Elementary Education Department  
ECH 328.003  
Foundations of Early Childhood  
Spring 2019

Instructor: Tracey Covington Hasbun, Ph.D.  
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Elementary Education Office Phone: (936) 468-2904  
Office Hours: M-12:00-1:00  
T-10:00-1:00  
W-12:00-1:00  
W-12:00-1:00  
Credits: 2

Prerequisites: HMS 241, HMS 241 L; taken concurrently with ECH 328P.

I. Course Description:

Foundations of Early Childhood” (2 credits) typically meets twice each week (Monday/Wednesday or Tuesday/Thursday) in 50 minute segments for 15 weeks and includes a 1 hour final exam. Students investigate concepts or provide perspective on foundational theories of early childhood education. In addition, students are required to complete quizzes/exams over course content and complete multiple in-class and out-of-class 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 a $20 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 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 students’ development, acquisition of knowledge, and motivation.

  - SLO 1.1.1 Assessment – F2F/OL Theory/theorist assignment
  - SLO 1.1.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii; InTASC 4q
  - SLO 1.1.2 Assessment – Field of Early Childhood quiz PPR1.11k; TS3Aiii; InTASC 4q

- SLO 1.2 Candidates explore Principals, Periods and Theories of Child Development including Arnold Gesell and Maturational theory, Jean Piaget and Constructivist Theory, Lawrence Kohlberg and Moral Development, Urie Bronfenbrenner and Ecological Theory, Howard Gardner and Multiple Intelligences, Erik Erikson and Psychosocial Theory, Lev Vygotsky and Sociocultural Theory, Abraham Maslow and Self-Actualization, Generation M² Kaiser Foundation Study
  - SLO 1.2.1 Assessment – F2F/OL Theory/theorist exam
  - SLO 1.2.2 Assessment – Child Development Quiz PPR 1.1k; InTASC 1b,1d,1e,1f,2d,7i,8j
SLO 1.2.3 Assessment – Generation M² Foundation Study Assignment

- SLO 1.3 Candidates investigate goals for guidance, positive communication strategies, classroom management, and difficult behaviors and synthesize the value of intrinsic and extrinsic motivation examining theories from B.F. Skinner, Behaviorism and Alfie Kohn.
  - SLO 1.3.1 Assessment – Theory/theorist Assignment (APA citations & references)
  - SLO 1.3.2 Assessment – Relationship and Guidance quiz PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,106

- SLO 1.4 Candidates analyze the role and stages of play for young children.
  - SLO 1.4.1 Assessment – What is Play? (F2F classroom activity, OL dropbox)

- SLO 1.5 Candidates examine effective strategies for communicating effectively with young children, with an emphasis on language that stimulates thinking, and values the child. (Power of our Words)
  - SLO 1.5.1 Assessment – F2F/OL The Power of Our Words quiz PPR2.1s; TS4aii; InTASC 3k
  - SLO 1.5.2 Assessment – F2F/OL The Power of Our Words assignment (F2F Classroom Activity, OL Discussion board) PPR 3.1k;3.2k; InTASC 3f,3l,5e,5n,8m,8q

  - SLO 1.6.1 Assessment - Compare and Contrast Assignment F2F modify the guideline for jack pal reflection/ OL child care visits assignment Technology 2.1k, 2.2k; ISTE 2a,2c,4d,5a,6d,7c

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 curriculum components including physical development, language and literacy, creative arts, thinking (Bloom’s Taxonomy), and inquiry based components of math, science, and social studies.
  - SLO 3.1.1 Assessment – Curriculum quiz PPR1.19k,1.23s; InTASC 5i,5j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom’s Taxonomy
  - SLO 3.1.2 Assessment – Curriculum Planning quiz PPR 1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS2Cii; InTASC 2e,2o,3b,5d,5m
  - SLO 3.1.3 Assessment – Curriculum map (F2F classroom activity, OL dropbox) PPR1.2k;1.24k;3.5k;3.6k;3.8k;3.8s;TS2Cii, InTASC 2e,2o,3b,5d,5m; Technology 2.3s,6.14s; ISTE 2c,4c

- SLO 3.2 Candidates examine planning components of lesson designs (instructional alignment to district/state) and actions required for the writing of developmentally appropriate lesson plans.
SLO 3.2.1 Assessment – Three Lessons to Modify Including Diverse Learners assignment (F2F classroom activity, OL dropbox) PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j

