I. Course Description: This course presents current research about human development among diverse students in grades EC-12, along with classic theories about human development. The human development of the student is studied through the lens of classroom application and culturally responsive pedagogy.

Course Justification: SEED 5312 (The 21st Century EC-12 Student) (3 credits; fully online) spans 6 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. (This timeline is accelerated during a summer session). Readings are woven into the content to support key concepts or provide perspective on child and adolescent development. In addition, students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, complete multiple writing assignments that evaluate their ability to think critically about child and adolescent development and its impact on school and classroom culture, instruction, and assessment. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

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

A complete listing of the standards associated with this course and the MAT program is located on the Perkins College of Education (PCOE) website.

https://www.sfasu.edu/edstudies/academics/masters/mat

https://www.sfasu.edu/docs/ed-studies/program-handbook-seed-mat.pdf

This course fulfills the following university and program learning outcomes:

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. The candidate will design instruction based on developmentally appropriate and culturally responsive pedagogy. (TEKS Training)
2. The candidates will critically analyze, evaluate, and revise curriculum to determine its developmentally appropriateness and cultural responsivity. (TEKS Training)

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.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion boards (SLO 1-3)</td>
<td>Online discussion board about topic (9 x 50 pts per discussion). 8 of 9 grades will be counted.</td>
<td>400pts</td>
</tr>
<tr>
<td>Developmentally appropriate instructional activities (SLO 1-3)</td>
<td>The student will design a developmentally appropriate and culturally responsive lesson plan in their content area. (3 x 100 pts)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Interview an elementary age student, a middle school student, and a high school student (SLO 1-3)</td>
<td>Each student must interview TWO children (with the permission of their parents) and ask them a series of questions about their engagement in their content area and how the content area connects to the real life of the students (2 x 100 pts). There are 3 interview assignments; students have to complete TWO.</td>
<td>200 pts</td>
</tr>
<tr>
<td>Family and Community Engagement (SLO 1-3)</td>
<td>The student will design a developmentally appropriate instructional activity that is designed to include family and community in learning the content.</td>
<td>100 pts</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>Module 1 Essay (50 pts), Final Reflection (50 pts)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>The students will complete online quizzes about the readings from the book (4 x 100 pts)</td>
<td>400 pts</td>
</tr>
</tbody>
</table>
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, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessment (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: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

Students in the secondary education and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/ level. A student earning a grade less than “C“ in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.
In order to be eligible for full credit in the Discussion Boards, students must:

1. Post an original response to the prompt within the first two days of the discussion board. You will not get full credit if you come in on the last day and try to do all your postings. That would be like being in a 10:00-10:50 am class and walking in late, at 10:45, opening the door, and shouting your comments into the room and walking away. That would clearly not be considered thoughtful participation in an ongoing class discussion.

2. Respond thoughtfully and with respect for the contribution of at least two peers' discussion posts. Statements like, "This was good" or "I like this" are not thoughtful and may dismiss ALL of the work/words of the other person.

3. Use at least 3 sentences. Tell why you enjoyed reading the post, what else they could have included, ask a question or share an experience from your life that contributes to the discussion.

