Course: Foundations of Early Childhood Practicum

Instructor: Emily Tacquard
Office: 112A
Phone: 4006
Office Hours: MW 12:30-1:20, Rm 204
Email: tacquardee@sfasu.edu

Prerequisites: CSE 241, taken concurrently with ECH 328

M: 12:30-1:20, Rm 204

Credits: 1

Course Time & Location: M: 12:30-1:20, Rm 204

Office Hours: TW 12:30-1:30, by appointment

Foundations of Early Childhood Practicum (1 credit) typically meets once each week (Monday, Tuesday, Wednesday, Thursday, Friday) for 50 minutes and spans 15 weeks. Students investigate concepts or provide perspective on application of foundational theories of early childhood education learned in ECH 328. In addition, students are required to complete weekly observations in early childhood settings and complete multiple written assignments that evaluate their ability to observe and assess early childhood settings, identify and distinguish developmentally appropriate practice, and compare/contrast learning environments for early childhood students. For every hour a student spends engaging with the content, he/she spends at least one hour completing associated activities and written assignments. There is no course fee associated 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 TEExES 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 Objectives 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 students development, acquisition of knowledge, and motivation.

- **PLO 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, 3.12k, TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9f, 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.

- **PLO 3.1** Candidates probe components of child development including physical aspects.
  - **SLO 3.1.1** Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 2.14s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 3.12k, TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9f, 9l, 9m, 10g, 10o)

- **PLO 3.2** Candidates examine planning components of lesson design actions required for the writing of developmentally appropriate lessons plans
  - **SLO 3.2.1** Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 2.14s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 3.12k, TS 1Bi, 1Bii, 1Ciii, 1Eiii, 3Biii, 6Ai; InTASC 1e, 1h, 2a, 2f, 4a, 4g, 4i, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9f, 9l, 9m, 10g, 10o; Technology 6.12s, 6.14s; ISTE 3d)

- **PLO 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 – Music Video Reflection (PPR 4.12k)

- **PLO 3.4** Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility

- **SLO 3.4** Assessment – Discourse Strategies Observation (PPR 8.2s, Technology 4.9s, 6.2s, 6.8s, 6.13s; ISTE 3a, 3d)
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 2.17k, 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 6Al; InTASC 4q, 9e, 9g, 9f, 9m)

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

ECH 328P is the first early childhood (ECH) lab course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to

1. Behave 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.

ECH 328P is web-enhanced classroom. You will attend class one day a week and then read all posted information on the web in D2L. You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by midnight of the stated due date. All assignments completed “in class” must be submitted before leaving the classroom. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

If an assignment is not turned in by the due date, you receive no credit for the assignment and 10 professionalism points will be deducted. All assignments in this course are submitted online and all assignments must be typed in the template provided or you will receive NO credit for the assignment. Since the professor is unable to grade an assignment without having it, blank documents, wrong documents, etc. uploaded to the Dropbox, will be treated as if no work was turned in. Assignments that are e-mailed to your professor will not be accepted. It is suggested that when saving your document to your computer, you save it under your own name. For example: Tacquard. Assignmentname. Then after uploading each document should be opened and viewed to triple check if it is correct.

The following assignments: Music Plan, Implementation of the Music Time with PK students, and Music Reflection must be successfully completed in order to pass ECH 328P. Non-completion of any of these will result in a failing grade in ECH 328P.

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

In this course, attending class is very important. If you miss class, you are responsible for getting the information from your peers about what you missed. Many grades come from in class assignments. If you miss class on a day we have an in class assignment, you will only be allowed to make-up the assignment if you have a doctor’s note. Extenuating circumstances will be considered at the discretion of the instructor.

ABSENCES AND MAKE-UPS: In the event a teacher candidate is unable to observe during his/her scheduled time, the practicum instructor MUST BE NOTIFIED BEFORE the observation time by e-mail. Candidates may contact their practicum instructor via email in D2L. Teacher candidates are expected to make-up a missed interaction/observation time the NEXT WEEK, this is to ensure that you could complete your assignment and turn it in before the due date. If the candidate fails to make-up the missed interaction/observation time the next week, ten professionalism points will be deducted.

