EDUC 1301- uses Brightspace as its learning management system for the teaching and learning environment. All EDUC 1301 students must have access to Brightspace to be successful in this course. You may log into the Brightspace portal by visiting http://d2l.sfasu.edu. Log in with your mySFA username and password. You are encouraged to check your Brightspace account every day for announcements, assignment due dates, and/or assignment directions. If you have questions about Brightspace, please contact the Brightspace D2L support team at 936-468-1919, visit the virtual lab, or email at d2l@sfasu.edu.

This EDUC 1301 course is a fully-online and asynchronous course, which means this is a self-guided course in which you will complete the course assignments at your own pace and you do not “attend” class at a set time during the 6-weeks. However, as a way to create a sense of community and interact with you in ‘real time’, I will be hosting a weekly check-in meeting via Zoom on Mondays at 6:30pm! Attendance is optional for this weekly meeting. If you are not available to attend this weekly meeting, please feel free to send me an email with any inquiries and/or to schedule an appt. to meet with me to address any concerns you may have about the course.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

Finally, this course will utilize various Google applications in which having a Gmail account will facilitate ease in using these applications. Therefore, please consider creating a Gmail account if you do not currently have one. More information about the use of these applications will be provided during class.

I. Course Description:

Introduction to the teaching profession provides students with opportunities to examine the philosophical and historical foundations of U.S. education; ethical and legal issues in U.S. and Texas education; diverse learners and their needs; how to create a community of learners; understanding curriculum standards, assessment, and student learning; and integrating technology into teaching. There is a 16-hour field experience component that requires observations in PK-12 settings.

This course is a 6-week fully-online course. Each day of the 6 weeks will be used to the fullest! This means there will be extensive reading and multiple assignments due in short periods of time.
Students have weekly reading assignments, are expected to take quizzes, are required to complete a minimum of 16 contact hours of field experience in P-12 classrooms (schools, daycares, summer camps, etc.) and submit reflections, and are required to submit multiple written assignments. Due to COVID-19, these hours will be completed virtually with partnering schools. Students will reflect on their observations through multiple writing assignments addressing their observations.

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

James I. Perkins College of Education Diversity is found at the following link: [http://coe.sfasu.edu/about-us](http://coe.sfasu.edu/about-us).

**Prerequisites:** None

**Course Fees:** None

**LiveText/Watermark Assessments:** None

**Educator Preparation Standards Assessments:** Aligned to the Texas Educator Preparation Standards EC-12 PPR.

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

This course is aligned with the mission of the PCOE, 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. In the PCOE at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) in this course align with the mission of preparing competent professionals and valuing academic excellence, life-long learning, collaboration, openness, integrity, and service. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR.

**Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) and Assessments**

**PLO 1** The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.
• SLO 1.1 The prospective teacher candidate will describe teaching as a personal choice when considering societal expectations, outlook, and qualifications.
  o SLO 1.1.1 Assessment – Personal Discussion on Becoming a Teacher
• SLO 1.2 The prospective teacher candidate will define the philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas.
  o SLO 1.1.2 Assessment – Critical Issue Paper relating to philosophical/historical foundations or the governance/finance issues of Texas (PPR 4.18k)

PLO 2 The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
• SLO 2.1 The prospective teacher candidate will apply knowledge of Texas diverse school student population.
  o SLO 2.1.1 Assessment – Demographics Landscape Chart and Impact Discussion
• SLO 2.2 The prospective teacher candidate will identify terms relating to student diversity (PPR 1.3k, 1.4k, 1.5k)
  o SLO 2.1.2 Assessment – Diversity Quiz (PPR 1.3k, 1.4k, 1.5k)
• SLO 2.3 The prospective teacher candidate will demonstrate understanding of student diversity and differing learning needs.
  o SLO 2.3.1 Assessment – Diversity Implications to Learning Chart and Reflection (PPR 1.3k, 1.4k, 1.5k)

PLO 3 The prospective teacher candidate will demonstrate understanding of how to create an environment for a community of learners, alignment of state curriculum standards (TEKS) including the integration of technology standards, assessment, and student learning.
• SLO 3.1 The prospective teacher candidate will define how to design a classroom which supports a caring, student-centered classroom
  o SLO 3.1.1 Assessment – Learning Community Classroom Chart and Student-centered Classroom Paper (PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
• SLO 3.2 The prospective teacher candidate will demonstrate an understanding of the alignment of the state curriculum (TEKS) including the integration of technology standards, assessment, and student learning.
  o SLO 3.2.1 – Alignment Quiz (PPR 1.7k, 1.8k, 1.9k, 1.17k, 1.25k, 1.26k, 1.30k)
  o SLO 3.2.2 – Classroom Observation and Reflections (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.17k, 2.19k, 2.20k, 2.21k, 2.22k)

