**DEPARTMENT of
CURRICULUM and INSTRUCTION**
Claudius G. Clemmer College of Education
EAST TENNESSEE STATE UNIVERSITY

CUAI 4580 - Residency II: Clinical Experience for Secondary/K-12

OFFICIAL DEPARTMENTAL SYLLABUS

Catalog Description: *Prerequisites: CUAI 4416, CUAI 4426, Passing scores in all required Praxis II tests. Corequisites: CUAI 4581.* Provides a mandatory supervised 15-week residency teaching experience in an approved secondary or K-12 placement. Activities include teaching, observing, preparing, planning and co-teaching. *9 credits*

Required Materials: Residency Handbook

REQUIRED: LiveText: *LiveText Registration* - LiveText is a web-based comprehensive assessment system required for the teacher preparation program in the Clemmer College of Education. All students in the teacher preparation program are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at any ETSU bookstore or you may purchase your key code on line at www.livetext.com. This is a one-time registration fee and is good for 5 years. If you used LiveText in the past, please contact them to reactivate your account.

Field Experience & Background Check: An accompanying Residency II Seminar course is required. Satisfactory completion and documentation of hours of field placement experience is required in order to pass this course. State of Tennessee Law requires each university student participating in a field experience to complete a criminal history background check through the ETSU College of Education and the Tennessee Bureau of Investigation (TBI). Students must receive approval from the Tennessee Bureau of Investigation (TBI) and the Dean of the Clemmer College of Education prior to beginning field experience hours. The Clemmer College of Education provides information about this process at:
https://www.etsu.edu/coe/educator-preparation/background.php

Proof of Liability Insurance – Turn in proof of liability insurance (copy of card or receipt) to the Office of Field Placement and clinical Residency. You must present proof of professional liability insurance coverage before Residency II.

About the Course: The Residency II semester must be a minimum of 15 full weeks of observation, teaching, and co-teaching. This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary with the candidate's area of concentration. When not directly teaching, teacher candidates should be assisting and observing in classes, with one period per day being reserved for preparation time and time to collaborate with the mentor teacher. **State regulations prohibit taking additional course work during Residency II** (student teaching). Under extreme circumstances, students may be allowed to take one course with approval from the Dean. **Additionally, any employment that conflicts with the 15 weeks of Residency II is prohibited.**

Course Goals: The goals for this course are for teacher candidates to:
- engage in a supervised 15-week clinical experience
- engage in co-teaching with mentor teacher in assigned classroom

- engage in school activities, attend staff meetings, homeroom activities, clubs, bus duty, extra-curricular and in-service meetings at the school
- demonstrate commitment towards improvement of teaching skills
- demonstrate commitment to be a reflective practitioner
- Interact with school professionals
- refine knowledge, skills and dispositions for teaching and pursuing employment

Major Course Topics: Lesson plan development; state, national and district standards; assessing teaching and learning; TEAM evaluation; developing as a professional educator; co-teaching models; strategies for gaining employment; issues of personal and professional growth; concerns related to teaching.

Learning Outcomes:
Upon completion of this course, each candidate will have demonstrated the ability to effectively complete the following educational accomplishments:

Learning Outcome	Learning Opportunities	Assessments	Aligned to Standards
Plan instruction that includes standards, accurate content knowledge, developmentally appropriate and engaging instructional strategies, and includes all parts of a lesson plan template recognized by ETSU.	Students create lesson plans that follow the ETSU format, which includes all necessary components of a professional lesson plan. Lesson Planning Instruction conferences Review of standards and curriculum	ETSU Lesson Plan Evaluations TEAM Evaluations Mentor Quick Checks Dispositions Evaluation	InTASC #1, #2, #4, #5, #6, #7, #8 ISTE #5, CAEP #1, #2
Create lesson plans, learning environments, and actual teaching segments that demonstrate understanding of Tennessee teacher evaluation process.	Formal teaching observations by ETSU supervisor and mentor of lessons that are evaluated by using the TEAM model. Lesson Planning Instruction	TEAM Evaluations Including planning, environment, and instruction components of the evaluation model	InTASC #1, #2, #3, #4, #5, #7, #9, #10 ISTE #5, #7 CAEP #1, #2
Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Research curriculum content and cross-disciplinary skills to create lesson plans with rigorous goals for students.	Lesson Plan Evaluations TEAM Evaluation	InTASC #4, #5, #7 CAEP #1, #2

