Department of Education Studies
SEED 4350 – Fall 2023
Assessment for Diverse and Contemporary Classrooms

Instructors: Dr. Chrissy Cross
Pronouns: she/her/hers
Office: ECRC 209K
Office Hours: T/Th 9:00-11:00, MW 10-11 am, and by appt.

Location: ECRC 204
Credits: 3 hours

Course Time: TR 11-12:15 pm
Course modality: Course time in-person at SFA campus plus an additional 30 face to face hours of observation in public school per TEA requirement for Texas Teacher Certification
Email: crosscl@sfasu.edu Google Voice # 8328446976

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

Course Justification: SEED 4350 Assessment for Diverse and Contemporary Classrooms (3 credits) meets once or twice each week for 75 minutes for 15 weeks plus one week of finals. 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course fulfills the following university and program learning outcomes:

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

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

Program Learning Outcomes:

- The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
- The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
- The candidate will design an effective classroom management plan for diverse learner centered educational settings.
- The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Candidate Learning Outcomes:

1. The candidate will create an assessment portfolio that includes authentic, alternative and performance assessments.
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. This course requires that you submit designated field experience to Q Classroom. For those courses with a required time log for field hours, both a paper and electronic record must be completed. The electronic time log must be completed after each field experience using the time log provided in Q Classroom.

B. Attendance and Reflective Journal (5 pts. Per class period, 26 class periods- Total 130 points)

Each class period you will be required to journal at least one paragraph (7 sentences or more) about the topics/discussions/ideas from class. This journal will be kept in a written journal in the classroom and checked off by the instructor each class period. This journal will also count as the attendance for those class days. Journals do not substitute for attendance, and attendance cannot be counted through a journal submission. Journals must be submitted during the class period and cannot be turned in late.

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.

B. Major Assignments (50 Points per assignment, 10 assignments- 500 pts.)

- Candidates will complete an assessment analysis of a type of assessment from their field experience, personalized for their grade level and content area. 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).
- Analysis of a school’s Annual Report Card. Your analysis will consist of your overall impression of the district report card, including critique of the system and a more in-depth analysis of the campus for your field placement to include STAAR results (including disaggregated data).
- Context for Learning for your internship placement – The student will complete a Context for Learning for their internship placement site according to the requirements of the EdTPA assessment.
- Lesson Plans (edTPA Task 1)—The student will write a lesson plan to practice skills required for the EdTPA Lesson Plan Assessment
- Assessment Design (edTPA Task 3)-The student 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.
- Rubric Design (edTPA Task 3, Evaluation Criteria)—The student will design a rubric to accompany the assessment and lesson in accordance with the requirements set forth by EdTPA
- The student will film themselves in ONE video Lesson at their placement site, for a total time of 10 minutes
- The student will complete a Video Analysis of their Video filmed at their placement site (edTPA Task 2)
- Field Experience Observation Log- The student will upload a paper field observation log with documented hours of field experience at a Texas Public School along with teacher signatures
- Field Experience Reflection – The student will upload a written reflection about their 30 hours of field experiences that includes the topics of instruction by content certified teachers, diversity of placement experiences, how they actively engaged with actual students in instructional settings with activities such as small group instruction, tutoring, presenting whole class instruction, one on one student support, and practicing classroom management skills.

E. Final Exam (120 points)—The final exam will consist of a two-part written/video document that captures the essence of the student’s goals for what kind of teacher they will be. The student will be asked to create an original presentation on a video showing the class the ideology based on atheoretical framework they hope to bring into their classroom. A one-page paper will accompany the video.

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 proofread 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.

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.

IV. Evaluation and Assessment (Grading):
Candidate grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your placement site asks for you to be removed
- You violate state or federal law
- You violate school and/or district policy
- You violate university policy
- Any other egregious acts of non-professional behavior
- You accumulate 5 absences in your mentor’s class
- 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.