- SLO 3.3 Candidates compare diverse learner needs including special education, gifted and talented, low socio-economics and English Learners and analyze strategies for working with young children.
  - SLO 3.3.1 Assessment – Including All Children quiz PPR 2.22k,2.20s; TS4Bii,2Aii; InTASC 3c,3d,3j,8h
  - SLO 3.3.2 Assessment – Jack Pal Reflections PPR 2.22k;2.20s;TS4Bii,2Aii; InTASC 3c,3d,3j,8h, Technology 2.1k,2.2k; ISTE 2a,2c,4d,5a,6d,7c

- SLO 3.4 Candidates discover components necessary in creating learning environments for infants, toddlers, preschool and primary age children including time, space, schedules, room arrangement, safety, physical accessibility, equipment, and materials.
  - SLO 3.4.1 Assessment – Learning Environment quiz PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k;TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10c
  - SLO 3.4.2 Assessment – Learning Environment activity (F2F classroom activity) PPR2.1k;2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k;TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10c

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 assessment roles, purposes, characteristics, and data analysis while examining authentic and standardized assessment tools.
  - SLO 4.1.1 Assessment - Observing, Documenting, and Assessing Children quiz PPR1.27k; TS5Aii; InTASC 3e,63,6f,6g,6h

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 investigate humane education
  - SLO 5.1.1 Assessment – Human Education Discussion Board

- SLO 5.2 Candidates evaluate the complexities of communicating with and building partnerships with families as well as legal and ethical responsibilities.
  - SLO 5.2.1 Assessment – Partnerships with Families quiz PPR4.1k,4.2k,4.2s; InTASC 10g
● SLO 5.3 Candidates examine qualities and characteristics of a professional early childhood educator.
  o SLO 5.3.1 Assessment – Interview a Teacher Assignment (F2F-classroom activity; OL- Discussion Board)
  o SLO 5.3.2 Assessment – Professional Development Activity PPR4.9k,4.12s;TS6Aiii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s,6.5s; ISTE 2c,3b,5b
  o SLO 5.3.3 Assessment – The Teacher quiz
● SLO 5.4 Candidates explore creating safe and healthy places for young children while investigating components impacting health including obesity, poisoning, and detrimental practices.
  o SLO 5.4.1 Assessment – Health, Safety, and Well-Being Quiz PPR 2.21k,2.19s; InTASC 3d,3k
  o SLO 5.4.2 Assessment – School Lunch activity (F2F-classroom activity; OL- Discussion Board)

ECH 328 is the first early childhood (ECH) 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 the Early Childhood Research Center
  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. Discuss environmental, experiential, and educational influences which shape a young child’s mathematics skills
  5. Recognize hidden rules of generational poverty and middle class
  6. Explore the relationship between animal abuse and human interpersonal violence and ways to foster humane treatment of animals
  7. Discuss the benefits of volunteering in a community. You can expect to be a competent, successful, caring, and enthusiastic professional who is dedicated to responsible service, leadership, and continued professional and intellectual development.

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

ECH 328 is web-enhanced. You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by 11:59 p.m. of the stated due date. Classroom Activities take place throughout the semester and class attendance is mandatory in order to participate and possibly receive up to 25 points for the day. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.
ECH 328 lecture is designed to help you interact with young children. Portions of our lecture will be incorporated into your ECH 328 lab assignments. Please note that your ECH 328 lecture and lab grades are separate. You will earn one grade for lecture and another for lab.

Assignments and Late Work
Assignments in this course are deadline driven. Meeting deadlines is an integral part of being a successful teacher. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. 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.

No late work is accepted.

Major Assignments:
1. **Theorists and Theories final exam** – The exam assesses candidates knowledge, understanding, and application of 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 (PPR1.11k; TS3Aiii; InTASC 4o; PPR 1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o; PPR2.1s; TS4aii, InTASC 3k; PPR 3.1k,3.2k; InTASC 3f,3l,5e,5n,8m,8q).

2. **Jack Pals Activity** – The activity provides candidates the opportunity to increase and apply 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 (Technology 2.1k, 2.2k; ISTE 2a,2c,4d,5a,6d,7c).

