I. Course Description:

This course is an introduction to theory, practice and research in methods and techniques of instruction to meet the needs, interests, and abilities of students.

Note: This course includes the Action Research Project, which should be uploaded to both D2L and LiveText before the conclusion of the semester.

Prerequisites: Admission to the graduate school.

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

This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of reading the world around us, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;</td>
</tr>
<tr>
<td>Collaboration and shared decision-making</td>
<td>embrace the opportunity to work collaboratively in an online learning community;</td>
</tr>
<tr>
<td>Openness to new ideas, to culturally diverse people, and to innovation and change</td>
<td>utilize research to respond to current trends and issues in educational contexts;</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence, and ethical behavior</td>
<td>demonstrate integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;</td>
</tr>
<tr>
<td>Service that enriches the community</td>
<td>incorporate research-based practices through action research to enhance the educational realities of children in the classroom.</td>
</tr>
</tbody>
</table>

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 early childhood through middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE/Texas Technology Applications for Beginning Teachers (ISTE/T), the TEA Pedagogy and Professional
Program Learning Outcomes & 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 (ACEI 1; AMLE 1, 3).

- SLO 1.1 Candidates will demonstrate an understanding of diverse theories of child and adolescent development and knowledge construction processes
  - SLO 1.1.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(iii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  - SLO 1.1.2 Assessment Journal Entries (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(iii), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  - SLO 1.1.3 Assessment Midterm Exam (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(i), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

- SLO 1.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences
  - SLO 1.2.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(iii), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  - SLO 1.2.2 Assessment Midterm Exam (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(iii), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

- SLO 1.3 Candidates will demonstrate knowledge and understanding of students, learning theory, curriculum, environment, diversity, communication to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners
  - SLO 1.3.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 1.31k, 1.36k, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 4.12k; TS: TS2C(iii), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  - SLO 1.3.2 Assessment Midterm Exam (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.36k, 1.37k, 1.38k, 1.39k, 1.40k, 1.41k; TS: TS2C(iii), TS2C(iii), TS3A(iii), TS4D(iv), TS5B(i), TS5B(ii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8s, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
• SLO 3.2 Candidates will demonstrate knowledge and understanding of how students differ in their development and their approaches to learning, and create instructional opportunities that are adapted to diverse students through systematic observations, documentation, and other assessment strategies.
  o SLO 3.2.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(iii); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

PLO 4 Candidates know and 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; AMLE 4).
• SLO 4.1 Candidates will demonstrate the knowledge, understanding, and ability to use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
  o SLO 4.1.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(iii); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

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 (ACEI 5; AMLE 5).
• SLO 5.1 Candidates will demonstrate an awareness of and a reflection on their practice in light of research on teaching, professional ethics, and resources available for professional learning.
  o SLO 5.1.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(iii); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  ○ SLO 5.1.2 Assessment Journal Entries (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(iii); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
• SLO 5.2 Candidates will demonstrate knowledge of the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.
  o SLO 5.2.1 Assessment Action Research Project (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(iii); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)
  ○ SLO 5.2.1 Assessment Journal Entries (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(ii), TS5B(III); InTASC: 1i, 4e, 4f, 4g, 4h, 4k, 4o, 4q, 5c, 5h, 6s, 6u, 6v, 7k, 7l, 7m, 8s, 8t, 8u, 8v, 9c, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Course resources, assignments, activities, and exams are all located on D2L. Students are expected to use D2L to access these items and to communicate with the course instructor.

NOTE: Instead of taking a comprehensive exam for a Master’s degree, students must make a “B” or better in this capstone course in order to graduate.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Activities</td>
<td>IA #1</td>
<td>5</td>
<td>20</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>IA #2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IA #3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IA #4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inquiry Activities: You will be expected to four inquiry activities. Inquiry activities should be submitted to the discussion board and will examine research related material such as research questions, qualitative methods, quantitative methods, and disseminating results. Assignment details will be elaborated upon in D2L, when appropriate, throughout the semester term.

Journal Entries: You will be expected to respond to a set of prompts for each module. All journal entries should be in APA format and should have an APA title page. Times New Roman 12 font should be used. Assignment details will be elaborated upon in D2L, when appropriate, throughout the semester term.

