Department of Elementary Education  
ECH 328P.511 & .512  
Foundations of Early Childhood Practicum  
Fall 2018

<table>
<thead>
<tr>
<th>Instructor: Heather Thrash</th>
<th>Course Credits: 2 hours; D2L WEB BASED ONLY COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone: 281-217-0930</td>
<td>Main Email: D2L email through course is preferred//checked several times a day M-Th 9:00am-5:00pm; 9:00am-2:00pm Fri</td>
</tr>
<tr>
<td>Office Hours: leave message on phone from 9:00-5:00pm M-TH; 9:00am-2:00pm Fri; email anytime</td>
<td>Alternate Email 1: <a href="mailto:heatherthrash@gmail.com">heatherthrash@gmail.com</a> // checked several times daily [but ONLY use if D2L is down]</td>
</tr>
<tr>
<td>Other Contact Information: will return phone calls and emails within 48 hours M-F; will return weekend [beginning at 2pm on Friday] phone calls and emails by Monday (Tuesday if Monday is a campus holiday)</td>
<td>Alternate Email 2: <a href="mailto:thrashhl@sfasu.edu">thrashhl@sfasu.edu</a> // only checked once a week [ONLY use if D2L is down and you have tried the gmail account first]</td>
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Prerequisites: HMS 241, taken concurrently with ECH 328

I. Course Description:
Supervised laboratory observations and teaching of young children directly related to the content and purpose of ECH 328. Must be taken concurrently with ECH 328.

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

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the TExES PPR, EC6 Content, Technology, and TEKS system Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program Learning Outcomes and Student Learning Outcomes:

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual student development, acquisition of knowledge, and motivation.

- **SLO 1.1** Candidates examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program
  - **SLO 1.1.1** Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners.

- **SLO 3.1** Candidates probe components of child development including physical aspects.
  - **SLO 3.1.1** Assessment – Developmental Checklist (PPR 3.5k)
- **SLO 3.2** Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lessons plans.
  - **SLO 3.2.1** Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii, 3Biii, 4Cii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; Technology 6.12s, 6.14s; ISTE 3d)
  - **SLO 3.2.2** Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)
- **SLO 3.3** Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students.
  - **SLO 3.3.1** Assessment – Large Group Experience Reflection (PPR 4.12k)
  - **SLO 3.3.2** Assessment – Transitions Presentation (PPR 2.6k, 2.7k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii, 4Dii; InTASC 3d, 3k, 3o, 10o)
  - **SLO 3.3.3** Assessment – Discipline Strategies Observation (PPR 3.2s, 2.14s; TS 4Cii, Technology 4.9s, 6.2s, 6.8s, 6.13s; ISTE 3a)
  - **SLO 3.3.4** Assessment – Transition Discussion Board (PPR 2.6k, 2.8k, 2.9s, 2.17s, TS 4Cii, 4Dii; InTASC 3d, 3k, 10o)
- **SLO 3.4** Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility.
  - **SLO 3.4.1** Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii; InTASC 3d, 10o; Technology 6.17s; ISTE 3d)
- **SLO 3.5** Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities
  - **SLO 3.5.1** Assessment - Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)
- **SLO 3.6** Candidates identify areas of diversity impacted (bias, language, culture, gender, ethnicity, race) in early childhood environments and throughout early childhood curriculum.
  - **SLO 3.6.1** Assessment – Anti-Bias Checklist (PPR 3.5k)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children.

- **SLO 4.1** Candidates explore purposes of assessment while examining authentic and standardized assessment tools including portfolios and time sampling/anecdotal records
  - **SLO 4.1.1** Assessment – Time Sampling/Anecdotal Record Activity (PPR 2.17s; InTASC 3d, 3k)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children.

- **SLO 5.1** Candidates evaluate the complexities of building partnerships with families in relation to parent/teacher conferences.
  - **SLO 5.1.1** Assessment – Parent Teacher Conference Analysis Assignment (PPR 4.12k; TS 6Ai; InTASC 4q, 9e, 9g, 9l, 9m)
ECH 328 P is the first early childhood (ECH) practicum course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to:

1. Interact in a professional manner when in a childcare setting.
2. Discuss a child’s growth and development until the age of eight, particularly as related to social and emotional development.
3. Recognize appropriate interaction strategies and techniques that demonstrate positive communication and demonstrate an understanding of effective guidelines for positive discipline strategies.
4. Understand how to create a classroom environment and space that is safe and fosters autonomy.
5. Recognize appropriate assessment strategies to support learning.