3. **Professional Development Activity** – The activity provides candidates the opportunity to 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 (PPR4.9k,4.12s,TS6Aiii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b).
4. Quizzes – Quizzes assess candidates knowledge, understanding of the major concepts, principles, theories, and research related to development of children, student learning, curriculum, environment, diversity, communication, assessment, professional ethics, and collaborative relationships with families (PPR1.1k; TS3Aiii; InTASC 4o; PPR 1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o; PPR2.1s; TS4a, InTASC 3k; PPR 3.1k,3.2k; InTASC 3f,3l,5e,5n,8m,8q; PPR1.19k,1.23s; InTASC 5i,5j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom’s Taxonomy; PPR 1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS2Ci; InTASC 2e,2o,3b,5d,5m; PPR 2.22k,2.20s; TS4Bii,2Aii; InTASC 3c,3d,3j,8h; PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Aii,4Aii,4Bi,1Di,4Bi,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10o; PPR1.27k; TS5Aii; InTASC 3e,63,6f,6g,6h; PPR4.1k,4.2k,4.2s; InTASC 10g; PPR 2.21k,2.19s; InTASC 3d,3k).

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. 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:

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

Assessments are scheduled to be completed prior to the class period. All assignments are due by 11:59 p.m. of the due date documented. When you come to class it will be TOO LATE to get credit for the quiz and chapter contents that we are covering. Missing assessments will quickly impact your grade. ECH 328 is instrumental in preparing you for your career choice. When you miss and assignment or an assessment, it sends a strong message about you and your commitment to education and children. If you miss assignments and do not put forth your best effort, it not only hurts you, it hurts children you will teach.
Grade calculations are based on the percentage of total points you earn. You are responsible for keeping records of graded work and quiz scores. These will be available through D2L. Assignments in ECH 328 are listed in the following:

- Quizzes Power of our Words: 20 points
- Quizzes others from Who Am I in the Lives of Children: 130 points
- Classroom Activities requiring active participation: 225 points
- Professional Development: 20 points
- Jack Pals sign in and out: 50 points
- Jack Pals work log: 50 points
- Jack Pals discussion board: 50 points
- Jack Pals presentation: 25 points
- Jack Pals reflection: 25 points
- Final Theory/Theorist Exam: 100 points

Total points available: 695 points

V. Tentative Course Outline/Calendar:

ECH 328 Tentative Timeline

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to Class – explain and go over Syllabus and expectations – explain Jack Pals</td>
<td>• Update Profile in D2L Begin Reading</td>
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<tr>
<td>January 23-27</td>
<td></td>
<td>• Read Module 1</td>
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<td>• Take Denton Power of our Words Quiz (Sun.)</td>
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<td>Module 1 The Power of our Words (Introduction &amp; Chapter 1) -introduces the</td>
<td>• Participate in Classroom Activity One</td>
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<td>• Read Module 2</td>
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<td>• Take The Teacher Quiz (Sun.)</td>
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| Week 3 | February 4-10 | Module 2 The Teacher-introduces the teachers' roles and responsibilities | - Participate in Classroom Activity Two  
- Read Module 3  
- **Jack Pals starts!! Go to Jack Pals! (Visit 1)**  
- Take Relationships and Guidance Quiz (Sun.)  
- Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.) |
| Week 4 | February 11-17 | Module 3 Relationships and Guidance-introduces positive classroom guidance, based on relationships between the teacher and children, to build a community-like classroom environment to maximize children’s development | - The exploration of the theorists and theories starts!  
- Gather Notes on B. F. Skinner; Alfie Kohn; Behaviorism  
- Read Module 4  
- Take The Field of Early Childhood Education Quiz (Sun.) |
| Week 5 | February 18-24 (No class on Wednesday-Assignment) | Module 4 The Field of Early Childhood Education-provides an overview of early childhood education program, policy, and standards movement | - Gather Notes on Erik Erikson; Abraham Maslow; Charles Darwin; Ivan Pavlov  
- Read Module 5  
- **Go to Jack Pals (Visit 2)**  
- Take History and Educational Models Quiz (Sun.)  
- Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.) |
| Week 6 | | Module 5 History and Educational Models-discusses historical figures who made contributions to early childhood education | - Gather Notes on John Dewey; Arnold Gesell; Stanley Hall; Maturationism  
- Read Module 6  
- Take Child Development Quiz (Sun.) |
| Week 7       | Module 6 Child Development-discusses child development theories and their application | • Gather Notes on Jean Piaget; Lev Vygotsky; Friedrich Froebel; Jerome Bruner; Constructivism  
• Read Module 7  
• **Go to Jack Pals (Visit 3)**  
• Take Observing, Documenting, and Assessing Children Quiz (Sun.)  
• Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates' posts due Tues.) |
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<td>March 4-10</td>
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| Week 8      | Module 7 Observing, Documenting, and Assessing Children-introduces the appropriate ways to observe, document, and assess young children | • Gather Notes on Edward Thorndike; John Watson; Maria Montessori  
• Read Module 8  
• Take Health, Safety, and Well-Being Quiz (Sun.)                                                                                                                                       |
| March 11-17 |                                                                                   |                                                                                                                                                                                                |
| Spring Break| **Spring Break**                                                                  | **Spring Break**                                                                                                                                                                                 |
| Week 9      | Module 8 Health Safety and Well-Being-introduces the ways to create a healthy and safe environment for children’s sound growth | • Participate in Classroom Activity Three  
• Read Module 9  
• **Go to Jack Pals (Visit 4)**  
• **Turn in Professional Development Number One (Sun.)**                                                                                                                                 |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>April 1-7</th>
<th>Module 9 The Learning Environment - discusses the appropriate learning environments for infant-toddlers, preschoolers, and elementary children</th>
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| | | • Take The Learning Environment Quiz (Sun.)
| | | • Participate in Jack Pals Discussion Board (Initial post due Sun. Replies to classmates’ posts due Tues.)