Midterm Exam: There will be one open-book midterm exam in this course. This will cover the information in the modules and from your textbook that has been learned up to the date of the exam. Assignment details will be elaborated upon in D2L, when appropriate, throughout the semester term.

Action Research Project: This course leads to and through the action research process. Throughout the course, you are expected to submit an action research plan, as well as drafts of your Introduction, Literature Review, Methodology, Results/Findings, and Discussion. A final, copyedited draft should be submitted at the end of this course. This will be a working document until final submission. Assignment details will be elaborated upon in D2L, when appropriate, throughout the semester term.

As this assignment is a program assessment, you will need to submit this project to D2L and LiveText. You MUST submit this assignment to LiveText in order to receive credit for this course.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>

In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned!

NOTE: Graduate school policy requires that Masters’ degree candidates must successfully complete a comprehensive exam or a capstone requirement. A requirement for the Master’s Degree in Elementary Education is to complete the capstone course, ELE 584, with a grade of B or better.

Attendance Policy:
Online Classes: In online environments, it is expected that you will log into the class on a daily basis. I may communicate with you through the D2L or announcement tools. It is expected that you maintain this communication.

You must submit your Action Research paper to LiveText to receive credit for this course.

V. Tentative Course Outline/Calendar:
All assignments are due by 11:59 p.m. on Sundays, unless otherwise indicated.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module/Topic</th>
<th>Readings/ Modules</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 August 24-30</td>
<td>Module 1: What is Action Research? We will explore the bounds of action research.</td>
<td>Putman: Ch. 1 and Appendix A</td>
<td>Journal Entry</td>
</tr>
<tr>
<td>2 August 31-September 6</td>
<td>Module 2: Goal and Planning We will examine the process of establishing goals and planning action research.</td>
<td>Putman: Ch. 2 and D2L Content</td>
<td>Inquiry Activity</td>
</tr>
<tr>
<td>3 September 7-13</td>
<td>Module 2: Goals and Planning We will examine the process of establishing goals, planning action research, and writing the introduction.</td>
<td>Putman: Ch. 3 and D2L Content</td>
<td>Action Research Introduction</td>
</tr>
<tr>
<td>4 September 14-20</td>
<td>Module 2: Goals, Planning, and Drafts We will examine the process of establishing goals, planning action research, and writing a literature review.</td>
<td>Putman: Ch. 4 and D2L Content</td>
<td>Action Research Literature Review Journal Entry</td>
</tr>
<tr>
<td>5 September 21-27</td>
<td>Module 3: Qualitative Research Design We will explore methods of qualitative research.</td>
<td>Putman: Ch. 5 and D2L Content</td>
<td>Journal Entry Inquiry Activity 2 TRACEY, PICK UP HERE WITH CLEANING UP THE MODULES</td>
</tr>
<tr>
<td>6 September 28-October 4</td>
<td>Module 4: Quantitative Research Design We will explore methods of quantitative research.</td>
<td>Putman: Ch. 5 and D2L Content</td>
<td>Journal Entry Inquiry Activity 3</td>
</tr>
<tr>
<td>7 October 5-11</td>
<td>Module 5: Mixed-Methods Research Design We will explore mixed-methods of research design.</td>
<td>Putman: Ch. 5 and D2L Content</td>
<td>Action Research Methodology Journal Entry CITI Training</td>
</tr>
<tr>
<td>8 October 12-18</td>
<td>Module 6: Action Research Proposal We will reexamine the action research proposal process to construct a final action research proposal.</td>
<td>Revisit: Putman Ch. 4 and D2L Content</td>
<td>Action Research Proposal Midterm Exam</td>
</tr>
<tr>
<td>9 October 19-25</td>
<td>Module 6: Action Research Proposal We will reexamine the action research proposal process to construct a final action research proposal.</td>
<td>Revisit: Putman Ch. 4 and D2L Content</td>
<td>Journal Entry</td>
</tr>
<tr>
<td>10 October 26-November 1</td>
<td>Module 7: Collecting and Analyzing the Data We will explore approaches to data analysis.</td>
<td>Putman Ch. 6 and D2L Content</td>
<td>Journal Entry</td>
</tr>
<tr>
<td>11 November 2-8</td>
<td>Module 7: Collecting and Analyzing the Data We will explore approaches to data analysis.</td>
<td>Putman Ch. 6 and D2L Content</td>
<td>Inquiry Activity 4</td>
</tr>
<tr>
<td>12 November 9-15</td>
<td>Module 8: Results We will examine methods of reporting results and findings in research studies.</td>
<td>Putman Ch. 7 and D2L Content</td>
<td>Journal Entry</td>
</tr>
</tbody>
</table>
November 16-22
Module 8: Results
We will examine methods of reporting results and findings in research studies.
Putman Ch. 7 and D2L Content
Action Research Results
Journal Entry