PLO 4 The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas to teaching in Texas and will demonstrate how to become a teacher professional.
• SLO 4.1 The prospective teacher candidate will apply knowledge of Texas Code of Ethics.
  o SLO 4.1.1 Assessment – Ethics Scenario Quiz (PPR 4.13k, 4.14k, 4.15k)
• SLO 4.2 The prospective teacher candidate will demonstrate how to become a teacher professional.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Quizzes (30 pts each, total of 150 pts)</th>
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</thead>
<tbody>
<tr>
<td>Five Reading Quizzes will be assigned over the course of the semester. The quizzes will assess course reading and activities.</td>
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<tr>
<th>Discussions (20 pts each, Total of 100 pts)</th>
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<tbody>
<tr>
<td>Students will complete five discussion boards over the course of the semester. Discussion boards will be facilitated via FlipGrid OR through the D2L discussion board. In order to earn full points students must post an original discussion and respond to two classmates, if prompted.</td>
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<table>
<thead>
<tr>
<th>Dropbox Assignments (750 pts)</th>
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<tbody>
<tr>
<td>Introduction to Class (Autobiography): 25 pts. (You will complete a video introduction about yourself via FlipGrid).</td>
</tr>
<tr>
<td>Observation Forms: 25 pts (In order to ensure you have secured permission to complete the observations you will submit the field experience observation agreement form prior to your first observation).</td>
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<tr>
<td>Observation Plan: 50 pts (You will formulate a plan to complete your observation hours.)</td>
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<tr>
<td>Code of Conduct: 50 pts (You will complete a Code of Conduct activity to ensure you understand the required professionalism).</td>
</tr>
<tr>
<td>Critical Issue Presentation: 100 pts (You will read and reflect upon the content related to philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas. Then you will choose a critical issue related to one of these topics and create a PowerPoint/Presentation with screencast)</td>
</tr>
<tr>
<td>Educational Law Assignment: 100 pts (Students will research an educational law and create a presentation to explain the law and its impact on the field of education).</td>
</tr>
<tr>
<td>Student-Centered Classroom Design and Reflection: 100 pts (You will create a chart that displays a classroom design that will support student-centered learning and write reflection of your design and how you propose to build a learning community in your future classroom.)</td>
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<tr>
<td>Classroom Observations and Reflections: 200 pts (You will complete 16 hours of classroom observations that include elementary, middle level, and secondary classrooms. You will consider what you learned from your module readings/lectures as</td>
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</table>
you observe. After you observe each classroom, you will write a reflection that analyzes the assigned elements. You will complete four, at 50 points each)

- **Teacher Development Plan of Action and Reflection**: 100 pts (You are to review the course content related to professional development and create an action plan for how you will develop during your university career into a knowledgeable, engaged teacher. Craft a reflection that describes your plan of action.)

### IV. Evaluation and Assessments (Grading):

**Grading Scale:**

- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

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

### V. Tentative Course Outline/Calendar:

This course is a 6-week online course. Each day of the 6 weeks will be used to the fullest! This means there will be extensive reading and multiple assignments due in short periods of time. Students have weekly reading assignments, are expected to take quizzes, are required to complete classroom observations and submit reflections, and are required to submit other written assignments. These activities average at a minimum of 12 hours of work each week, so plan accordingly. This schedule is ‘tentative’ and subject to change, hence students will be informed about any changes in the course news feed (Via D2L).

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module/Chapter</th>
<th>Actions Due - Sundays by 11:59PM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intro to Course</td>
<td>Read the course syllabus and the course requirements.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Teaching as Your Chosen Profession</td>
<td><strong>Module One:</strong> Read Chapter 1 in your text and all course module material.</td>
</tr>
<tr>
<td>May 17 - 23</td>
<td><strong>Complete Self-Introduction to Class (Autobiography) via FlipGrid</strong></td>
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<td></td>
<td><strong>Submit Observation Plan and Code of Conduct assignment.</strong></td>
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<tr>
<td></td>
<td><strong>Complete Discussion One</strong></td>
<td><strong>Module Closes and assignments due:</strong> 5/23</td>
</tr>
<tr>
<td>Week 2</td>
<td>Today’s Teachers</td>
<td><strong>Module Two:</strong> Read Chapter 2 in your text and all course module material.</td>
</tr>
<tr>
<td>May 24-30</td>
<td><strong>Complete Discussion Two</strong></td>
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<tr>
<td>Week 3</td>
<td>Philosophical Foundations</td>
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<tr>
<td>May 31-June 6</td>
<td>Module Four: Read Chapter 4 in your text and all course module material.</td>
<td></td>
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<tr>
<td></td>
<td>Begin work on your Critical Issue Presentation</td>
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<tr>
<td><strong>Module Closes and assignments due:</strong> 6/6</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Historical Foundations</th>
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<tbody>
<tr>
<td>May 31-June 6</td>
<td>Module Five: Read Chapter 5 in your text and all course module material.</td>
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<tr>
<td></td>
<td>Continue work on your Critical Issue Presentation</td>
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<tr>
<td><strong>Module Closes and assignments due:</strong> 6/6</td>
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<tr>
<th>Week 4</th>
<th>Governance and Finance of Schools</th>
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<tbody>
<tr>
<td>June 7-13</td>
<td>Module Six: Read Chapter 6 in your text and all course module material.</td>
</tr>
<tr>
<td></td>
<td>Complete/Submit your Critical Issue Presentation (PPR 4.18k)</td>
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<tr>
<td></td>
<td>Complete Discussion Four</td>
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<tr>
<td></td>
<td>Complete Quiz Two (Chapters 4-6)</td>
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<td><strong>Module Closes and assignments due:</strong> 6/6</td>
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<tr>
<th>Week 4</th>
<th>Ethical and Legal Issues in U.S. Schools</th>
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<tbody>
<tr>
<td>June 7-13</td>
<td>Module Seven: Read Chapter 7 in your text and all course module material.</td>
</tr>
<tr>
<td></td>
<td>Due Educational Law Assignment</td>
</tr>
<tr>
<td><strong>Module Closes and assignments due:</strong> 6/13</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Today’s Students</th>
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<tbody>
<tr>
<td>June 7-13</td>
<td>Read Chapter 8 in your text and all course module material.</td>
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<tr>
<td></td>
<td>Due Observation Hours Form/Reflection Two (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)</td>
</tr>
<tr>
<td><strong>Module Closes and assignments due:</strong> 6/13</td>
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<tr>
<th>Addressing Learners’ Individual Needs</th>
<th>Module Eight: Read Chapter 9 in your text and all course module material.</th>
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<tbody>
<tr>
<td></td>
<td>Complete Discussion Five</td>
</tr>
<tr>
<td></td>
<td>Complete Quiz Three (Chapters 7-9)</td>
</tr>
<tr>
<td><strong>Module Closes and assignments due:</strong> 6/13</td>
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</table>
### Week 5
#### June 14-20