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<tr>
<th>Week 11</th>
<th>April 8-14 <em>(Possible changes to come for this week)</em></th>
<th>Module 10 Understanding and Supporting Play - discusses the importance of play, types of play, and play theories to facilitate young children’s development</th>
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| | | • Participate in Classroom Activity Four (You will create these indoor and outdoor maps in class.)
| | | • Read Module 10
| | | • Take Understanding and Supporting Play Quiz (Sun.)

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<tr>
<th>Week 12</th>
<th>April 15-21</th>
<th>Module 11 The Curriculum Module 12 Curriculum and Planning - introduces early childhood curriculum and planning for developmentally appropriate practices</th>
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</table>
| | | • Read Modules 13 and 14
| | | • Participate in Classroom Activity Six in Discussion (Sun.)
| | | • Turn in Professional Development Number Two (Sun.)
| | | • Take Including All Learners Quiz (Sun.)
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<tr>
<th>Week 13</th>
<th>April 22-28</th>
<th>Module 13 Including All Children –discusses the importance of awareness of different learning styles, learning difficulties, and the practice differentiated instruction and lesson plan modifications</th>
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|  |  | • Read Module 15  
• Take Partnerships with Families Quiz (Sun.)  
• Turn in Jack Pals Reflection (Sun.) |

| Week 14  | April 29-May 5 | Module 14 Partnerships with Families-discusses ways to make positive connections with families and Generation M2: Media in the Lives of 8- to 18-Year-Olds  
Module 15 Humane Education-discusses the issues in community which relate to animals, environment, and social justices, and the importance of creating appropriate education curriculum that involves community service  
*Jack Pals Presentations Discussion |
| --- | --- | --- |
|  |  | • Participate in Classroom Activity Seven (You will make these modifications in class)  
• Participate in Classroom Activity Eight  
• Participate in Classroom Activity Nine in Discussion (Sun.) |

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<tr>
<th>Week 15</th>
<th>May 6-12 (Dead Week)</th>
<th>Jack Pals Presentations</th>
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|  |  | • Participate in Presentation of Jack Pals (in class)  
• One Group Member will Submit PowerPoint Presentation (Sun.) |
VI. Required readings (including texts, websites, articles, etc.):

   ISBN: 978189292989598  
   The purpose of reading portions of this book is to begin building appropriate language skills in talking with young children.  
   The introduction and chapter 1 lay the foundation for a successful lab experience. **KEEP THIS BOOK. YOU WILL USE IT IN FUTURE CLASSES.**

   ISBN: 9780133764185  
   This book will guide our learning throughout the course and enable us to enhance our knowledge base.

References:

VII. Course Evaluations:

Near the **final week** 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 (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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 do the following:

- 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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).
• 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.

• 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.