Collaborate with mentors, ETSU supervisors, colleagues, school personnel, and community to ensure learner growth and advance the profession.	Co-Teaching strategies and opportunities used in the classroom with mentor and student. Attends and participates in faculty meetings, grade-level or discipline area meetings, and professional growth opportunities and activities in assigned school.	Co-Teaching component of lesson plan. Lesson plans Mentor Quick Check Teacher Dispositions Evaluation	InTASC #9, #10, ISTE #1, #3, #4, #6, CAEP #2
Exhibit professional teacher dispositions in and out of the classroom that are exemplary and necessary for teacher success. Teacher candidate understand the responsibility of social media and ethical behaviors.	Students review and have signed documentation on appropriate dispositions and professionalism in the teaching profession.	Teacher Dispositions Code of Ethics	InTASC #9, #10, ISTE #3 CAEP #1, #2
Plan and use multiple methods of assessments and instructional strategies that engage learners.	Lesson Planning Instruction Conference with mentor regarding system and school semester and year-long testing requirements, as well as various forms of assessment used in teaching the content. Students will research forms of assessment (informal and formal) to determine the various assessments to use to document student learning. Co-teaching during planning and lesson delivery.	TEAM evaluations Mentor Quick Checks and Conferences Teacher Professional Dispositions	InTASC #6, #7, #8, ISTE #7, CAEP #1, #2

Standards: This course aligns with the NCATE, INTASC, Tennessee Professional Education Standards, Tennessee Elementary Education Standards, College of Education Conceptual Framework Dimensions, ISTE Technology Standards**.**

Residency II Responsibilities
Additional Responsibilities In addition to the requirements of the Residency Seminar, teacher candidates are responsible for maintaining adequate records including:

- teacher candidate Checklist
- teacher candidate Attendance Log (LiveText)
- teacher candidate Activities Log
- ETSU Supervisor Visits Log
- All Lesson Plans

- edTPA Completion
- All Mentor Evaluations
- All Supervisor Evaluations

The required checklists, logs, and forms can be found in the Residency Handbook.

IMPORTANT DATES for Spring 2021:

- **February 5 – Writing Day, 12:00-3:00** (excused from placement
- **February 14 –** Video recording should be complete.
- **March 5 – Writing Day, 12:00-3:00** (excused from placement)
- **March 22 – Tentative Switch Date**
- **March 29, 9:00-3:00 – edTPA Boot camp –** Candidates may be absent from their placement for the day to have extended writing time and technical support for the edTPA.
- **April 7 – UPLOAD DAY –** Students MUST upload their edTPA on this date. Failing to do so will keep the student from getting their edTPA score returned in time for graduation.
- **April 29 – Score Report Day –** You will receive your score report by email on April 30, most likely in the evening.
- **Early May – Pinning/Hooding Ceremony** (TBA)

Residency II Observations and Assessments

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meetone another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February	**Teaching Lesson 1**	• Submit lesson plan forMentor Teacher and Supervisor to review (minimum 2 days priorto lesson) • Teach lesson duringsupervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback tocandidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidateteaches lesson.
LiveText Deadline: February 29	**Teaching Lesson 2**	• Submit lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) • Teach lesson for mentorteacher	**No Supervisor Site Visit forTeaching Lesson 2**	• Review lesson plan for content before candidateteaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching

				feedbackwith candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) • Upload lesson plan intoLiveText (minimum 2 days prior to lesson) • Teach lesson duringsupervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in LiveText • Observe lesson and complete TEAM Evaluation Rubric; submitscores in LiveText • Provide coaching feedback tocandidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacherabout residency candidate	• Review lesson plan for content before candidateteaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 daysprior to lesson) • Teach lesson for mentorteacher	**No Supervisor Site Visit forTeaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedbackwith candidate on lesson plan and instruction
	Teaching Lesson 5	• Submit lesson plan forMentor Teacher and Supervisor to review (minimum 2 days priorto lesson) • Teach lesson duringSupervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback tocandidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidateteaches lesson.

