Prerequisites:
Admitted to Teacher Education and enrolled in ECH 350.

I. Course Description:
An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

Diversity Statement.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. 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. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

ECED 3310 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

### Program Learning Outcomes & Student Learning Outcomes:

This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a Primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

**PLOs and SLOs**

**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 (ACEI 1, InTASC 4).**

- **SLO 1.1**: Candidates will demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3), including theories related to curriculum and instruction models and influential individuals for the field of curriculum including, but not limited to, Chomsky, Vygosky, Skinner, Clay, Piaget, Bruner, Dewey, Rousseau, Gessel, Freud, Erikson, Watson, Skinner, Pavlov, Reggio Emilia, Froebel, Montessori. (EC12 Texas PPR I, II, III).
  - **SLO 1.1.1 Assessment = To Be an Excellent Teacher Discussion (1.1k, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.15k, 3.16k)**
  - **SLO1.1.2 – Assessment = Final Exam (1.1k, 1.2k, 1.3k, 2.2k, 3.6k, 3.8k, 3.15k, 3.16k)**

- **SLO 1.2**: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).
  - **SLO 1.2.1 Assessment = Developmental Domains Gingerbread assignment (1.8k, 1.10k, 1.11s)**

**PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).**

- **SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).**
  - **SLO 2.1.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.12s, 1.13s, 1.16s, 1.20s, 3.6k, 3.8k, 3.7s, 3.8s, 3.13s)**
SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).

SLO 2.2.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 3.6k, 3.8k, 3.11k, 3.7s, 3.8s, 3.13s)

SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).

SLO 2.3.1 Assessment = Content Area Literature Resource (1.8k, 1.19k, 1.6s, 1.7s, 1.16s, 1.20s, 3.8s, 3.13s)

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 (ACEI 3, InTASC 2,3,5,7,8).

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).

SLO 3.1.1 Assessment = Differentiation Instruction assignment (1.2k, 1.3k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.16s, 1.20s, 1.23s, 3.6k, 3.8k, 3.15k, 3.16k, 3.8s, 3.13s)

SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS and use communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR I).

SLO 3.2.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.20s, 3.6k, 3.8k, 3.11k, 3.7s, 3.8s, 3.13s)

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

SLO 3.3.1 Assessment = Arts + Literacy + SS LP (1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.26k, 1.1s, 1.6s, 1.7s, 1.10s, 1.12s, 1.13s, 1.16s, 1.20s, 3.6k, 3.8k, 3.13s, 3.7s, 3.8s, 3.13s)

SLO 3.4: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).

SLO 3.4.1 Assessment = Differentiation Instruction assignment (1.2k, 1.3k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.16s, 1.20s, 1.23s, 3.6k, 3.8k, 3.15k, 3.16k, 3.8s, 3.13s)

SLO 3.4.2 Assessment = SPED reflection (1.2k, 1.3k, 1.25k, 1.1s, 3.6k, 3.8k, 3.15k, 3.16k)

SLO 3.5: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).

SLO 3.5.1 Assessment = Poverty reflection (1.3k, 3.15k, 3.16k)

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 (ACEI 4, InTASC 6).

SLO 4.1 = Candidates design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).

SLO 4.1.1 Assessment = Assessment assignment (1.25s, 1.26s, 3.4k, 3.4s, 3.5s, 3.6s)

III. Course Assignments, Use of Technology

Work Policy:
Teacher Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the instructors’ discretion based on the Teacher Candidate’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in class engagement and assignments requiring f2f meetings with students/professors cannot generally be made up. **It is the responsibility of the Teacher Candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted.** Final decisions regarding grades will be at the professional discretion of the professors.

Assignments (with % of total course grade):

- **ZOOM Check Outs (10%)**
- **Asynchronous Check-In: "6-Word" Discussion Boards (10%)**
- **Documentation of Learning Assignments (50%)**
  - To Be an Excellent Teacher reflection
  - Developmental Domains Gingerbread
  - DAP Application assignment
  - Classroom Management comparison
  - Rules, Routines, and CHAMPS assignment
  - Brofenbrenner assignment
  - Experiencing Poverty Centers reflection
  - Families in Transition book report + DB
    - Book report
    - DB meaningful replies to 2 peers
  - Linguistic and Cultural Centers reflection
  - Learning Styles/Differentiating Instruction assignment
  - SPED reflection
  - Games Quiz
  - Assessment assignment
- **Application of Learning Assignments (20%)**
  - Pedagogy presentation + DB
    - Presentation (10 pts)
    - DB meaningful replies to 2 peers
- **FINAL EXAM (10%)**

You will receive details describing each assignment and outlining how it will be graded as each assignment is introduced in class in conjunction with content knowledge presented throughout the course.