III. Attendance

Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all course to qualify for financial aid. Student reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn.

This is an online only course; therefore, attendance is based on D2L logsins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours M-F will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected of you. If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers notify their principals when absent. Notifying your instructor prior to an absence prepares the teacher candidate for the future).

In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face to face classes. Failure to manage time and provide evidence that you have attended ‘class’ online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face to face class. Success in this online class will be totally up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and discussions. You must be an autonomous self-directed online learner. You need to allow time for reading, watching videos, completing assignments and assessments.

There will be a face to face meeting on campus where we can get to know each other, ask and answer questions, and visit the Early Childhood Research Center. This will occur the FIRST WEEK OF CLASS. This meeting is required for the program and must be attended by all ECH majors. Failure to attend this campus meeting will result in lost points for professionalism. Unavoidable circumstances may arise, that may be excused; this will be up to the discretion of the instructor and/or the program facilitator. All majors are encouraged to attend this campus visit for the ECH 328 portion of time, even if you are NOT an Education major in the Completer Program. The visit will enhance your knowledge of the course content, thus making the assignments easier to complete and understand.

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

Since ECH 328P for completer students is web-based, you will turn in all assignments on or before the due date shown on the course timeline into D2L only. Assignments submitted through D2L are due by 11:59PM of the stated due date. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade. of the course. Unavoidable circumstances may arise, that may be excused; this will be up to the discretion of the instructor and/or the program facilitator.

ECH 328 practicum is designed to help you interact with young children. Please note that your ECH 328 lecture and lab grades are separate. You will earn one grade for lecture and another for lab.
**Assignment Guidelines**

The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Adhering to these guidelines will greatly improve your success in this class.

A. Assignments in this course are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher. **Any assignment turned in after the due date (without prior permission from the instructor) will receive PARTIAL credit only.**

B. As required in this course, you will be interacting with children in an early childhood setting. You will be observing, presenting lessons, evaluating and reflecting on best practices. **You will need to contact a childcare facility about participating in several different activities.** Some are strictly observations and others are activity based. Please be aware childcare facilities have a process to approve anyone coming in and working with children. **Most of them have a background check that can take up to 2 weeks to complete. You will need to go the first week of class and secure a location.** You will report the location in an activity dropbox.

C. All work must be submitted as a Microsoft word document (doc.). **No handwritten assignments will be accepted.** Set one-half inch margins. All assignments must be created using New Times Roman 12-point font. This is the standard for APA style writing (refer to APA module for more information).

D. Assignments are submitted and returned through the assignments link in D2L, unless otherwise noted. Always keep a copy of your work. If D2L is down, send it through Alternate Email 1 right away – and then submit in D2L once it is available. In order to avoid late submission, do not wait until the last minute to submit assignments.

**Important:** Notify me via email or phone of the circumstances causing the assignment to be late. You can take a screen shot of the last time the document was updated as proof it was complete on time…if needed. The instructor may ask for this proof….so do not make any changes to your document after the due date and time; otherwise it will appear that you have worked on the assignment after it was due and may cause the assignment to not be accepted or to be accepted for partial credit only.

**Assignments in ECH 328 P:**

1. **Discipline Observation Checklist:** Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)
2. **Transitions Discussion Board:** Students will discuss and respond to peers concerning transition activities observed in the classrooms. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.17s; TS 4Cii)
3. **Large Group Experience Reflection:** Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)
4. **Transitions Plan and Presentation:** Students will plan and implement three transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii)
5. **Music Plan and Presentation:** Students will plan and implement a music activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Cii, 1Eiii, 3Bii, 4Ai)
6. **Parent Conference Discussion:** Students will discuss and respond to peers after watching two parent conference videos online. (PPR 4.12k; TS 6Ai)
7. **Anecdotal Records Observation:** Students will complete an anecdotal record. (PPR 2.17s)
8. **Movement Lesson and Presentation:** Students will plan and implement a movement activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bii, 1Cii, 1Eiii, 3Bii, 6Ai)
9. **Developmental Checklist:** Students will observe one child regarding developmental stages. (PPR 3.5k)
10. **Anti-Bias Observations:** Students will observe the classroom environment to identify anti-bias curriculum. (PPR 3.5k)
11. **Classroom Design:** Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Cii)

