Elementary Education
ECH 332 Theory and Practice
Spring 2020

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Course Time & Location:
Office Hours: online – anytime.
Credits: 3 hours

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 (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) 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.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to

- Please note all emails and/or phone calls and text messages will be answered in 24 hours or less. Yo

Prerequisites: Admitted to Teacher Education and enrolled in ECH 350.
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

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.

**Overview of 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 explore current theories related to curriculum and instruction models; demonstrate a clear understanding of the characteristics of each model, and whether the models are developmentally appropriate (EC12 Texas PPR I, II, III).
   SLO 1.1.1 Assessment = Final Exam
SLO 1.2: Candidates will demonstrate knowledge of influential individuals for the field of inquiry curriculum, including, but not limited to: Piaget, Bruner, Dewey, Kamii, Vygotsky, Rousseau (EC12 Texas PPR I, III).
   SLO 1.2.1 Assessment = Final Exam
SLO 1.3: Candidates will demonstrate knowledge of influential individuals for the field of communication curriculum, including, but not limited to: Chomsky, Vygotsky, Skinner, Clay (EC12 Texas PPR I, III).
   SLO 1.3.1 Assessment = Final Exam
SLO 1.4: 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 1.4.1 Assessment = Developmental Domains and Learning Paper
   SLO 1.4.2 Assessment = Final Exam
SLO 1.5: Candidates demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3) (EC12 Texas PPR I).
   SLO 1.5.1 Assessment = Discussion Forum
   SLO 1.5.2 Assessment = Final Exam

**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 Assessment = Cross-curricular Reading/Science Learning Center
SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities related to literacy, math, science, and social studies content (EC12 Texas PPR I).
   SLO 2.2.1 Assessment = Differentiation PrePlanning
   SLO 2.2.2 Assessment = Cross-curricular Reading/Science Learning Center
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 Assessment = Content Area Literature Resource
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 3.1.2 Assessment = Differentiation Preplanning
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 (EC12 Texas PPR I).
SLO 3.3 = Candidates plans instruction that provides opportunities for student-to-teacher and peer interaction through the use of direct instruction, guided instruction, and independent exploration (EC12 Texas PPR I, III).
SLO 3.4 = Candidates uses communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR III).
SLO 3.5 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

SLO 3.5.1 Assessment = Cross-curricular Reading/Science Learning Center
SLO 3.6: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).

SLO 3.6.1 Assessment = Differentiation Pre-planning
SLO 3.6.2 Assessment = Multiple Intelligence Test and Reflection
SLO 3.7: 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 3.7.1 Assessment = Poverty Discussion
SLO 3.18: Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and literacy development as well as all subject areas (EC12 Texas PPR I, III).

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 designs 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 = Scaffolding Lesson Plans

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, InTASC 9, 10).

SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).

SLO 5.1 Assessment = To Be an Excellent Teacher Discussion
SLO 5.1.2 Assessment = Poverty Discussion
SLO 5.1.3 Assessment = Multiple Intelligence Test and Reflection

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Getting Started Quiz</td>
<td>5</td>
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<tr>
<td>To Be an Excellent Teacher Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Understanding Poverty in the Classroom Discussion</td>
<td>25</td>
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<tr>
<td>A framework for understanding Poverty Discussion</td>
<td>25</td>
</tr>
<tr>
<td>Teaching with Poverty in Mind Discussion</td>
<td>25</td>
</tr>
<tr>
<td>Multiple Intelligence Test and Reflection Discussion</td>
<td>25</td>
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<tr>
<td>Developmental Domains and Learning Paper</td>
<td>40</td>
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<tr>
<td>Differentiation Preplanning</td>
<td>60</td>
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<tr>
<td>Content Area Literature Resource</td>
<td>40</td>
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</table>
IV. Evaluation and Assessments (Grading):

Grading Scale:

- >90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D * You must have at least a C to pass this course
- <60% = F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULES</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Getting Started Modules 1-4</td>
<td>In addition to all reading material within the module, I have outlined content in your textbook below that corresponds with each module. All reading material will be part of your Final Exam.</td>
<td>Getting Started Quiz</td>
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<tr>
<td>Jan 15-19</td>
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<tr>
<td>Week Two and Three</td>
<td>Module 5 – To Be an Excellent Teacher</td>
<td>During this module, we will review what being an excellent teacher means as an introduction to setting a purpose for the material we will learn and the activities and assignments you will complete throughout this course. In addition, we will review theoretical perspectives that continue to impact the many aspects related to teaching the early childhood student. Specifically, we will address their impact on the thinking behind how best to provide curriculum and instruction. Later on in the module, we will review some curriculum and</td>
<td>To Be an Excellent Teacher Discussion/Reflection</td>
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<td>Jan 20-Feb 2</td>
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<tr>
<td>Week Four</td>
<td>Module 6 PART ONE – A Community of Learners</td>
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<tr>
<td>Feb 3-9</td>
<td><em>Focus on Culture/Poverty</em></td>
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In our discussion of what it means to be an excellent teacher, we know that an excellent teacher is intentional and creates a caring community of learners. Teachers can create a caring community of learners by being intentional about getting to know who each of their students are and providing daily opportunities for students to grow socially and emotionally. Excellent teachers create an environment where students know they are wanted and their background and views are respected and welcomed.

Prior to planning effective instruction that will meet the needs of all students, an excellent teacher knows it is important to understand...

* the cultural background and beliefs of the child's family,
* students' interests,
* how children develop in the different domains of learning,

Understanding Poverty in the Classroom Discussion
* the readiness level of students, and
* how each student learns (learning style).

For the reasons listed above, many teachers take the time at the beginning of a school year to implement "Get to Know You" types of activities and assessments in order to prepare for the academic, social, and emotional needs of their students.

Read only modules

<table>
<thead>
<tr>
<th>Week Five and Six</th>
<th>Module 6</th>
<th>See above for the Content information and Read Chapters one and two – pages 1-8</th>
<th>A framework for Understanding Poverty Discussion Teaching with Poverty in Mind Discussion</th>
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<tr>
<td>Feb 10-23</td>
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<tr>
<td>Week Seven</td>
<td>Module 6</td>
<td>Read Chapter 4 pgs. 40–42, 48-70, 75-76</td>
<td>Multiple Intelligences Test and Discussion board</td>
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<tr>
<td>Feb 24-March 1</td>
<td>Part Two</td>
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<tr>
<td>Week Eight &amp;</td>
<td>Module 7</td>
<td>When early childhood educators look to the developmental domains to understand the needs of their students, they typically find information focused on physical development, social and emotional development, cognitive development and language and literacy development. During this module we will investigate the developmental domains and how that knowledge affects instructional planning and implementation; however we will focus on the often</td>
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<tr>
<td>Spring break</td>
<td>Developmental Domains and Learning</td>
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<td>Discussion Developmental Domains and Learning Paper</td>
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<tr>
<td>March 2-22</td>
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overlooked aesthetic, affective, physical, and social developmental domains in this module and explore the cognitive and language domains in the following modules. You will have an opportunity to share how you will incorporate the often overlooked developmental domains when planning instruction to prepare for the needs of the "whole" child.

**Textbook Readings (in addition to module readings)**

Chapter 3 pages 9-38

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<tr>
<th>Week Ten</th>
<th>Module 8 - Differentiating Instruction</th>
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| March 23-29 | If you have seen rerun episodes of *Little House on the Prairie*, you may have seen one of the earliest examples of differentiation, the one-room schoolhouse. Within one classroom, one teacher had to be an expert in differentiating curriculum and instruction for a variety of age groups. You will have something in common with these early teachers, because you will have students with various degrees of capabilities that may differ from each content area you teach.  

Recently, I read a commentary that differentiation does not work. The author stated that due to the diversity within one classroom, it is impossible for teachers to implement differentiation. Well, I respectfully agree and disagree with the author of this commentary. Differentiation is a lot of work, on that point I do agree, but are we in the business of doing what is easy for us or what is best for students? I disagree that differentiation does not work and I state that as someone who implemented differentiation in | Differentiation instruction and planning |
my K-12 classrooms and supported the use of differentiation with my teachers as a principal. You cannot provide individual lesson plans for every child in your classroom when you have 15-30 students in your class, but you can provide a classroom environment that allows for learning opportunities that will meet the needs of students. In this module you will have an opportunity to use the concept of the student profile to practice examples of differentiation of a learning standard.