- SLO 3.4.1 Assessment – Classroom Design Assignment (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Biii, 4Ciii; InTASC 3d, 10g; 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.
  o SLO 3.5.1 Assessment - Movement Plan and Presentation (PPR 1.16k, 1.11s, 1.11s, 1.16s, 1.20s, 2.14s, 3.11k, 3.8s, 3.9a, 3.10s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Biii, 1Ciii, 1Eiii, 3Biii, 6Al; TS 4Ciii; InTASC 1e, 1h, 2a, 2f, 4a, 4f, 4g, 4i, 4q, 4q5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9f, 9i, 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.
  o SLO 3.6.1 Assessment – Anti-Bias Checklist (PPR 3.5k)
- 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 2.17k, InTASC 3d, 3k)
- SLO 5.1 Candidates evaluate the complexities of building partnerships with families in relation to parent/teacher conferences.
  o SLO 5.1.1 Assessment – Parent Teacher Conference Analysis Assignment (PPR 4.12k; TS 6Al; InTASC 4q, 9e, 9g, 9f, 9m)
Each 328P student will complete a minimum of 11 hours of interaction/observation. This means you will interact and observe in one-hour increments at the ECHL. You may also be required to observe in small time increments throughout the semester. Missed practicum observations must be rescheduled with the practicum teacher and made up within one week of the missed observation. Credit will only be given for excused absences, which means the teacher is notified BEFORE scheduled observation time begins. To receive a grade in 328P, ALL observations and assignments must be completed. Ten professionalism points will be deducted for each unexcused practicum absence. Three unexcused practicum absences will result in a failing grade for ECH328P.

Anytime a teacher candidate enters the Early Childhood Lab, he or she must wear the approved name badge. You will be given one name badge holder and one name plate when you have turned in your COMPLETED SFASU ECHL Volunteer/Observer Forms (located in the Before Class Begins Module). You will not be allowed to enter the Early Childhood Lab without the approved name badge holder and name plate. This includes: the Early Childhood Lab office, classrooms, teachers’ offices, bathrooms, etc. When you are downstairs in the Early Childhood Research Center, you must wear your approved name badge holder and name plate. If you lose your name badge holder and name plate, you will be responsible for replacing these and will not be allowed to enter the Early Childhood Lab. Please keep in mind that this is a security breach for our school and needs to be taken seriously. Please remember this can directly affect your grade and prevent you from turning in assignments if you cannot observe. You will lose 10 professionalism points each time you lose these items and are required to purchase new ones. The name badge holder can be purchased upstairs in the Early Childhood Research Center Resource Room for at least $3. The name plate must be purchased in the Early Childhood Lab office, located downstairs, for at least $10.

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.

B. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. All work must be submitted as a Microsoft word document (doc.). Always keep a copy of your work. If the web is down, send it through email to me right away and then submit in D2L once it is available. Do not wait until the last minute to submit assignments to avoid late submissions.

C. Practicum observations will be completed in the Early Childhood Lab.

Major 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 presentation: Students will plan and implement transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii)
3. Music Video Reflection: Students will observe a music video that is implemented in the classroom and reflect on their observation. (PPR 4.12k)
4. Music Plan and Presentation: Students will plan, implement, and reflect on 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, 1Ciii, 1Dii, 3Biii, 6A)
5. Anecdotal Records Observation: Students will complete an anecdotal record. (PPR 2.17s)
6. Anti-Bias Observations: Students will observe the classroom environment to identify anti-bias curriculum. (PPR 4.5k)
7. Music and Movement: Students will participate in music and movement activities 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, 1Ciii, 1Dii, 3Biii, 6A)
8. Classroom Design: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bii, 4Bii, 4Cii)

IV. 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, add the total number of points you earned and divide by the total number of points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