Assessment

Just as the teacher candidate assesses student performance based on achievement of goals, the teacher candidate will be assessed.

• **Formative:** Mentor and Supervisor Lesson Plan Evaluations, Supervisor TEAM Observations, Mentor Quick Checks
• **Summative:** Educator Disposition Assessment (EDA)
• **Assessment of Program**: Teacher candidate Evaluation of Program (LiveText); Field Supervisor Evaluation of Program; Mentor Teacher Survey

The Educator Disposition Assessment (EDA)
The teacher candidate's disposition will be measured throughout their teacher preparation program. Students are assessed at the beginning of their program, the end of Residency I, and at the end of Residency II.

The Tennessee Educator Acceleration Model (TEAM)
The teacher candidate will be observed and receive thorough feedback using the TEAM evaluation model, a teacher evaluation tool used throughout districts in Tennessee. Students will be evaluated by the university supervisor during the first part of the semester in Residency I and mid-semester before the second placement in Residency II.

Attendance
The teacher candidate is required to observe the same daily schedule as that set by the Board of Education for that school (Residency II). Teacher candidates follow public schools' vacation days, not ETSU's, (with the exception of seminar).

Absences/Tardiness
If a teacher candidate must be absent or tardy, he/she is expected to notify the school, mentor, supervisor and seminar leader before classes begin. Failure to do so is a serious breach of professional responsibility. A careful record of attendance, time of arrival, and time of departure should be kept, using the Attendance Log. **All absences must be made up.**

Activities
The teacher candidate participates in all school functions, such as PTSA meetings, staff meetings, homeroom activities, clubs, bus duties, and in-service meetings. The mentor teacher has the legal responsibility for students.

Grading

Course Evaluation: Grades will be assigned by students' University supervisor. Residency II is graded holistically. All formative assessments (classroom observations by supervisor and mentor, lesson plan analyses by supervisor and mentor, and mentor quick checks) along with summative assessments (dispositions for teaching by supervisor) are reviewed at the completion of the residency placement. These formative and summative assessments, along with any other assignments as required by individual supervisors, are used in the university supervisor's evaluation to determine the teacher candidate's grade.

Grade	Expectations
A	Demonstrates high quality of knowledge, skills, dispositions, and attributes for teaching. Shows strong commitment to continued improvement. Shows strong commitment to reflection. Earns excellent supervisor and mentor evaluations. Lesson plans are completed on time and meet or exceed expectations. Exemplary attendance. Attends all required meetings **Passes the edTPA**
B	Demonstrates good quality of knowledge, skills, dispositions, and attributes for teaching Shows satisfactory commitment to improvement. Shows satisfactory commitment to reflection. Earns very good supervisor and mentor evaluations

	Lesson plans are completed on time and meet expectations. Attendance is very good Attends meetings **Passes the edTPA**
C	Demonstrates average or limited knowledge, skills, dispositions, and attributes for teaching Commitment to improvement is inconsistent. Commitment to reflection is inconsistent. Earns below average supervisor and mentor evaluations Lesson plans are not reliably completed on time and/or are of poor quality. Attendance is unreliable. Does not attend all meetings **Passes the edTPA**
C-, D, F	Does not meet the qualifications for a C And/or **Does not pass the edTPA** And/or Demonstrates ethical behavior problems; **Recommendation for license will be denied.**

Residency II-Banked Hours

Due to Covid19 and possible unforeseen circumstances that could occur, Clemmer College has approved an option that will allow candidates to begin Residency II early and to bank up to two weeks for Covid19 related issues. Statement from the Field Office December 2020:

> "Residency II students will be allowed to begin Residency II starting January 4, 2021 and bank up to 2 weeks before ETSU's official start day of January 19, 2021. The two weeks of banked days can only be used for Covid19 related issues or other individual issues reviewed and approved by the program of study. Residency candidates are still required to attend every day and finish Residency II on May 1st even if the banked 2 weeks are not used. Please notify your mentor and supervisor if you plan to utilize this option."