**Textbook Readings (in addition to module readings)**

Chapter 5 pages 77-86  
Chapter 6 pgs. 129-133

| Week Eleven  | Module 9 PART ONE – Understanding the Curriculum  
Focus on Language and Literacy | We explored the different models related to instructing the early childhood student. Often, curriculum for the early childhood classroom is categorized into interest based and/or skill based curriculum. As we move to the early childhood grades of K-3, we see a stronger emphasis on skill based curriculum with the introduction of the Texas Essential Knowledge and Skills (TEKS). Providing curriculum that is developmentally appropriate can become a balancing act in the primary grades. In this module you will explore two types of curriculum important in the primary-aged early childhood grades. Although it is common, beginning in kindergarten, for less integration of content areas and more separation of teaching skills, it is the responsibility of the early childhood educator to balance the standards (TEKS) with | Content Area Literature Resource |
developmentally appropriate practices. In order to plan effective instruction that balances standards with best practices, the early childhood educator must first understand curriculum as integrated components that promote communication and inquiry.

In previous modules, we discussed the often overlooked developmental domains that teachers must learn to incorporate into their planning for instruction in order to develop the whole child. We will now focus on the other two developmental domains that are a major focus in the primary age classroom; cognitive and language domains. When we discuss communication curriculum, we will address the language domains, and when we discuss inquiry curriculum we will address aspects of the cognitive domain.

Textbook Readings (in addition to module readings)

PART 1 - module readings

PART 2 - Chapter 6 pgs. 115 - 128

Module Resources

*The Early Childhood Curriculum* by Krogh and Slentz

*Meaningful Curriculum for Young Children* by Moravcik, Nolte, & Feeney

<p>| Week Twelve | Module 9 PART TWO – Understanding the Curriculum | See the above information Chapter 6 – pages 115-128 | Cross-curricular Reading/Social Studies Learning Center |</p>
<table>
<thead>
<tr>
<th>Week Thirteen</th>
<th>Focus on Literature</th>
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<tr>
<td>April 13-19</td>
<td>Module 10 - Planning for Instruction</td>
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<td>You will find this module to be a great resource when you begin writing lesson plans for the literacy workshop plan assignments. In our discussion about what it means to be an excellent teacher, we know that an excellent teacher plans curriculum to achieve important goals. The purpose of this module is to address components in the lesson plan related to the goals (TEKS/ELPS) that require you to locate, analyze, prepare to plan instruction, and articulate to students the intended purpose of the chosen goals (TEKS).</td>
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<td>Chapter 4- pages 52-76</td>
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<tr>
<th>Week Fourteen</th>
<th>Scaffolding Instruction</th>
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<td>April 20-26</td>
<td>Module 11 – Planning for whole-group instruction requires using models that allow for scaffolding support throughout the lesson. In this module you will see examples of scaffolding lesson plans. You will have an opportunity to practice writing lesson plans. Planning for literacy instruction is quite different from planning for Math or Science because there are several components related to teaching literacy. Teaching literacy requires the teacher to plan and integrate reading, writing, and word study opportunities on a daily basis. Because there are so many components, teachers may become overwhelmed when planning for instruction and in effect, plan ineffective lessons. During this module, you will learn about different literacy frameworks that school districts use to help make sense of the requirements for literacy instruction. We will explore</td>
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<td>Literacy Workshop Lesson Plan</td>
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one of those frameworks and learn how to incorporate them into a lesson plan.

Chapter 6 pgs. 87-101

| Week Sixteen April 27-May 6 | Module 12 – Final Exam | You will now complete a comprehensive final exam over all material covered within this course. You will have three questions to answer separately. You will provide a written response for each question using information from the course modules, required textbook reading, and class discussions.

Please pay attention to the closing date to complete the final, as an extension to complete the final will not be possible. Use all your resources to ensure you are successful! You will have access to the final exam questions when the link opens. | Final Exam |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**


2. *There is NOT a Live Text assignment for this course; however, you will need Live Text for courses you take the same time as ECH 332.*

   Live Text account, ISBN 9780979663543
   This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased Live Text in another course, you will NOT need to buy a second account. **NOTE:** If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

**Recommended:**


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:

**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

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in the syllabus. Regular class attendance and participation is required of all students. Students must attend and participate in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with other teacher candidates, and instructors/professors. Candidates in ECH 332 are expected to respond professionally to peers and faculty.

**Students with Disabilities**

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**

Academic integrity is a responsibility of 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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, 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 the WH is assigned, or the grade automatically becomes an F. 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.

**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; 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, 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.

Live Text

There is NOT a Live Text assignment for this course.

Live Text is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a Live Text account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your Live Text account. Please refer to the LiveText course module in d2L for more information on how to purchase the LiveText Field Experience Management Add-On.

IX. Other Relevant Course Information:

Assignment Policy

Students must read all assignments and be prepared to participate in discussions. All students are expected to complete assignments on the due date.

Drop Class
Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

**Work Policies**

Late work is not accepted.