INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Megan Henderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 201Y (appt only)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Megan.henderson@sfasu.edu">Megan.henderson@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>n/a</td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appt only</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>Contact instructor for the zoom link</td>
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<tr>
<td>Other Contact Info:</td>
<td>D2L/ brightspace email PREFERRED</td>
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SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>TR 8:00-9:15am ECRC 214</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Face to Face</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>3 hours</td>
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COURSE BULLETIN 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.

Students will have weekly reading assignments and are expected to participate in Dropbox Assignments, Discussion Boards, Classroom Projects, are required to complete one hour of observation in an early childhood setting. These experiences will require reflections with theories learned in this course. All course activities will require a minimum of 12 hours of work each week to prepare and engage in this course.

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.

COURSE JUSTIFICATION

ECED 3310, “Early Childhood Theory and Practice” (3 credit hours), is an investigation and application of theories and best practices for planning instruction in a primary early childhood classroom. Through the course, 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. Candidates are also required to complete one hour of observation in an early childhood setting.

CO-REQUISITES (Courses taken with this course.)

ECED 3320, ELED 3330, READ 3320

PRE-REQUISITES (Courses that must be completed before taking this course.)

ECED 3301 and READ 3320
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.

**SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES**

**PCOE DIVERSITY STATEMENT**

Each assignment in PREFIX / NUMBER is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

**VISION OF THE COLLEGE OF EDUCATION**

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

**MISSION STATEMENT OF THE COLLEGE OF EDUCATION**

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

**VALUES OF THE COLLEGE OF EDUCATION**

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
## PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

### PROGRAM LEARNING OUTCOME (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).

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>SLO 1.a: 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, Vygotsky, Skinner, Clay, Piaget, Freud, Erikson, Watson, Pavlov, Reggio Emilia, Froebel, Montessori (EC12 Texas PPR I, II, III).</td>
<td>SLO 1.a.1 Assessment = Mind-map of Theories</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.20k, 1.7s, 2.2k, 2.3k; InTASC: 1d, 1f, 2l, 3i, 3o, 7i; Texas Educator Standards (TS): TS2A(iii), TS2C(ii), TS2B(ii), TS2C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
<td>220</td>
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<td></td>
<td>SLO 1.a.2 Assessment = My MI Profile</td>
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<td>SLO 1.a.3 Assessment = Curriculum Models Exhibition</td>
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<td>SLO 1.a.4 Assessment = Final Performance Presentation</td>
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<td>SLO 1.b: 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).</td>
<td>SLO 1.b.1 Assessment = Reflection on a Scenario of Classroom Teaching</td>
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### PROGRAM LEARNING OUTCOME (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).

<table>
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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>SLO 2.a = Candidates demonstrates the importance of understanding content standards and cross-curricular connections</td>
<td>SLO 2.a.1 Assessment = Constructivist/Integrated Lesson Plan</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.26k, 1.28k, 1.31k, 1.32k, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.20s, 1.23s, 1.25s, 1.26s, 2.3k, 2.5k, 2.4s, 2.5s, 2.9s, 3.1k, 3.4k, 3.6k, 3.8k, 3.11k, 3.15k, 3.4s, 3.5s, 3.6s, 3.7s, 3.13k; InTASC: 1a, 1b, 1i, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4h, 4k, 5b, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 7a, 7b, 7c, 7d, 8d, 8f, 8g, 8h, 8i, 9a, 9h; Texas Educator Standards (TS): TS1A(iii), TS1B(ii), TS1B(iii), TS1D(ii), TS2C(ii), TS3C(ii), TS3A(ii), Technology</td>
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SLO 2.1: Candidates will use 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: 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 3.1: Candidates will utilize knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).

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

SLO 3.c: Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

SLO 3.c.1 Assessment = Constructivist/Integrated Lesson Plan

SLO 3.c.2 Assessment = Write a Critique of the DAP and Standards

SLO 3.d: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).

SLO 3.d.1 Assessment = My MI Profile/My Funds of Knowledge

SLO 3.d.2 Assessment = Constructivist/Integrated Lesson Plan

SLO 3.d.3 Assessment = Curriculum Models Exhibition

SLO 3.b.1 Assessment = Constructivist/Integrated Lesson Plan

SLO 3.b.2 Assessment = Constructivist/Integrated Lesson Plan

SLO 3.b.3 Assessment = Curriculum Models Exhibition
### PROGRAM LEARNING OUTCOME (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).