- If a candidate chooses to utilize this option, they must inform their ETSU supervisor.
- Candidates MUST be enrolled in RII before they can bank hours starting January 4th due to liability issues with ETSU.

This means: Candidates CANNOT begin banking hours in Residency II on January 4th unless they have:

· Passed all praxis exams or approved for Praxis waiver
· Received a permit to Register for Residency II and are enrolled in the course

Candidate to Substitute Protocol During Residency II
Spring Semester 2021

In order for residency candidates to become eligible for substitute teaching during Residency II, they will need to complete the following protocol.

- Candidate will need to attend substitute training offered through the school districtwhere they are completing their residency.
- Once training is complete, the candidate will need to complete the Candidate toSubstitute agreement which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
- After the agreement is complete with signatures, the candidate should email thecontract to the Office of

Educator Preparation at: edprep@etsu.edu

- Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the LiveText time log.

**Reminders:
  - Candidate is allowed to substitute no more than 5 days outside of theirlicensure area
  - Candidate may be removed from eligibility for substitute teaching at any time,for any reason or for no reason, by the principal of the school, mentor teacher, and/or ETSU supervisor or seminar leader.
  - Long term substituting must receive prior approval through the Office ofEducator Preparation

Observations During Pandemic

Teacher candidates must present instruction to students in a manner that can be observed and evaluated by their ETSU supervisor. Depending on your program, instruction may be presented to students in whole group, small group, and/or 1:1 (typically for special education) instructional settings. Asynchronous learning provides less of an opportunity for our teacher candidates to be observed, evaluated, and provided valuable feedback from ETSU supervisors. Therefore, teacher candidates have the following options to meet observation requirements and these options are listed from most preferred to least preferred:

1. Face-to-Face teaching and learning in typical classroom setting with ETSU supervisor:
   - Observing via live (in person) in the classroom
   - Observing via live video conferencing platform
   - Observing via recorded video platform
2. Instruction in a Virtual Learning Environment with teaching and learning components designed to meet TEAM rubric expectations. This lesson may be presented in one of the following two ways:
   - Combination of synchronous and asynchronous teaching and learning with ETSU supervisor:
     o Observing live via video OR
     o Observing via recorded video
        - **AND**
     o Provided links to all asynchronous activities (e.g., online tutorials, independent practice, informal and/or formal assessments) in the lesson.
   - Online synchronous teaching and learning via video conference with ETSU supervisor:
     o Observing via live video platform
     o Observing via recorded video platform

Asynchronous Observations

Asynchronous instruction without any face-to-face or synchronous components does not prepare teacher candidates for the edTPA nor does it give the teacher candidates the needed interaction with students. Therefore, it is not considered an acceptable substitute for the preferred modes noted above. However, in some cases during a pandemic, there may be extenuating circumstances that prevent teacher candidates from completing observation requirements in a face-to-face or synchronous setting.

Teacher candidates who are unable to meet one of the acceptable modes of observations must submit a written request for an asynchronous option at least one week in advance of this lesson. They must submit a letter of explanation to their supervisor, indicating the circumstances requiring completion of an asynchronous lesson with no viable alternatives. **This letter must be copied to the following people**:

- Mentor

- Supervisor
- Clinical Faculty (if different from Supervisor)
- Program Coordinator or Department Chair
- Director of Field Experiences and Residency (Laura Click)

This request will be reviewed, and a determination will be made as to its veracity. Additionally, the program may determine that additional lessons may be required later when a teacher candidate is permitted to complete face-to-face or synchronous instruction. If it is found that the teacher candidate is in a placement that only allows for asynchronous instruction, the Office of Educator Preparation may need to change the teacher candidate's placement as soon as possible.