Thanksgiving
Thanksgiving
Thanksgiving
Thanksgiving

November 30-December 6
Module 9: Writing the Final Report
We will write the final action research project report.
Putman Ch. 8 and D2L Content
Action Research Final Draft (w/discussion)
Journal Entry

December 7-9
Module 10: Presentation and Publication
We will create the final presentation and identify possible publishing outlets.
Putman Ch. 9 and Appendix B
Action Research Final Paper Due Wednesday by 11:59
Paper Presentation Due Wednesday by 11:59 pm

VI. Readings:

Required:

Other required readings will be posted on D2L.

Supplemental Resources/Suggested Readings:

Journals
*Action Research*, http://journals.sagepub.com/home/arj
*ASCD Infobrief*, www.ascd.org
*Educational Action Research*, https://www.tandfonline.com/toc/reac20/current
*Educational Leadership*, www.ascd.org/publications/educational-leadership.aspx
*English Journal*, National Council of Teachers of English: www.ncte.org/journals/ej
*Journal of Adolescent & Adult Literacy*, International Reading Association: https://ila.onlinelibrary.wiley.com/journal/19362706
*Journal of Computing in Childhood Education*, Association for the Advancement of Computing in Education: https://dl.acm.org/citation.cfm?id=3410
*Journal of Technology and Teacher Education*, Association for the Advancement of Computing in Education: https://www.aace.org/pubs/jtate/
Other Resources
Erb, T. O. (Eds.). (2012). This we believe in actin: Implementing successful middle-level schools (2nd ed.). Westerville, OH: Association for Middle Level Education.

Online Resources
National Center for Educational Statistics: https://nces.ed.gov/
Texas Education Agency: tea.texas.gov

LiveText Statement:
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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Note: You are expected to submit your Action Research Project in LiveText for this class.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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. Be sure to read the Instructor’s policy on late work!

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, 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/.

Academic Integrity: Policy 4.1

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

According to the university, penalties may include, but are not limited to reprimand, no credit for the
It is important that you understand your Instructor has a zero tolerance policy for cheating and/or plagiarism in any form, intentional or unintentional. A zero on the assignment is accompanied by a form that is filed in the student’s folder in the Associate Dean’s office. On the second instance, a zero on the assignment is accompanied by a second form that is filed in the student’s folder and the Instructor recommends dismissal from the program and/or 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).

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.

Acceptable Student Behavior: 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.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

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. (Please note for campus visits)
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers’ license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

IX. Other Relevant Course Information:

Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. **Late work receives ‘0’ points and indicates completion.**

Work Policies

- Late Work— Late work receives no points unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted one day from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant, for partial credit. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. **Do not ask permission to redo work to raise your grade.** The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment, for partial credit.

Communication

As you will notice on the course homepage, my virtual office hours are listed. It is my goal to answer any email you send within 48 hours on Monday-Friday. What does that mean? **That means if you send an email on Monday at 11:00 a.m., you can expect a response by 11:00 a.m. on Wednesday morning.** Always plan ahead and don't wait until the last minute to ask a question. (While you may receive a response sooner, always plan by the 48-
hour rule.) I plan to be away from the computer on Sundays so please keep that in mind. Please also know that I am happy to meet with you through ZOOM, if you would like to set up a time to conference.