Spring 2020

**C.R.E.A.T.E.-specific section**
*This course section is part of the C.R.E.A.T.E. (Community Responsiveness and Engaged Teacher Advocacy in Teacher Education) program track --- this is the start of cohort III, spring 2020*

Instructor Information:

Dr. Lauren Burrow  
personal pronouns: she/her/hers  
Email: please use d2L  
Office: ECRC 201N  
Phone: x-1628  
Office hours: Fridays 9:00am - 2:00pm VIRTUAL (online via GROUPME)  
face to face meetings need to be scheduled  
all electronic communications will be acknowledged within 48 hrs. of viewing

Credits: 3 hours  
Course Time & Location: Tuesdays and Thursdays, 1230 – 145pm ECRC211

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.

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.
ECH 332 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)

SLO 1.1.2 – 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 objects 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, 1.11s, 1.12s, 1.13s, 1.16s, 3.6k, 3.8k, 3.11k, 3.8s, 3.13s, 3.7s)

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

Since this course practices emergent curriculum that is responsive to the place, time, and students, 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. It is the responsibility of the Teacher Candidate to stay aware of and ensure that they understand all assignment directions, expectations, due dates, etc.

- To Be an Excellent Teacher Discussion (5% of final course grade)
- Developmental Domains Gingerbread assignment (10% of final course grade)
- Differentiation Instruction assignment (10% of final course grade)
- Arts + Literacy + Social Studies Lesson Plan (30% of final course grade)
- Assessment assignment (10% of final course grade)
IV. Summary of LiveText Assignments:

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

V. Evaluation and Assessments (Grading):

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.

A = 90 – 100%
B = 80 – 89%
C = 75 – 79%
F = below 75%

VI. Tentative Course Outline/Calendar:

ELE 332.003 Tentative Schedule – Spring 2020

To accommodate a flexible, responsive curriculum changes to the original course schedule may be necessary to better fit the needs of students and/or content of the course. Teacher Candidates will be notified of any changes, as they occur. **It is the responsibility of the Teacher Candidate to stay aware of any changes to the course schedule.**

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.

Readying Work and Class Activities necessary for you to engage in class will be assigned IN CLASS, as needed; it is **your** responsibility to stay aware of the additions.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE DATES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>INTRO DAY</td>
<td>SYLLABUS QUIZ due in d2l by January 21, 11:59pm (no grade)</td>
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<tr>
<td>January 16</td>
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<tr>
<td>Week 2</td>
<td>Syllabus questions</td>
<td>To Be an Excellent Teacher Discussion due in class January 23, 1230pm</td>
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<tr>
<td>January 21 and 23</td>
<td>EXCELLENT TEACHERS</td>
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<tr>
<td>Week 3</td>
<td>RULES, ROUTINES</td>
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<td>January 28 and 30</td>
<td>CHAMPS</td>
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| Week 4  
February 04 and 06 |  
The SFA WAY for LESSON PLAN WRITING  
ASSESSMENT | Assessment assignment due to d2L by February 13, 11:59pm |
|---------------------|------------------------------------------------------------|
| Week 5  
February 11 and 13 |  
DAP  
LEARNING STYLES | Developmental Domains Gingerbread assignment due to d2L by February 13, 11:59pm |
| Week 6  
February 18 and 20 |  
INSTRUCTIONAL STRATEGIES  
ACCOMMODATIONS/MODIFICATIONS and DIFFERENTIATED INSTRUCTION | Differentiation Instruction assignment due to d2L by February 27, 11:59pm |
| Week 7  
February 25 and 27 |  
BRONFENBRENNER |  |
| Week 8  
March 03 and 05 |  
The harm of STEREOTYPES |  |
| **Week 9**  
**SPRING BREAK:** NO SCHOOL | **NO CLASS** |  |
| Week 10  
March 17 and 19 |  
FUNDS of KNOWLEDGE and HOME VISITS | Poverty reflection due to d2L by March 24, 11:59pm |
| Week 11  
March 24 and 26 |  
TEACHING ELLs  
BEST PRACTICES for ELLs |  |
| Week 12  
March 31 and April 02 |  
#WNDB | Content Area Literature Resource due in class April 02, 1230pm |
| Week 13  
April 07 and 09 |  
Transforming BQJ LPs --> DIA DE LOS LIBROS PROJECTS  
(in class WORK DAY) | Arts + Literacy + Social Studies Lesson Plan due to d2L by April 16, 11:59pm |
| Week 14  
April 14 and 16 |  
WORK DAYS (in class)  
WORK DAYS (in class) |  |
| Week 15  
April 21 and 23 |  
DIA DE LOS LIBROS preview presentations (in class) |  |
SATURDAY, APRIL 25
DIA DE LOS LIBROS
@ BQJ (900am - noon)

SATURDAY, APRIL 25
DIA DE LOS LIBROS event
(SAVE THE DATE!)