**Technical Support**

Log on to [http://www.oit.sfasu.edu/disted/studsup/index.html](http://www.oit.sfasu.edu/disted/studsup/index.html) if you are having difficulties. You may also call 936-468-1919 for technical assistance. **Google Chrome works best for viewing MP4 videos in this course.** Know that if you use a dial-up connection to access the internet for this course, you may experience long wait times for files to download and you may not be able to view all pages in the course or watch all the videos. Not being able to view
information is NOT a valid reason to miss assignments. Finding a browser on your computer that allows YouTube and MP4 videos and other links to open quickly will save you time. You may need to find another place to view the videos in order to view them.

V. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. Posted rubrics are used to guide all assignment grading. When an assignment is graded, immediately look at it and any comments. **If you have a question about a grade or feel it is incorrect, bring this to my attention with ONE WEEK of me posting grades.** DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. To calculate your grade at any time, combine the total number of points you have earned up to that point and divide by the total points for the course. Your final course grade will be based on the following grading scale:

- 90 to 100% = A
- 80 to 89% = B
- 70 to 79% = C
- < 69% = F

### Assignments in ECH 328 P

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Childcare Facility Location</td>
<td>10</td>
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<tr>
<td>Discipline Observation Checklist</td>
<td>23</td>
</tr>
<tr>
<td>Transitions Discussion Board</td>
<td>20</td>
</tr>
<tr>
<td>Large Group Experience Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Transitions Plan and Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Music Plan and Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Parent Conference Discussion</td>
<td>20</td>
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<tr>
<td>Anecdotal Records Observation</td>
<td>20</td>
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<tr>
<td>Movement Lesson and Presentation</td>
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<td>Developmental Checklist</td>
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<td>Anti-Bias Observations</td>
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<td>Classroom Design</td>
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<tr>
<td>Professionalism Points</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>312</strong></td>
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**Late Work Policy:** Late work is accepted up to **ONE WEEK** past the original due date for **PARTIAL CREDIT ONLY.** Talk with the instructor BEFORE it is late…not after. **After one week’s time, late work will not be accepted.** It is up to YOU to contact the instructor to send notification of a late assignment, once the due date has passed. The instructor will have to re-open quizzes manually, so contacting the instructor in time is vital. **Professionalism grade points do drop for each late or missing assignment. Professionalism grade points can go negative.**

Extenuating circumstances do occur, which will be dealt with on an individual basis but must be communicated to the instructor in a timely manner (within one week) and may or may not be accepted as an extenuating reason. Documentation may be asked for, such as a doctor note, email from OIT, etc. The instructor may allow full credit on late work during extenuating circumstances; it is up to the discretion of the instructor.

**Re-do Work Policy:** Some assignments may be subject to editing and resubmission. In this event, the resubmitted work is due no later than one week after your assignment is graded and returned from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work may or may not count for points added onto the original assignment grade; that is at the discretion of the instructor.
Written work in which the use of the English language is not at an acceptable level for a university student will be returned marked “unacceptable” and a zero assigned (at the discretion of the instructor).

VI. Tentative Course Outline/Calendar:
All dates and assignments are tentative. Alternate date changes may be given verbally at the face to face meeting, through D2L communications, or by revised timeline. Quizzes or assignments MAY be added, it is your responsibility to double check with D2L for due dates and times.

