DEPARTMENT OF EDUCATION STUDIES
SEED 4360 Motivating and Managing the Active Learning Environment
Spring 2024 Semester

Instructor: Dr. Kevin L. Jones
Office: ECRC 209-M
Office Phone: 936-468-1274
Other Contact Information:

Course Time & Location: 12:30 pm - 1:45pm
ECRC 205
Office Hours: Mondays 10:00am – 12:00pm;
Wednesdays 8:00 am - 11:00 am; by appt as needed
Credits: 3
Email: kevin.jones@sfasu.edu

Prerequisites: HMS203, SEED 370, SEED 371, and SEED 372 and admission to Teacher Education.

I. Course Description:

This course challenges candidates to reflect on ways to implement research-based engagement strategies and classroom management techniques for a diverse and learner centered classroom. Through a lens of critical and culturally responsive pedagogy, the candidates will reflect on topics such as classroom organization and procedures, developmentally appropriate behavioral expectations, educator ethics and leadership.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the 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.

Student Learning Outcomes:

1. Apply teaching practices to address diverse student needs, fostering a positive and supportive atmosphere that respects and values the cultural background of all learners.
2. Evaluate and adapt classroom management techniques to accommodate various cultural perspectives, ensuring fair and consistent discipline while promoting collaboration and mutual respect among students from different backgrounds.

3. Demonstrate an understanding of classroom management practices by articulating key principles and strategies that promote a learning environment that values all students.

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

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management Diagnostic (SLO 1,2,3)</td>
<td>50 pts</td>
<td>January 21st</td>
</tr>
<tr>
<td>Meet the District (SLO 2)</td>
<td>50 pts</td>
<td>February 4th</td>
</tr>
<tr>
<td>Action Research (SLO 1,2,3)</td>
<td>300 pts</td>
<td>March 26th</td>
</tr>
<tr>
<td>Group Chapter discussion and presentation (SLO 2)</td>
<td>200 pts</td>
<td>Assigned throughout the semester (see below)</td>
</tr>
<tr>
<td>Individual Chapter presentation (SLO 1,3)</td>
<td>50 pts</td>
<td>TBD</td>
</tr>
<tr>
<td>Evidence of Learning (class discussion) (SLO 3)</td>
<td>600 pts</td>
<td>Throughout Semester</td>
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<tr>
<td>Quizzes (SLO 1,2,3)</td>
<td>5 @ 20 pts = 100</td>
<td>Throughout Semester</td>
</tr>
<tr>
<td>Classroom Management Plan (SLO 3)</td>
<td>900 pts</td>
<td>May 7th</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1850 pts</strong></td>
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INDIVIDUAL AND GROUP PRESENTATION DATES

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date</th>
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<tbody>
<tr>
<td>Action Research Presentation (group)</td>
<td>March 26th</td>
</tr>
<tr>
<td>Group Chapter Presentation</td>
<td>Group #1 February 13th</td>
</tr>
<tr>
<td></td>
<td>Group #2 February 27th</td>
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<tr>
<td></td>
<td>Group #3 March 5th</td>
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</tbody>
</table>
| "These Kids Are Out of Control’’ Why We Must Reimagine “Classroom Management” for Equity | Group #4 March 19th  
Group #5 April 2nd  
Group #6 April 16th  
Chapter Review presentation (individual)  
What Teachers Do Differently: Nineteen Things That Matter Most by Todd Whitaker | TBD – Each student will be assigned a chapter to lead the in-class discussion. |

**CLASSROOM MANAGEMENT DIAGNOSTIC (50 pts):**

A diagnostic assessment is a tool used to collect information about students’ strengths and weaknesses in a skill area. Teacher candidates will be assessed on their current knowledge base or current views on classroom management in education.

**MEET THE DISTRICT (50 pts):**

Teacher candidates will interact with Texas districts at the ECRC on January 30th. Teacher candidates will interview districts by asking probative questions regarding the make-up of their district and future with districts. Teacher candidates will interview at least 3 districts and provide a narrative along with artifact(s) from the event.