<p align="center">edTPA Statement:</p>

edTPA: In order for a Teacher Candidate to demonstrate proficiency and readiness to teach, he/she should strive for a **score of 45 with at least an average of 3 on each of the 3 tasks.** Although the college encourages the proficient score (45), it is the state qualifying score which needs to be met in order to be eligible for a Tennessee Teaching License.

- Students are required to upload on the date specified by Clemmer College. Any deviation from this date requires documentation of extenuating circumstances. The request must come in writing and must be approved by the students' Seminar Leader, Department Chair, the Associate Dean of Teacher Education, and the edTPA Coordinator in advance of the upload date. Further, failure to upload on the specified dates will disqualify candidates from participation in the Pinning Ceremony and from receiving any awards or recognition associated with edTPA performance.
- Candidates should be mindful that to become licensed, they need to reach Tennessee's current qualifying score. If a candidate does not meet Tennessee's Qualifying Score, then a Retake Committee will be convened to determine the best route for remediation, retake, and resubmission. The Retake Committee will be comprised of the individual candidate's Supervisor, Seminar Leader, Program Coordinator or Department Chair, the Director of Field Experiences and Residency, and the edTPA Coordinator. The Retake Committee will recommend a course of action: graduation without licensure, an Incomplete with a delayed graduation, or a complete repeat of the Residency II experience. This recommendation will be made after a close review of the score report, guidelines from SCALE, available resources, and the individual needs of the student.
- Students wishing to appeal a Retake Decision must do so in writing within 5 school days of the date of the recommendation. Students should appeal in writing to the Associate Dean of the Clemmer College and the Dean of the Clemmer College.
- Although Clemmer College pays the fee to Pearson for candidates' initial edTPA, candidates should be aware that they will bear the financial burden of any future edTPA submissions to Pearson.
- **Virtual Learning Environment** – It is the teacher candidate's responsibility to notify their seminar leader, edTPA Coordinator, and Director of the Office of Educator Preparation if their placement does not allow for synchronous instruction. Asynchronous instruction only does not allow for the completion of an edTPA. It is the responsibility of the teacher candidate to request alternative arrangements if their placement does not allow for recording of synchronous online instruction.

Page Break

State edTPA Flexibility Statement for Hardship Cases

On September 21, 2020, the State Board of Education voted to add language to the Educator Preparation Policy 5.105, allowing this flexibility during the 2020-21 school year. The policy language states:

> *To maximize flexibility during the COVID-19 Public Health Emergency, the following individuals may submit qualifying scores on the Praxis PLT assessment appropriate for their grade band in lieu of edTPA:*
>
> *1.   Individuals holding a one-year provisional practitioner license set to expire August 31, 2021, issued pursuant to emergency rule 0520-02-03-.15, and;*

2. *Individuals scheduled to complete a State Board-approved teacher preparation program during the 2020-21 school year who have otherwise completed all other licensure requirements for graduation.*

   a. *To be eligible for this flexibility, educator preparation providers recommending candidates in this group for licensure shall submit to the Department of Education verification that the individual was unable to complete the edTPA due to health-related reasons and/or significant logistical challenges.*

Clemmer College edTPA Flexibility Policy for Hardship Cases

Clemmer College is committed to following the state's policy, *which is intended to apply to individuals with specific and unique challenges that represent a true hardship*. Clemmer is also committed to student success and recognizes that completing the edTPA is a valuable experience for the candidate as well as an informative assessment.