ECH 328 Practicum Timeline
Fall 2018

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
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| Week 1      | Let’s Begin, APA, LiveText, Syllabus/Timeline SFA Campus Visit (Aug 30 & 31) | ● Read through the content prior to module 1  
● Activate LiveText Account + Purchase FEM in LiveText – See Syllabus (VII)  
● Prepare for the Campus Visit at the end of this week |
| Week 2      | Module 1: Getting Started | ● Read all Module Information  
● Contact a Childcare facility you will be participating with to complete your assignments  
● Complete information requested about the facility and submit to dropbox  
● Complete Checklist  
● All Module Components are due by Monday Sept 10th at 11:59 PM |
| Week 3      | Module 2: Discipline and Guidance | ● Read all Module Information  
● Complete the Discipline Observation Checklist and turn in to dropbox  
● Complete Checklist  
● All Module Components are due by Monday Sept 17th at 11:59 PM |
| Week 4      | Module 3: Transitions | ● Read all Module Information  
● Participate in the Transitions Discussion board with post and responses  
● Complete the Large Group Experience Reflection assignment and turn in to dropbox  
● Complete Checklist  
● All Module Components are due by Monday Sept 24th at 11:59 PM |
| Week 5      | Module 4: Application of Transition Content | ● Read all Module Information  
● Plan four transitions, do two, video tape, submit to dropbox  
● Complete Checklist  
● All Module Components are due by Monday Oct 1st at 11:59 PM |
| Week 6      | Module 5: Music | ● Read all Module Information  
● Complete Checklist  
● All Module Components are due by Monday Oct 8th at 11:59 PM |
| Week 7  
Oct 8-15 | Module 6: Music Plan | ● Read all Module Information  
● Complete your Music Lesson Plan  
● Present your Music Lesson Plan, attach video, and turn in all information to the dropbox  
● Complete Checklist  
● **All Module Components are due by Monday Oct 15th at 11:59 PM** |
| Week 8  
Oct 15-22 | Module 7: Parent Conferences | ● Read all Module Information  
● Watch Videos  
● Participate in the Parent Conference Discussion Board  
● Complete Checklist  
● **All Module Components are due by Monday Oct 22nd at 11:59 PM** |
| Week 9  
Oct 22-29 | Module 8: Assessment | ● Read all Module Information  
● Watch Videos  
● Complete Anecdotal Records Assignment and turn in to dropbox  
● Complete Checklist  
● **All Module Components are due by Monday Oct 29th at 11:59 PM** |
| Week 10  
Oct 29-Nov 5 | Module 9: Safety | ● Read all Module Information  
● Complete Room Assignment and turn in to Dropbox  
● Complete Checklist  
● **All Module Components are due by Monday Nov 5th at 11:59 PM** |
| Week 11  
Nov 5-12 | Module 10: Movement | ● Read all Module Information  
● Plan movement lesson complete with necessary props  
● Present lesson, reflect, attach video and submit to dropbox  
● Complete Checklist  
● **All Module Components are due by Monday Nov 12th at 11:59 PM** |
| Week 12  
Nov 12-19 | Module 11: Physical Development | ● Read all Module Information  
● Complete Developmental Checklist Assignment and submit to dropbox  
● Complete Checklist  
● **All Module Components are due by Monday Nov 19th at 11:59 PM** |
| Week 13  
Nov 19-26 | **THANKSGIVING HOLIDAY**  
**NO MODULES THIS WEEK** | **ENJOY YOUR TIME!! HANG IN THERE...YOU ARE ALMOST DONE!!** |
| Week 14  
Nov 26-Dec 3 | Module 12: Anti-Bias | ● Read Module  
● Complete Anti-Bias Observations and turn in to dropbox  
● Complete Checklist  
● **All Module Components are due by Dec 3rd at 11:59 PM** |
| Week 15  
Dec 3-10 | **NO MODULES** | **YOU ARE DONE!!! YOU DID IT!!** |
| Week 16  
Dec 10-14  
[Friday end date] | Final Examinations | ● There is **NO FINAL EXAM** for ECH 328P |
VII. Readings (Required and recommended—including texts, websites, articles, etc.):

Transitions by Cay McAninch and Vikki Boatman. Publisher SFA University Press. ISBN 9781936205141

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

In addition, students pursuing the EC6 degree must purchase the LiveText Field Experience Management (FEM) add-on. The cost is $18.00. This system will allow the Perkins College of Education to better place and track candidate field experiences. Instructions for purchasing the LiveText FEM are located in the ECH 328 P course LiveText module. Purchase of the FEM add-on is required for successful completion of ECH 328P.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system will result in a failing grade for ECH 328P.

References:

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 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.

IX. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

A. Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports 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.

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

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

C. **Student Academic Dishonesty: Policy 4.1**

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

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

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

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

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

**IMPORTANT:** Assignments in ECH 328 are sent to Turn-It-In to be checked for plagiarism. The instructor will determine appropriate consequences for any violation listed above. If plagiarism is detected, and another students’ work was used, that student may also be contacted and could face consequences as well, as listed above. **Bottom line:** Don’t copy from a published source, online or hardcopy, even just a sentence or two. Don’t copy from another student’s work or let anyone have access to your work.
D. Withheld Grades: Policy 5.5

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

E. Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

X. 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. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 (additional information available at www.texes.ets.org/registrationBulletin/). 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 SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.