Week 16
April 28 and 30
● FINAL COURSE REVIEW DAYS

FINAL EXAM
May 07, 1045am - 1115pm
FINAL EXAM

### VII. Required Text and Other Required Materials:

**THERE ARE NO TEXTS to purchase for this section of this course. Instead, the professor utilizes Community-Based Experiences and Open Educational Resources (OER) to provide students with access to up-to-date, free knowledge! You’re Welcome!**

**Required Readings:**
- The professor will provide free access to required articles, readings, videos, etc. throughout the semester. It is the responsibility of Teacher Candidates to access and engage with these resources, when assigned.
- Black History Month Picture Books, as suggested by @hereweread

**Recommended Resource Book --- purchase NOT required:**


**Optional TEXTBOOK (for deeper understanding, self-teaching) --- purchase NOT required:**


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](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. Class Attendance and Work Policy:

**Class Engagement (Attendance) and Professionalism for a Burrow Course:**

Attendance and punctuality are a vital part of the teaching profession. Attendance, active participation, and accurate and timely completion of assignments are expected as this should benefit candidate understanding of concepts related to this course.

1. **BE PRESENT**
2. **BE PARTICIPATIVE**
3. **BE PROFESSIONAL**
4. **BE PRODUCTIVE**
5. **BE POSITIVE**

**Daily Attendance/Engagement:**
To ensure that a Teacher Candidate receives credit for his/her attendance and engagement, Teacher Candidates are to prominently display the “Name Folder” during class meetings and return it to the professor at the end of class. It is the responsibility of the Teacher Candidate to pick up their “Name Folder” from the professor at the beginning of each class meeting and return the “Name Folder” to the professor at the end of each class meeting. If a Teacher Candidate loses their “Name Folder” a grade deduction penalty of one full letter grade will be imposed to the final grade (after final course points are tabulated) for lack of evidence of attendance/engagement.

**FORMATIVE ASSESSMENT*** --- Every class meeting, Teacher Candidates will be prompted to write a structured reflection in their “Name Folder” that responds to a lesson learned from the lecture, discussions, etc. These reflections will be collected by the professor and will serve as a formative assessment of knowledge learned and provide a means by which to communicate knowledge and/or pose specific questions for professor feedback --- please take the time/opportunity to say what you want to say! Failure to complete a "Folder Reflection" may count as a “grade deduction absence” (even if the student was present in class and may require the student to complete "confirmation of learning" activity.

**Attendance (SFA classroom-based):** The professor understands that unexpected events can occur in Teacher Candidates’ personal and/or professional lives, and encourages Teacher Candidates to communicate EARLY and OFTEN with the professor to discuss short- and long-term solutions. Communicating needs, issues, and concerns as soon as possible allows the professor the possibility of working with you to create viable solutions. PLEASE TALK TO ME – I WILL LISTEN, but it can’t come at the last minute!

In the case of extenuating circumstances beyond the Teacher Candidate’s control (e.g., long-term illness or other personal issues, participation in University-sponsored such as sports, etc.) please arrange a face-to-face meeting with the professor to discuss options…

...discussions regarding unexpected “extenuating circumstances” should occur around the time of their occurrence (it is much more difficult to arrange alternatives the farther away from assignments’ original deadlines that we get).

...discussions about anticipated/planned “extenuating circumstances” should occur prior to their occurrence (requests for proactive consideration of work not completed when a Teacher Candidate knew of a planned absence, but did not communicate with the professor may not be approved).

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 ONE absence per semester from a regularly schedule class meeting with no grade penalty, known as a “personal day;” no excuse is required, but advance notice of absence is appreciated, when possible.

**This “personal day” does NOT apply to out-of-class required activities, missing one of these would require completion of a "confirmation of learning" activity (see below).**

For every absence from a class meeting (after the first one) or required out-of-class activity, Teacher Candidates are expected to present “confirmation of learning” through Teacher Candidate-selected activities to demonstrate that they mastered, on their own, the content/skills presented during the missed class period. It is the responsibility of the TC to present work that successfully demonstrates learning; “successful demonstration” will be determined by the expertise of the professor. Failure to demonstrate learning and/or refusal to attempt “confirmation of learning” activities may result in the TC earning a full letter grade deduction from their final course grade to reflect a lack of content knowledge/skill acquisition required of the course. TCs are encouraged to discuss this option with the professor and it is expected that this option will be completed in a timely manner (due to the timing associated with grade reporting, make up work should be completed before the last week of class).

After two absences (not including your “personal day”), 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.
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! I usually can't do anything if you wait until the end of the semester; talk to me when it is happening! PLEASE, JUST COME TALK TO ME! :-(

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 d2L course 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.

* PLEASE NOTE: due to the professor’s course schedule she is unable to meet with any students directly before or after class. Please consult office hours or schedule an alternate time when her attention can be fully devoted to you and your concerns. THANK YOU for understanding!

Work Policies for a Burrow Course:
All students are expected to complete assignments by the posted deadline. In order to earn an 'A' in the course, ALL assignments must be completed (including LiveText, if applicable).