**LUMBERJACK CAFÉ:**

Teacher candidates will work independently to complete project-based learning.

January 30th, February 22nd, March 7th, April 11th; April 23rd

*More dates are possible at the request of the class*

**ACTION RESEARCH (300 pts)**

Teacher candidates will work in groups to complete a systematic inquiry of Classroom Management. The scholars will use students as participants to collect data on classroom management and use these findings to implement an effective approach to classroom management. Specifically, you will work in groups to identify 5 - 7 participants and ask specific questions (protocol) regarding classroom management. Be sure to identify participants that have homogenous characteristics. Next, you will record your interview with
each participant. Then, you will analyze your findings and present them to the class. **You will submit:** video of participants (zoom) and summary of findings.

Teacher candidates will present their findings in class (4 minutes maximum, you will not need a PowerPoint or any other ancillary supports). You will simply present in front (stand in front of class) of the class. Your presentation should include a summary of the description of your participants, why you chose them, what you found, and what you learned from the interview. (Presentation date: March 26th)

**INTERVIEWS**

Script for interviews:

**Must capture audio and video of script along with permission**

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

Here is the protocol (questions to ask the participant):

1) What is your idea of classroom management?
2) Do you believe your k-12 experiences as it relates to classroom management improved your learning? If so, how? If not, why not?
3) Can you share an example of a positive k-12 classroom management experience you’ve had?
4) Do you believe effective classroom management contributes to the learning environment?
5) Do you believe your past teacher(s) incorporated the background, identities, and experiences of you and your classmates in developing discipline approaches? Was it helpful? If not, do you believe it would have improved learning?
# Grading Rubric for Action Research Assignment

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
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</thead>
</table>
| 50pts  | 50 = Identified 5 - 7 participants that have homogenous characteristics and maintained anonymity  
       | 30 = Identified 5 or more participants that have homogenous characteristics but did not maintain anonymity  
       | 25 = Identified less than 5 participants but does not have homogenous characteristics |
| 50pts  | 50 = followed the protocol  
       | 25 = did not follow the protocol  
       | 0 = missing |
| 75pts  | 75 = submitted 5 - 7 video interviews  
       | 50 = Submitted 3 interviews with some being video and audio  
       | 25 = submitted 1 interview  
       | 0 = interviews missing |
| 100pts | 100 = provided a clear analysis of the findings from the interviews  
       | 90 = provided a somewhat clear analysis of the findings from the interviews  
       | 75 = provided an analysis of the findings from the interviews but was not clear  
       | 0 = analysis missing |
| 75pts  | 75 = Presented findings in a professional format to class in 4 minutes.  
       | 60 = Presented findings in a professional format to class but went over 4 minutes.  
       | 35 = Presented findings in a professional format to class but went well over 5 minutes. |
| 350 pts | Total |

**GROUP CHAPTER PRESENTATION (200 pts):** Teacher candidates will be assigned a learning community. The learning community will be given a chapter from the course text and identify and synthesize the concepts from the chapter. Then, the teacher candidates will submit the following: a learning community sheet, recording our discussions session, a narrative of the chapter, and powerpoint slides. Groups should follow this procedure:

1. Assign specific passages to read to each group member.  
2. Each member should read their part.  
3. Schedule a discussion session: to share insights, key points, and questions. Then, summarize main takeaways and identify areas for further exploration. Also, discuss any differing opinions.
4. Then, compile a collaborative review narrative and slides with input from all members.
5. Present the group’s findings collectively, incorporating diverse perspectives.