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<th>Points</th>
<th>COUNT</th>
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<tr>
<td>90 to 100%</td>
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<td>80 to 89%</td>
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<td>70 to 79%</td>
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<tr>
<th>ECH 328P Assignments</th>
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<td>ECHL Volunteer Observer Requirements</td>
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<td>Syllabus Quiz</td>
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<td>First Impressions</td>
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<td>Discipline Observation</td>
<td>23</td>
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<td>Transitions</td>
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<td>Music Video Reflection</td>
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<td>Music Plan</td>
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<td>Group Music Experience</td>
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<td>Music Experience Reflection</td>
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<td>Week &amp; Date</td>
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<td><strong>Week 1</strong></td>
<td>Read and complete these modules:</td>
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<td>Syllabus/Timeline</td>
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<td>In Class Topics:</td>
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<td>FEM LiveText Add On</td>
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<td>Background Check Information</td>
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<td>ECHL Guidelines</td>
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<td>First Impression of Classroom</td>
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<td>EC6 Majors Only:</td>
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<td>1.28.19 - 2.3.19</td>
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<td>You must purchase and complete the FEM LiveText Add On in order to pass this course, due 3rd class day – 2.11.19.</td>
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<td>Livetext Module</td>
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<td><strong>Week 2</strong></td>
<td>Module 1</td>
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<td>Getting Started</td>
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<td>In Class Topics:</td>
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<td>First Impression of Classroom</td>
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<td>All ECH 328P students:</td>
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<td>2.4.19 - 2.10.19</td>
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<td>Review the syllabus and timeline in D2L</td>
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<td>Syllabus Quiz, due 2.3.19</td>
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<td><strong>Week 3</strong></td>
<td>Module 2</td>
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<td>Discipline and Guidance</td>
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<td>Discipline</td>
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<td>Classroom Observations Begin</td>
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<td>2.11.19 - 2.17.19</td>
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<td>Read all Module Information</td>
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<td>Complete all forms for observing –upload to the SFASU ECHL Volunteer/Observer Requirements Dropbox – due 2.4.19 - MONDAY</td>
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<td>Livetext Module</td>
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<td>All Module Components are due by Sunday night at 11:59</td>
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<td><strong>Week 4</strong></td>
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<td>Transitions</td>
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<td>BRING TRANSITION BOOK TO CLASS</td>
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<td>Classroom Observations Begin</td>
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<td>2.18.19 – 2.24.19</td>
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<td>Complete and submit First Impression of the Classroom to dropbox, due 2.24.19</td>
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<td>Begin reading Module Information</td>
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<td>All Module Components are due by Sunday at 11:59</td>
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<td>Week</td>
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<td>Module 3</td>
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*BRING TRANSITION BOOK TO CLASS*
*Complete and submit Discipline Observation to dropbox, due 3.3.19*
*Complete reading of Module Information.*
*Participate in Class Transitions Activity*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 6 | Module 5 | Music Participation |  
*Complete and submit Music Video Reflection to dropbox, due 3.10.19*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 7 | Module 6 | Music Plan |  
*Complete and submit Music Plan to dropbox, due 3.17.19*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 8 | Module 7 | Parent Conferences |  
*Read all Module Information*
*Watch Parent Teacher Conference Videos in D2L Module*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 9 | Module 8 | Assessment |  
*Read all Module Information*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 10 | Module 9 | Safety |  
*Read all Module Information*
*Complete and submit the Anecdotal Records Observation to dropbox, due 4.14.19*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
| 11 | Module 13 | Anti-Bias |  
*Thursday and Friday observers must find a different day to observe BEFORE 4.18.19*
*Read all Module Information*
*Complete and submit Classroom Design Assignment to dropbox, due 4.21.19*
*Complete Checklist*
*All Module Components are due by Sunday at 11:59 p.m*
### Week 12
4.22.19 – 4.28.19

**Module 11 - Movement**

**In Class Topic:**
Developmental Milestones – Gross Motor Movement Activities

- Read all Module Information
- Complete and submit **Anti-Bias Observation Assignment** to dropbox, due 4.28.19
- Complete Checklist
- All Module Components are due by Sunday at 11:59 p.m

### Week 13
4.29.19 – 5.5.19

**Module 12 - Physical Development**

**In Class Topics:**
- Process Art
- Developmental Milestones – Fine Motor

- Read all Module Information
- Complete and submit the FEM assignment for ECH 328P.
- Complete Checklist
- All Module Components are due by Sunday at 11:59 p.m

### Week 14
5.6.19 – 5.12.19

**Make-up Week**

- Last observation must be completed this week

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### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

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

**Live Text account,**

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 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. 7050 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.**

All students, 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.

**References:**


### VII. 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.

VIII. 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, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

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).

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.

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 requester 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.texas.ets.org/registrationBulletin/ <http://www.texas.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.