#### Creating a Community of Learners

- Module Nine: Read Chapter 10 in your text and all course module material.
- Begin working (if not already) on Teacher Development Plan of Action and Reflection—Due next week (PPR 4.7k, 4.8k, 4.12k)

**Module Closes and assignments due: 6/20**

#### Curriculum Standards, Assessment, and Student Learning

- Module Ten: Read Chapter 11 in your text and all course module material.
- Student-Centered Classroom Design and Reflection (PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
- Due Observation Hours Form/Reflection Three (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
- Complete Quiz Four (Chapters 10-11)

**Module Closes and assignments due: 6/27**

### Week 6
#### June 21-27

#### Integrating Technology into Teaching

- Module 12: Read Chapter 12 in your text and all course module material.

**Module Closes and assignments due: 6/27**

#### Becoming A Professional

- Module 13: Read Chapter 13 in your text and course module content and review all course module material.
- Due Teacher Development Plan of Action and Reflection (PPR 4.7k, 4.8k, 4.12k)
- Due Observation Hours Form/Reflection Four (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
- Complete Quiz Five (Chapters 12-13)

**Module Closes and assignments due: 6/27**

*Please note: this is a shorter week and class is schedule to end on Friday.*

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**VI. Readings (Required and recommended—including texts, websites, articles, etc.)**


2. Content module texts, websites, articles, etc. (Required)

**Other Reading**

VII. Required Technology

- Students will need to have access to the internet and a computer with a microphone. Students will be required to utilize two internet programs: Screencastomatic.com and Edpuzzle.

VIII. Course Evaluations:

Near the conclusion of each semester, students in the 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;
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 PCOE, 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.

IX. Student Ethics and Other Policy Information:

Attendance

Active participation in classroom activities is very important in this class. All assignments must be attempted; one missing assignment will result in a ten-point deduction to the overall course grade. Students who have more than two unexcused absences (face to face classes) will have their final grade reduced by one letter grade as well.

Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. This is due to federal financial aid requirements. Students reported as not attending when your census day course rosters are submitted may lose their financial aid.

Late Work

Assignments are due as assigned. **Late work will not be accepted except with prior arrangements from the instructor.**

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,
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)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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

**Student Appeals**

- A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 6.5)**

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.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at https://www.tx.nesinc.com 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 the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Livetext/Watermark//Watermark Statement:

The PCOE certification programs use the Livetext/Watermark 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/Watermark 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/Watermark 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 email concerning Livetext/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. There are no Livetext/Watermark assignments in this course.

If you have questions about obtaining or registering your Livetext/Watermark account, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Livetext/Watermark system may result in course failure.

IX. Other Relevant Course Information:

REQUIREMENT FOR ADVANCEMENT IN TEACHER EDUCATION

In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that teacher candidates maintain a GPA of 2.75 or better (the same as required for admission to Teacher Education).

Candidates failing to maintain at least a 2.75 GPA will be dropped from professional education courses.

Assignment Policy

All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives '0" points and indicates incompletion. Of course, extenuating circumstances are always considered.

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.
Life Happens

In the event “life” happens to you, and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times your instructor can provide assistance and help you handle the stresses of school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

PARENTS & CAREGIVERS
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

Work Policies
Late Work— As stated earlier in this document, 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 two days 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. 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.

COMMUNICATION
Email is the preferred mode of communication between instructor and student. Please use the email tool in this course to contact the instructor. Students may expect an email reply Monday-Friday within 24-48 hours from the initial contact effort. Emails sent on Friday, Saturday, or Sunday may not receive a response until the following Monday.