**Grading Rubric for Group Chapter Presentation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Discussion of chapter points&lt;br&gt;50 = Detailed discussion of chapter points clear and succinctly&lt;br&gt;40 = Some chapter points more in detail than others.&lt;br&gt;25 = Chapter points and discussion was too shallow&lt;br&gt;0 = Did not follow directions</td>
</tr>
<tr>
<td>25</td>
<td>Reflections&lt;br&gt;25 = Shared how the points impact issues in classroom management. Used specific examples.&lt;br&gt;20 = Provided an unclear connection to classroom management with little or no examples&lt;br&gt;15 = Did not provide a clear connection to classroom management with little or no examples.&lt;br&gt;0 = Did not follow directions</td>
</tr>
<tr>
<td>100</td>
<td>Class Presentation&lt;br&gt;100 = presented within allotted timeframe with substantive information&lt;br&gt;75 = presented within allotted timeframe but information was not substantive&lt;br&gt;50 = presented but information was confusing&lt;br&gt;0 = incomplete</td>
</tr>
<tr>
<td>25</td>
<td>Learning Community Information Sheet&lt;br&gt;25 = submitted a complete LC information sheet&lt;br&gt;15 = submitted an incomplete LC information sheet&lt;br&gt;0 = did not submit a LC information sheet</td>
</tr>
<tr>
<td><strong>200</strong></td>
<td>Total points</td>
</tr>
</tbody>
</table>

**CLASSROOM MANAGEMENT PLAN** (900 pts)

Teacher candidates will create a classroom management plan for their future classrooms. As you move into student teaching and into a public-school position, it will be important for you to have a clear classroom management plan developed. For your final project, you will create a research-based, comprehensive classroom management plan for your future classroom. Make sure you include culturally responsive strategies and ideas. You may choose to create the plan for any of your teaching fields and/or levels. Additionally, this process will align with Rubric 6 of edTPA. The following areas need to be
addressed:

**A. Type of classroom and grade level** (i.e. high school Physical education school)

**B. Your classroom management philosophy (2 pages maximum)**

What do you think motivates students to learn? What motivates them to behave appropriately (and inappropriately)? What do you hope to do to foster appropriate behavior and prevent misbehavior? You need to cite 3-5 classroom management theorists. Explain why and how these inform your decisions about classroom management. Also include the following:

1. **Respect:** How is respect shown in the classroom? How do create mutual respect? Give examples.

2. **Creativity and Challenges:** How do you foster creativity in the classroom? What does this look like? How do you maintain a challenging and engaging environment? Give examples of what this looks like.

3. **Varied Perspectives:** How do you create an environment that provides opportunities to express varied perspectives? Give examples of how you will do this.

**C. Class procedures and routines**

- Pick 3 **transitions/procedures** for which you will have particular behavioral expectations.
- Describe your plan for managing student behavior during each of these activities.
- For each transition, include your best guess as to how long this transition/procedure should take. Remember that the longer it takes, and the more time you give them, the more likely they are to get off-task and to misbehave.

**G. Classroom rules, consequences & rewards**
All rules and consequences should be strengths-based and not approaches that exclude students from the learning environment.

- 3-6 classroom rules
- Consequences for breaking the rules
- Severe clause
- How often will the plan re-set?
- Describe your rewards system

H. Grading procedures (1/2-1 page)

- Percentage of grade that will come from different kinds of assignments/tests
- What will you grade? Everything? All daily homework assignments (or only some)?
- How will you grade? Think about what is important in your content area? The process, the final product, or both? Is neatness important? Is spelling important? Punctuation? Completion?
- How will you give students feedback re: their grades? How often? How will you keep track of their grades? Will you ask your students to keep track? If so, how?

I. Plan for first day of school

- Sample First-Day Schedule for an entire class that includes:
  - Opening activity for students to work on when they enter the room.
  - Introductory activity related to your content area

J. Parent letter

- Introductory information about you
- Purpose of the class
- Classroom rules & consequences
- Guidelines for success
• Grading
• Contact information

K. Plan for maintaining communication with parents (1/2 - 1 page)

Describe how you will communicate with parents:

• What will you communicate? Behavioral issues (whether positive or negative), grading issues?
• How will you communicate: phone, letter, e-mail, conference? What about parents who don’t have e-mail?
• How often will you communicate?
• How will you document your interactions with parents?
• Identify 2-3 reasonable and specific goals for how you hope to communicate with parents.