The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, you will not receive credit for late discussion board postings. Responses posted after the discussion is closed may be permitted with a grade penalty at the professor’s discretion.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Module</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8-14</td>
<td>Module 1</td>
<td>Syllabi, Ted Talk by Rita Pierson</td>
<td>Discussion Board: Intro (due 7/7) M1 Discussion Board: Ted Talk (7/5-7/7) M1 Essay (7/7)</td>
</tr>
<tr>
<td>July 8-14</td>
<td>Module 2</td>
<td>Chapters 7-9 in Development</td>
<td>Chapters 7-9 Quiz (7/9) M2 Discussion Board (7/8-7/11) Instructional Activity: Elementary (7/11)</td>
</tr>
<tr>
<td>July 8-14</td>
<td>Module 3</td>
<td>Chapters 7-9 in Development</td>
<td>M3 Discussion (7/12-7/15) Interview Elementary Aged Child (7/15)</td>
</tr>
<tr>
<td>July 15-21</td>
<td>Module 4</td>
<td>Chapters 10-12 in Development</td>
<td>Chapters 10-12 Quiz (7/17) M4 Discussion Board (7/16-7/19) Instructional Activity: Middle School (7/19)</td>
</tr>
<tr>
<td>July 15-21</td>
<td>Module 5</td>
<td>Chapters 10-12 in Development</td>
<td>M5 Discussion (7/20-7/23) Interview Middle School Aged Child (7/23)</td>
</tr>
<tr>
<td>July 22-28</td>
<td>Module 7</td>
<td>Chapters 13-15 in Development</td>
<td>M7 Discussion (7/28-7/31) Interview High School Aged Child (7/31)</td>
</tr>
</tbody>
</table>
VI. Readings:

**Required texts for the course:**

- Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Simon and Schuster.

**Research-based literature supporting the course content:**


*Additional readings will be assigned and/or distributed as the class progresses.*

**VI. Readings:**

Required text for the course is: provided on D2L

**Additional Resources**

Pearson TEXES EDTPA test prep materials


*Every kid needs a champion, Ted Talk by Rita Pierson*


**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 Other Policy Information:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. Since this is an online course, failure to submit two or more assignments online is considered the equivalent of two absences.

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.

Student Code of Conduct

Disruptive Behavior--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. 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.

Please visit the following link to the updated Student Code of Conduct and Academic Integrity:
https://www.sfasu.edu/docs/policies/10.4.pdf

Article IV -- Prohibited Academic Conduct

Any Student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person without giving sufficient credit, taking an examination for another person, or any act designed to give unfair advantage to a Student or the attempt to commit such acts.

a. Cheating is the following or attempt to do the following: i. Copying from the test paper (or other assignment) of another Student, engaging in written, oral, or any other means of communication with another Student during a test, or giving aid to or seeking aid from another person during a test or on another
assignment where doing so is prohibited by the Faculty member; ii. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, calculators, electronic devices, books, or specifically designed “crib notes”; iii. 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, but which will be used again either in whole or in part, without permission of the Faculty member; or accessing a test bank without Faculty permission; iv. Substituting for another person, or permitting another person to substitute for one’s self, to take a test; v. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit; vi. Using any sort of unauthorized resources or technology in completion of educational activities.

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b. 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.

c. 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.

d. Misrepresenting facts for academic advantage to the University or an agent of the University. This includes 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; and providing false or misleading information in an effort to injure another Student academically or financially.

Students with Disabilities

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ Location: Human Services Building, room 325. Phone: (936) 468-3004.

Withheld Grades: Policy 5.5

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Mental Health Resources

SFA 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.

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041
Additional Information:

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.

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

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

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

3. Failure Clause: You may immediately earn an “F” in BOTH SED 4343 and 4342 due to the following reasons:
   - You falsify any records or documents, including Q classroom time logs
   - Your placement site teacher or administrator asks for you to be removed
   - You have violated state or federal law
   - You have violated The Code of Ethics and Standard Practices for Texas Educators
   - You have violated school and/or district policy
   - You have violated university policy
   - Any other egregious acts of non-professional behavior
   - You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, on a school campus or at an event where you are receiving field experience hours

I understand that any of the above violations will result in an “F” in BOTH SED 4343 and 4342, and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

4. You may also earn an “F” in the course or the lab due to the following reasons:
   - In SED 4343 and 4342, you have not completed your required number of field experience hours.

5. Be respectful of your district teacher and remember that you are a guest in his/her classroom. Never attempt to usurp his/her authority. If you have issues with your mentor teacher, you are required to inform your university instructor as soon as possible.

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

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;
- 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.

**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.

**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 Professional 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. If a student does not turn in two consecutive weekly assignments in this course, they may be dropped with an F and unable to submit the EDTPA Certification Portfolio.
IX. Other Relevant Course Information:
References


VII.