**Attendance**

Due to the social constructivist nature of our course it is expected that all Teacher Candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed TWO absences per semester with no grade penalty (known as a “personal days”); advance notice of absence is appreciated, when possible. **For every absence from a class meeting/required activity (after the first two), Candidates may earn a full letter grade deduction from their final course grade.** After two absences (not including your “personal days”), a program continuation meeting will be called between professors and Teacher Candidate and failure of the course may be warranted.
Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

Attendance will be verified through Engagement activities completed in class.

To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete could result in grade penalties.

This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

ZOOM

"This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately." (statement from CTL, 2020)

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

IV. Summary of LiveText Assignments:

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

IV. Evaluation and Assessments (Grading):

TOTAL points to be earned: 100 pts
A = 100 - 90 pts
B = 89 - 80 pts
C = 79 - 75 pts
F = less than 75 pts

*C or better for this course is required as a prerequisite for Field Experience II.

IV. Tentative Course Outline/Calendar:

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

VII. Required Text and Other Required Materials:

Required Readings (Open Educational Resources - OERs = free-to-you resources):

- The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

Recommended TEXTBOOKS


Optional TEXTBOOK (for deeper understanding, self-teaching):


There is NOT a LiveText assignment for this course, but it is required for other courses you will take in conjunction with this course.

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at http://www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid.

VIII. Communication:

Communications:
All SFASU teacher candidates are issued an e-mail on the University System. The professor will send important information to you using this system, thus you are responsible for monitoring your SFASU e-mail address for any important class information. If you have forwarded your SFASU email to a personal e-mail server, you are responsible for
ensuring that it has been done correctly (you will still be held accountable for information sent to your SFASU e-mail account even if it does not forward to your personal e-mail account).

**COMMUNICATION -- early and often -- is welcomed and encouraged!**

PLEASE reach out to me when you have questions, personal circumstances, etc. Do NOT wait until after the assignment is completed or the issue has grown too large to communicate concerns or needs with me. I understand the busy academic, professional, and personal schedules we all have, so I am available through multiple VIRTUAL platforms that will allow you to reach me from anywhere, anytime...

The best way to reach the professor is using the course d2L email

**To ensure an expedited response, please put [Course #. Section] in your subject line.**

To guarantee a FACE-to-FACE meeting, please schedule one with me during office hours or at another agreed upon time.

**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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE 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 COE, 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:**

**Lecture Class Professionalism:**

Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.

Each teacher candidate is expected to:

- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
- become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit [http://www.sfasu.edu/ppolicies/academic_integrity.asp](http://www.sfasu.edu/ppolicies/academic_integrity.asp)

**Acceptable Student Behavior**
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):**

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, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Dishonesty:**

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

*Academic dishonesty* includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

**Student Appeals:**

A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 5.5):**

At the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). If students register
for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Acceptable Student Behavior:**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Masks:**

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**IX. Other Relevant Course 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:

Additional Information:

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.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.

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

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All policies, descriptions, assignments, timelines, etc. are subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; **it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies in a timely fashion.** Final decisions regarding grades will be at the professional discretion of the professors.

*The professor reserves the right to change this syllabus at any time to meet the emergent needs of students, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of TCs to stay aware of any changes made to the original syllabus.*

*Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each TC’s overall course performance, taking into account assignment submissions and overall professional demeanor.*