V. TENTATIVE COURSE 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>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-18</td>
<td>Syllabus, Intro Arts Based Assignment Ethics in the Classroom Field Experience Orientations Reflective Journal</td>
<td>5</td>
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<tr>
<td>1-23</td>
<td>The Assessment Cycle and overview of types of assessment SPED, ELL and other Texas public school demographics Reflective Journal</td>
<td>5</td>
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<tr>
<td>1-25</td>
<td>EdTPA Focus students and special pops within schools (Deficit vs. Asset) <strong>School Report Card Analysis</strong> Reflective Journal</td>
<td>50 5</td>
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<tr>
<td>1-30</td>
<td>Community Assessment of Your Program, Creating goals that impact your program within your community, the importance of being seen in the community Reflective Journal</td>
<td>5</td>
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<tr>
<td>2-1</td>
<td>Developing Lessons with Assessments in Mind, Types of Assessment EdTPA likes Reflective Journal</td>
<td>5</td>
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<td>2-6</td>
<td>Curriculum Theory in a Nutshell? Lesson Planning Reflective Journal</td>
<td>5</td>
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<tr>
<td>2-8</td>
<td>Core Assessment and Elective Assessment <strong>Lesson Plans Due</strong> Reflective Journal</td>
<td>50 5</td>
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<tr>
<td>2-13</td>
<td>Reflective Journal Designing Assessment for Skill Based Classes</td>
<td>5</td>
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<td>2-15</td>
<td>Reflective Journal Online Assignment</td>
<td>5</td>
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<td>2-20</td>
<td>Reflective Journal</td>
<td>5</td>
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<tr>
<td>Date</td>
<td>Assignments</td>
<td>Due Date</td>
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<tr>
<td>2-22</td>
<td>Reflective Journal&lt;br&gt;How to make a good rubric</td>
<td>5</td>
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<tr>
<td>2-27</td>
<td>Reflective Journal&lt;br&gt;Can rubrics measure everything?</td>
<td>5</td>
</tr>
<tr>
<td>2-29</td>
<td>Reflective Journal&lt;br&gt;Exceptional students and the limitations of rubrics</td>
<td>5</td>
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<td></td>
<td><strong>Rubrics Due</strong></td>
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<tr>
<td>3/5</td>
<td>Reflective Journal&lt;br&gt;Choosing an assessment in your placement to analyze</td>
<td>5</td>
</tr>
<tr>
<td>3/7</td>
<td>Reflective Journal&lt;br&gt;How to analysis your assessment, why should we do this?</td>
<td>5</td>
</tr>
<tr>
<td>3-19</td>
<td>Reflective Journal&lt;br&gt;STAAR test day 1&lt;br&gt;<strong>Assessment Analysis Due</strong></td>
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<tr>
<td>3-21</td>
<td>Reflective Journal&lt;br&gt;STAAR test Day 2</td>
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<td>3-26</td>
<td>Online Work Day&lt;br&gt;13th Video Analysis&lt;br&gt;Reflective Journal</td>
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<td>3-28</td>
<td><strong>Teaching Videos Due to Dropbox</strong>&lt;br&gt;Data Analysis in Standardized Testing (Why does this matter to Extracurriculars?)&lt;br&gt;Reflective Journal</td>
<td>5</td>
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<tr>
<td>10-27</td>
<td>The opportunity gap&lt;br&gt;Reflective Journal</td>
<td>5</td>
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<tr>
<td>4-1</td>
<td>How to Analyze your video&lt;br&gt;Reflective Journal</td>
<td>5</td>
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<tr>
<td>4-3</td>
<td>Reflective Journal&lt;br&gt;The poverty and assessment problem&lt;br&gt;<strong>Video Narratives Due</strong></td>
<td>5</td>
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<tr>
<td>4-9</td>
<td>Advocacy for Extracurricular Programs&lt;br&gt;Reflective Journal</td>
<td>5</td>
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<tr>
<td>4-11</td>
<td>Online Assignment&lt;br&gt;Reflective Journal</td>
<td>5</td>
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<tr>
<td>4-16</td>
<td>Assessment impact on Schools, Letter Grades&lt;br&gt;<strong>Context for Learning</strong></td>
<td>50</td>
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<tr>
<td>4-18</td>
<td>Extracurriculars and STAAR testing in schools&lt;br&gt;Reflective Journal</td>
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</tr>
<tr>
<td>4-23</td>
<td>Final Presentations</td>
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### VI. Readings:

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

Research-based literature supporting the course content:


### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

**Professionalism Expectations for this Course and During Field Experience**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.
All teacher candidates must follow the TX Educators Code of Ethics, as well as State and federal anti-discrimination laws.

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 REQUIRED 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:** It is the expectation of the Department of Education Studies that all enrolled students demonstrate professionalism through a consistent presence in required class meetings. At the beginning of the semester,
candidates must confirm in each course that they have read and understand the course syllabus and the expectations for participation in the class. Any student who does not attend class and/or does not have a record of participation as stated in the course requirements will fail the course. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies will result in loss of points on the teacher candidate’s professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content will result in failure of the course.

The threshold for consistent presence is 85% of all class meetings. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

The instructor AND/OR mentor teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time must be made up minute for minute. This is also an expectation for online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement. In synchronous courses, this means attendance in class meetings 85% of the time. In asynchronous courses, this means engagement in class materials 85% of the time. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

**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 oneself 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).

### 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.

### VIII. Student Ethics and Other Policy Information

**Important course related policies:**

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

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

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other other SFA Policy Information

**A. Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**C. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

D. Student Academic Dishonesty: Policy 4.1

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

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

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

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

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

E. Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

F. Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active
participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**G. Student Mental Health**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**IX: Resources**

**On-campus Resources:**
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

**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** *(only add if 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.


**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.