L. Reflections (1 page)

Teacher candidates will demonstrate evidence of analyzing, evaluating, and contemplating the impact of classroom management. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, content, and diverse student needs. The reflection will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this reflective process. This reflection will provide an impetus leading to reframing the situation and engaging in appropriate classroom management. Specifically, you will provide a one-page narrative of the following: your conceptualization of classroom management (be sure to use course text as references); using specific examples - share how present approaches to classroom management impact your content area.
### Rubric for Classroom Management Plan

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 pts</td>
<td>Stated Clearly</td>
<td>Stated</td>
<td>Unstated</td>
<td>Not included</td>
</tr>
<tr>
<td>Classroom Management Philosophy 200 pts</td>
<td>A clear discussion of motivation and at least 3 theories/theorists are included.</td>
<td>Discussion of some ideas of motivation and little theory is included.</td>
<td>Philosophy is Not clearly included. The procedures are not clearly included.</td>
<td>Not included</td>
</tr>
<tr>
<td>Classroom Procedures and Routines 75 pts</td>
<td>The procedures are clearly delineated and are appropriate.</td>
<td>The procedures are somewhat unclear and some are not appropriate.</td>
<td></td>
<td>Not included</td>
</tr>
<tr>
<td>Classroom Rules and Consequences 75 pts</td>
<td>The guidelines are clear and understandable. The process for development is outlined clearly and do not reflect punitive and/or excluding discipline practices.</td>
<td>Some of the guidelines are clear and understandable. The process for development is outlined.</td>
<td>The guidelines are unclear and confusing. The process for development is not outlined well.</td>
<td>Not included</td>
</tr>
<tr>
<td>Grading Procedure 100 pts</td>
<td>The plan includes different grading strategies that are effective and appropriate. Includes percentages and types of assignments.</td>
<td>The plan includes a few grading strategies.</td>
<td>The plan provides little included. or no effective strategies.</td>
<td>Not included</td>
</tr>
<tr>
<td>First Days of School 100 pts</td>
<td>A clear plan (start to finish) for the first days of school and parental involvement is presented.</td>
<td>A partial plan for the first days of school and parental involvement is presented.</td>
<td>Little or no plan Not for the first included. days of school and parental</td>
<td>Not included</td>
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</table>
**EVIDENCE OF LEARNING (600 points)**

Teacher candidates will actively participate in class discussion. Teachers candidates will be evaluated daily regarding their participation.

<table>
<thead>
<tr>
<th></th>
<th>600 points</th>
<th>300 points</th>
<th>100 points</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Letter</strong></td>
<td>A clear parent letter is included with all 6 areas.</td>
<td>A parent letter is included that addresses most of the required areas.</td>
<td>A letter is missing or is not appropriate for the assignment.</td>
<td>Not included.</td>
</tr>
<tr>
<td>100 pts</td>
<td></td>
<td></td>
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<tr>
<td><strong>Plan for communication</strong></td>
<td>A comprehensive plan with details of communication is provided.</td>
<td>A plan that addresses most areas is provided.</td>
<td>A plan is lacking in some major areas.</td>
<td>Not included.</td>
</tr>
<tr>
<td>100 pts</td>
<td></td>
<td></td>
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<tr>
<td><strong>Reflections</strong></td>
<td>Thoughtful and insightful reflections are included with examples from the course texts and class discussions.</td>
<td>Some reflections are included with few examples.</td>
<td>Reflections are incomplete or missing.</td>
<td>Not included.</td>
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<tr>
<td>100 pts</td>
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challenging assumptions and perspectives

Quizzes (5 @ 20 pts = 80 points)

Scholars will complete quizzes reflective of course topics, course readings and class discussions.

*The syllabus is subject to changes.