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PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted on D2L, but it is your responsibility to stay aware of the changes.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE DATES</th>
<th>LIVE ZOOM CLASS MEETINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Getting Started</td>
<td>Assignments are typically due to D2L by SATURDAYS, 11:59pm (and a 24-hour no grade penalty is always offered) unless otherwise noted</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>To Be an Excellent Teacher</td>
<td>To Be an Excellent Teacher reflection Due: September 05, 11:59pm 6-Word Discussion Board Due: September 05, 11:59pm</td>
<td>September 03, 1230-145pm</td>
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<tr>
<td>Open August 31</td>
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<tr>
<td>Week 3</td>
<td>Developmental Domains and Learning</td>
<td>Developmental Domains Gingerbread assignment Due: September 12, 11:59pm 6-Word Discussion Board Due: September 12, 11:59pm</td>
<td>September 10, 1230-145pm</td>
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<tr>
<td>Opens September 07 [NO SFA HOLIDAY]</td>
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<tr>
<td>Week 4</td>
<td>Developmentally Appropriate Practices (DAP)</td>
<td>DAP Application reflection Due: September 19, 11:59pm 6-Word Discussion Board Due: September 19, 11:59pm</td>
<td>September 17, 1230-145pm</td>
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<tr>
<td>Opens September 14</td>
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<tr>
<td>Week 5</td>
<td>Classroom Management</td>
<td>Classroom Management comparison Due: September 26, 11:59pm 6-Word Discussion Board Due: September 26, 11:59pm</td>
<td>September 24, 1230-145pm</td>
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<td>Opens September 21</td>
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<tr>
<td>Week 6</td>
<td>Rules, Routines, and CHAMPS</td>
<td>Rules, Routines, and CHAMPS assignment Due: October 03, 11:59pm 6-Word Discussion Board Due: October 03, 11:59pm</td>
<td>October 01, 1230-145pm</td>
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<td>Opens September 28</td>
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<tr>
<td>Week 7</td>
<td>Bronfenbrenner</td>
<td>Bronfenbrenner assignment Due: October 10, 11:59pm 6-Word Discussion Board Due: October 10, 11:59pm</td>
<td>October 08, 1230-145pm</td>
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<td>Opens October 05</td>
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<tr>
<td>Week 8</td>
<td>A Community of Learners: Students Experiencing Poverty</td>
<td>Poverty Centers reflection Due: October 17, 11:59pm</td>
<td>October 15, 1230-145pm</td>
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<td>Opens October 12</td>
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<td>Week 9</td>
<td>Opens October 19</td>
<td>A Community of Learners: Linguistic and Cultural Centers reflection</td>
<td>Due: October 24, 11:59pm</td>
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<td>6-Word Discussion Board</td>
<td>Due: October 24, 11:59pm</td>
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<td>October 22, 1230-145pm</td>
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<td>Week 10</td>
<td>Opens October 26</td>
<td>A Community of Learners: DIFFERENTIATING INSTRUCTION, SPED, LEARNING STYLES</td>
<td>Due: October 31, 11:59pm</td>
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<td>Differentiating Instruction assignment</td>
<td>Due: October 31, 11:59pm</td>
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<td>SPED reflection</td>
<td>Due: October 31, 11:59pm</td>
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<td>6-Word Discussion Board</td>
<td>Due: October 31, 11:59pm</td>
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<td>Week 11</td>
<td>Opens November 02</td>
<td>Lesson Planning --- HOW we teach</td>
<td>Pedagogy Reports assigned</td>
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<td>Games Quiz</td>
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<td>Due: November 07, 11:59pm</td>
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<td>6-Word Discussion Board</td>
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<td>Due: November 07, 11:59pm</td>
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<td>Week 12</td>
<td>Opens November 09</td>
<td>Completing the Lesson Planning Cycle --- ASSESSMENT</td>
<td>Assessment assignment</td>
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<td>Due: November 14, 11:59pm</td>
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<td>6-Word Discussion Board</td>
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<td>Due: November 14, 11:59pm</td>
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<td>Week 13</td>
<td>Opens November 16</td>
<td>Lesson Planning – HOW we teach part 2: PEDAGOGY Lessons taught by Teacher Candidates (that’s y’all 😊)</td>
<td>Original Presentation posted to DB assignment</td>
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<td>Due: November 21, 11:59pm (or before you leave for Long Fall break)</td>
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<td>6-Word Discussion Board</td>
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<td>Due: November 21, 11:59pm</td>
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<tr>
<td>LONG FALL BREAK</td>
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<td>SFA CLOSED NO NEW MODULE</td>
<td>SFA CLOSED NO NEW MODULE</td>
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<td>SFA CLOSED NO ZOOM</td>
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<td>Week 14</td>
<td>Opens November 30</td>
<td>COURSE REFLECTION WEEK</td>
<td>6-Word Discussion Board</td>
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<td>Due: December 05, 11:59pm</td>
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<td>December 03, 1230-145pm</td>
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<tr>
<td>FINAL EXAM</td>
<td>Opens December 07</td>
<td>FINAL EXAM Opens December 07 Closes Tuesday, December 08 by 11:59pm</td>
<td>FINAL EXAM Opens December 07 Closes Tuesday, December 08 by 11:59pm</td>
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<td>NO ZOOM</td>
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