1. The decision to allow candidates to submit qualifying scores on the Praxis PLT in lieu of edTPA **will be made by the Dean of Clemmer College or the Associate Dean of Educator Preparation and not by the candidate, supervisor, mentor, placement school, the Office of Field Experiences and Residency, or faculty.**

   a. Examples of concerns and challenges that Clemmer College may consider as hardship may include:

   - health-related challenges due to COVID-19 (e.g., candidate or mentor teacher is quarantined for extended period due to COVID-19 infection or exposure **during the time set aside for recording**);
   - logistical challenges related to an inability to record audio or video required for successful edTPA submission (e.g., school or district does not allow video or audio recording);
   - logistical challenges related to *ongoing* shifts in mode of instruction (i.e., virtual, hybrid, and in-person); or
   - logistical challenges related to completing specific expectations of the handbook in a virtual context.

   b. Any candidate requesting a hardship, must

   i. complete the **Candidate edTPA Hardship Verification Form** as early as possible. Specific directions for completion of the form include that the candidate identify whether a health or logistical challenge is being experienced by the candidate.

   ii. Logistical challenges must be explained and documented with letters from the mentor and supervisor or, in the case of Job Embedded candidates, the building principal.

   iii. Documentation for health concerns will include a statement from the mentor, supervisor, or school principal that only verifies that health complications of the candidate or the mentor have interfered with the candidate's ability to complete a full edTPA for scoring. Clemmer College respects the privacy of all individuals and will not request sensitive medical records.

2. Any student who is granted a hardship and who is approved to take the PLT in lieu of the edTPA will **be required to also submit Task 1 and Task 3 for local scoring**.

Candidates are cautioned that:

- the threshold for approval of these hardship claims will be set very high,
- a hardship should be a unique situation that sets the candidate apart from other candidates at Clemmer College in student teaching, internship or job-embedded settings,
- any candidate approved for the PLT route will also be required to complete Task 1 and Task 3 for local scoring,

- all other graduation requirements for the candidate's progression status must be completed before this request may be granted.

Clemmer College is committed to the success of teacher candidates. There are a number of resources available from the Stanford Center for Assessment, Learning, and Equity (SCALE) and Evaluation Systems to support current candidates with completing the edTPA in virtual learning environments, guidance for candidates unaffiliated with EPPs, and webinars for mentor and cooperating teachers. Additionally, there are many local resources available from faculty, the edTPA Coordinator, and the Educational Technology Resource Center.

2021 – State Qualifying Score – 40

Spring 2021	15 rubric Score	13 rubric score	Remediation Plan	Incentives
EdTPA Scholar	55-75	48-65	Exempt from Written Reflections	Recognition at Pinning Ceremony **edTPA Scholar Medal**
Proficient	45-54	39-47	Written reflection on rubrics scoring **under 2**, including Condition Codes.	Recognition at Pinning Ceremony **edTPA Recognition Cord**
Emerging Educator	40-44	36-38	Written reflection on rubrics scoring **under 2**, including Condition Codes.	
Fail	Under 40	Under 35	Not eligible for license. Using SCALE Guidelines, Retake Committee analyzes score report and makes recommendation to student.	

STUDENT ASSESSMENT OF INSTRUCTION (SAI) COMPLETION
During the last three (3) weeks of CLASSES (prior to exam week), a Student Assessment of Instruction (SAI) will be placed as a widget on the D2L home page for each of your course offerings (see course schedule). **The Clemmer College requests that you please complete the SAI for this class prior to the deadline, and check this task off your list as you would any other assignment**. The Clemmer College values student input, so please take completing this survey seriously. Your instructors actively use your feedback to help design more engaging and thought-provoking instruction. The SAI for each class should take no more than 10-15 minutes to complete.

Academic Misconduct Policy: As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an "F" in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU's policies on plagiarism and similar offenses: "*Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be*

imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course."

Academic Integrity: As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU's policy on Academic Misconduct at:

- https://www.etsu.edu/policies/student/aca.integrity.misconduct.php

Departmental Notification & Notice of Concern: Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to departmental notification whereby the department chair and student are informed of unsatisfactory progression. (Instructors are not required to file this notification but may use this procedure to document unsatisfactory course performance). The instructor may then formally file a "Notice of Concern" with the Department of Curriculum and Instruction and the student and request a meeting with the department chairperson to discuss whether the student should continue in the program.

University Academic Accommodations: Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

University Syllabus Attachment: https://www.etsu.edu/reg/academics/syllabus.php

Mental Health: Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.
- If you or a friend is in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

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