24.</th>
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</thead>
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| Week 6: 2/19-3/3/24  | FIELD EXPERIENCE SITE HOURS | • Begin Field Experience Hours  
• Written Lesson Plan 1 Due to Dropbox (This includes student worksheets, anchor charts, assessments or anything you plan student(s) to use in your lesson.) |
| Week 7: 2/26-3/3/24  | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Journal #2 Due (Dropbox) |
| Week 8: 3/4-3/10/24  | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Lesson 1 Live Observation by Mentoring Teacher Due by End of This Week  
• Reflection Due (Dropbox)  
• Mentoring Teacher Observation Score Document for Lesson 1 Delivery Due (Dropbox) |
| Week 9: 3/11-3/17/24 | FIELD EXPERIENCE SITE HOURS | SPRING BREAK |
| Week 10: 3/18-3/24/24 | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Begin Plan with Mentoring Teacher for Lesson PLAN 2 and set date for delivery with Mentoring Teacher and Course Professor. Due prior to 4/21/24. Professor observes this lesson via zoom or via video. |
| Week 11: Short Week 3/25-3/27/24 | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours (3 Day Week)  
SFASU EASTER BREAK WEEKEND |
| Week 12: 4/1-4/7/24  | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Journal #3 Due (Dropbox)  
• Written Lesson Plan 2 Due to Dropbox (This includes student worksheets, anchor charts, assessments or anything you plan student(s) to use in your lesson.) |
| Week 13: 4/8-4/14/24 | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Journal #4 Due (Dropbox) |
| Week 14: 4/15-4/21/24 | FIELD EXPERIENCE SITE HOURS | • Continue Field Experience Hours  
• Lesson 2 Professor Observation via zoom or via video Due by end of this week.  
• Lesson 2 Reflection Due (Dropbox)  
• Professor Observation Score Document of Lesson 2 Delivery Due (Dropbox) |
| Week 15: 4/22-4/28/24 | FINAL WEEK for FIELD EXPERIENCE SITE HOURS | • Conclude Field Experience Hours  
• Journal #5 Due (Dropbox)  
• Field Experience Attendance Login Hours Due to Q Classroom |
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

Required: QCLASSroom for logging your field service hours

QCLASSroom Statement: 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

Institutional Absences (HOP 04-110)

- 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.
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.

**Code of Student Conduct and Academic Integrity**

- 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.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
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 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.

**Other important course-related policies:**

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

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **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

**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.

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

- Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

- A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
  - You enrolled or planning to enroll in an educator preparation program or,
  - You are planning to take a certification exam for initial educator certification, and
  - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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.

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

For additional information on this course and the DFHH EPP, visit www.sfasu.edu/deafandhardofhearing to access the DFHH Program Handbook and more!

Other Relevant Course Information: Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

L. Kathleen Sheriff, 2024 | Special Education Program | Stephen F. Austin State University