Dropbox Submissions:
Students receive an automated Dropbox submission receipt email in D2L every time they submit an assignment to a dropbox folder. The receipt email is generated from from D2LConfirm@d2l.sfasu.edu. This email verifies exactly when (date and time) that they submitted a file or files to a particular dropbox folder, and even includes the file name(s) in the message. It is the responsibility of the student to retain these dropbox receipts and to confirm with the receipt of the submission receipt email that an assignment was turned in, on time.

Assignment Completion Policy:

Remind.com:
It is highly recommended that you join the section-exclusive Remind.com account (see d2l for access) to receive reminders about upcoming assignments, class meetings, etc. from Dr. Burrow

Make-Up Work Policy:
The decision whether to accept make-up work is at the discretion of the instructor. No make-up work will be accepted Dead Week or Finals Week.

Late Work Policy:
Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor, mentor teacher, and students) are relying on your completion of timely work --- please be prompt, professional, and passionate about your work! As a professional, I respect your time; please respect mine.
There will be a grace period of 24 hours for assignments (except when noted), with no grade deduction penalty --- after that, it is at the discretion of the professor to accept late work, with a 20% grade deduction, if communication from the student occurred PRIOR to the tardy assignment. So, when circumstances prevent timely completion of assignments please notify your professor PRIOR to the assignment due date. Please note, many of the assignments of this course may not be executed/performed without prior professor approval, so if you are late turning in work you may not get your assignments back in time to continue on in the course. No late work will be accepted for the Final Exam.

Graded Assignments:
If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as the next day after a graded assignment is posted, but should be requested no later than a week after the graded assignment is posted.

Do you count off for Writing? Please present: “Make-A-Parent-Feel-Confident” Writing!

As future teachers, you will be representing yourself as professional educators and as a significant representative for a collective group of career professionals to your students, your students’ families, your co-workers, your employers, and our national community! Additionally, you will be responsible for the foundational instruction of young children! Therefore, correct spelling and grammar will be considered in grading requirements. It is recommended that you have your written work reviewed by an outside source (the professor will not review assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).

When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more grammar/mechanical errors in your final submission, you may be asked to review, correct, and resubmit for a 20% grade deduction penalty. The professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to future assignments or to receive a final grade for the course! So take the time, the first time!

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in early childhood education and/or other course content knowledge, you may be required to schedule an outside conference with the professor before receiving credit for the course and attendance at the AARC may be required to continue on in the course. The professor will be available to discuss the expectation of assignments prior to turn in (appointments must be made at least 2 school days before the assignment is due).

Accessibility to AARC Resources/Assistance:
- The OWL - Online Writing Lab is now inside D2L. Students can see it as one of their classes in the Select a course... pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside a course shell that works like any other dropbox. There are detailed instructions provided.  
- AARC Writing provides an overview of paper structure and identifies the type of grammar errors present. AARC checks citations, but can’t check for plagiarism and does not point out every error. Please allow for 48 hours min.  
- AARC has Walk-In tables in the evenings and on Sunday, and now offers Weekly Appts. by paper. Students can sign up to brainstorm, revise, and review their papers over a minimum of 3 weeks at sfasu.edu/aarc.

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:
- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- 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 decisions 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 coursework 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 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 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.

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

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

**IX. Other Relevant Course Information**

**Admission to Teacher Education** requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify teacher candidates of any changes, in writing, in d2L. It will be the responsibility of the Clinical Teachers 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 teacher candidate’s overall course performance, taking into account assignment submissions and overall professional demeanor.

As your professor, it is my intent to provide the most equitable, safe, and positive learning environment that I can for you. In my course, I want to see, hear, respect, and value your unique existence and encourage you to share with me specific suggestions for improvement in order to ensure that my practices have their intended impact in your life. As a future teacher --- taking time to care for yourself is in the best interest for you AND your future students! To that end, please be aware of the following policies, practices, and organizations meant to assist the multiple types of students who may be experiencing unique life identities while pursuing a degree of education at SFASU. If you ever find you (or others) experiencing any of the following, please take time to communicate with me (sooner! rather than later) and/or seek assistance as outlined below.

For students experiencing food insecurity...
Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.

Food for Thought is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available.

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

For students with caregiver responsibilities...

Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of caregiver status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, coursework, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.
For students wishing to submit a “chosen first name” to appear in University-related systems

Visit mySFA: *personal information* to submit a “chosen first name.” Details available here: [https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines](https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines)

For students wishing to use gender-neutral restrooms

In the ECRC – there are single-use restrooms located in the 201 and 209 hallway suites of faculty offices. For a list of additional gender-neutral/single-use restrooms around campus: [http://www.sfasu.edu/counselingservices/193.asp](http://www.sfasu.edu/counselingservices/193.asp)

For students with DACA status...

**Letter from the late President Baker Patillo, SFASU (fall 2017)**

*Dear SFA Community,*

*The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of*
them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,

Baker Pattillo
President

For students in need of mental health services...

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

"In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community." For more information: http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.