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.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned. All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessments (Grading):

Student 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: A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 59% and below
V. Tentative Course Outline/Calendar:

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Week One January 18th – January 27th</th>
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<tbody>
<tr>
<td>Course Introduction</td>
<td>Review all the course material</td>
</tr>
<tr>
<td></td>
<td>Begin to conceptualize Classroom management</td>
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<tr>
<td></td>
<td>Complete classroom management diagnostic</td>
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<td></td>
<td>Prepare for Meet the District</td>
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<table>
<thead>
<tr>
<th>Weeks Two and Three January 28th – February 10th</th>
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<tbody>
<tr>
<td>Meet the District on January 30th 9am-2pm</td>
<td></td>
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<tr>
<td>Classroom management philosophy</td>
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<tr>
<td>Introduction of course text</td>
<td></td>
</tr>
<tr>
<td>Weeks Four and Five February 11th – 24th</td>
<td>Chapter 1: Understanding the Landscape of classroom management (Milner)</td>
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<tr>
<td></td>
<td>February 22nd Lumberjack Cafe</td>
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<td>Group #1 presentation (February 13th)</td>
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<td></td>
<td>Whitaker Chapter 1-3</td>
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<tr>
<td>Weeks Six and Seven February 25th - March 8th</td>
<td>Classroom management is about Effective Instruction</td>
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<td></td>
<td>Group #2 presentation (February 27th)</td>
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<td></td>
<td>Classroom Management and the Cradle-to-Prison Pipeline</td>
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<td></td>
<td>Group #3 presentation (March 7th)</td>
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<tr>
<td>Spring Break March 9th – 17th</td>
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<tr>
<td>Week Eight and Nine March 18th – March 27th</td>
<td>Classroom Management is about Creating a caring environment</td>
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<tr>
<td>March 28th Holiday</td>
<td>Group #4 presentation (March 19th)</td>
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<td></td>
<td>Action Research Presentation March 26th</td>
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<td></td>
<td>Teaching students with exceptionalities</td>
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<tr>
<td>Week Ten and Eleven April 1st – April 14th</td>
<td>Classroom Management is about Restorative Discipline</td>
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<tr>
<td></td>
<td>Group #5 presentation (April 2nd)</td>
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<td></td>
<td>Whitaker Chapter 4-6</td>
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<tr>
<td></td>
<td>Teaching Evaluations</td>
</tr>
<tr>
<td>Weeks Twelve and Thirteen April 15th – 20th</td>
<td>Conclusion, Implications, and Recommendations</td>
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<td></td>
<td>Group #6 presentation (April 16th)</td>
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<tr>
<td></td>
<td>Whitaker Chapter 7-12</td>
</tr>
<tr>
<td></td>
<td>Teaching Evaluations</td>
</tr>
<tr>
<td>Weeks Fourteen and Fifteen April 21st – May 5th</td>
<td>Whitaker Chapter 13-19</td>
</tr>
<tr>
<td></td>
<td>Teaching Evaluations</td>
</tr>
</tbody>
</table>
VI. Readings (Required):


Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

Optional:


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.

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.

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. Attendance is mandatory whether face to face or zoom (camera and microphone on). This course constitutes a portion of your professional preparation. Any more than two unexcused absence may result in the lowering of the final grade in the course by a letter. If you obtain 5 absences, you will be dropped from the class with a grade of F.

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** (In addition, you may include your guidelines for academic integrity as appropriate).
• 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
    936.468.7249
dos@sfasu.edu
  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  - **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
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

**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:

**Class Participation** – Passive class participation will result in a student being dropped from the course. The instructor will maintain an active record of class participation. If the student has not actively participated in class discussions they will be dropped from the course.

**LATE WORK POLICY** - Work submitted after due date will not be accepted unless you have an excused absence. Please communicate any issues with me as soon as possible. Late work is taken at the discretion of the instructor.

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

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

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

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

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

**Failure to use the appropriate terms will result in a 0 grade for the assignment.**