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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
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<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tr>
<td>SLO 4.a: 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).</td>
<td>SLO 4.a.1 Assessment = Constructivist/Integrated Lesson Plan</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.3k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 3.12s, 1.3s, 1.46s, 1.20v, 1.28s, 1.25s, 1.26s, 2.3k, 2.5k, 2.4s, 2.5s, 2.9s, 3.1k, 3.4k, 3.6k, 3.8k, 3.11k, 3.15k, 3.4s, 3.5s, 3.6s, 3.7s, 3.13s; InTASC: 1a, 1b, 1i, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5b, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 7b, 7c, 7d, 7e, 7f, 8g, 8i, 8j, 9g, 9h; Texas Educator Standards (TS): TS1A(i), TS1B(i), TS1B(ii), TS1C(i), TS1D(ii), TS2C(i), TS2C(ii), TS3C(i), TS3C(ii), TS3D(i), TS3D(ii), Technology Standards: 1.1k (ISTE Sa, 5b, 5c), 2.9s (ISTE Sa, 5b); CAEP Standards: 1a, 1b, 3c, 3d, 4a.</td>
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### PROGRAM LEARNING OUTCOME (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).

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<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
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<th>POINTS</th>
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<tr>
<td>SLO 5.a: Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).</td>
<td>SLO 5.a.1 Assessment = My MI Profile/My Funds of Knowledge SLO 5.a.2 Assessment = Write a Critique of the DAP and Standards SLO 5.a.3 Assessment = Constructivist/Integrated Lesson Plan SLO 5.a.4 Assessment = Curriculum Models Exhibition SLO 5.a.5 Assessment = Final Performance Presentation</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7s, 2.5k; InTASC: 1h, 1i, 2a, 2b, 4g, 4h, 7j, 7n, 8p; Texas Educator Standards (TS): TS1B(i), TS2C(i), TS2C(ii), Technology Standards: 2.9s (ISTE Sa, 6d), 2.10s (ISTE 4c), 6.16s (ISTE 3d), 7.9 (ISTE 2c, 5a);</td>
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<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7s, 2.5k; InTASC: 2g, 4j, 4m, 5s, Texas Educator Standards (TS): TS4A(i), TS4B(i), TS4C(ii), Technology Standards: 2.9s (ISTE 6d), 6.16s (ISTE 3d);</td>
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<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7s, 2.5k; InTASC: 1a, 1b, 1i, 2a, 2b, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 5b, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7b, 7c, 7d, 7e, 7f, 8g, 8i, 8j, 9g, 9h; Texas Educator Standards (TS): TS1A(i), TS1B(i), TS1C(i), TS1D(ii), TS2C(i), TS2C(ii), TS3C(i), TS3C(ii), Technology Standards: 1.1k (ISTE Sa, 5b, 5c), 2.9s (ISTE Sa, 5b), 2.10s (ISTE 4c), 4.2s (ISTE 5b), 6.21s (ISTE 5b); CAEP Standards: 1a, 1b, 3c, 3d, 4a.</td>
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<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7s, 2.5k; InTASC: 1a, 1b, 3c, 3d, 4a; Texas Educator Standards (TS): TS1C(i), TS1E(i), TS2C(i), TS2C(ii), TS3C(i); Technology Standards: 1.1k (ISTE Sa, 5b, 5c), 2.9s (ISTE Sa, 6d), 6.21s (ISTE 5b), 7.7 (ISTE 5a); CAEP Standards: 1a, 1b, 3c, 3d, 4a.</td>
<td>50</td>
</tr>
</tbody>
</table>
### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/.

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

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

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

All assignments are due according to the dates listed on the course timeline.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCCLASSROOM REQUIREMENTS

This course does NOT require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS/DESCRIPTIONS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II AND Below.

**Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.
Description of Major Assignments

1. Summary of Theories/Theorists’ Thoughts (220 points)

1.1. Summary A (20 points): You are expected to read the article titled Time Tested Early Childhood Theories and Practice and summarize each theorist’s thoughts using the following table (Leave it blank if there are no thoughts in the categories). Please submit your paper in PDF format to the Dropbox, as well as print your summary and bring it to class for discussion.

<table>
<thead>
<tr>
<th>Theorists (7)</th>
<th>Nature of Children</th>
<th>How Children come to learn</th>
<th>School Curriculum</th>
<th>Instructional Materials</th>
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1.2. Summary B (20 points): You are expected to search the information about following 7 theorists: Noam Chomsky, Arnold Gessel, Sigmund Freud, Erik Erikson, B. F. Skinner, John B. Watson, Ivan Pavlov, and summarize each theorist’s main thoughts in a paragraph (less than 100 words for each theorist). Plagiarism detections will be in place and no score will be received for the Turnitin® similarity of 50% and above, so use your own words in summary. Submit your paper to the D2L.

1.3. Summary C: Mind-maps of Theories (180 points): You are expected to read and watch assigned articles, chapters, and videos about following 9 (20 pts. each) theories/theorists: Clay, Piaget, Vygotsky, Dewey, Behaviorism, Cognitivism, Constructivism, Funds of Knowledge, and Gardner throughout the semester, and create a mind-map for each theory/theorist to show the detailed information from the assigned reading materials about the theory/theorist. Then use ONE key word & ONE key sentence to accurately and concisely summarize the main points of the theory and raise at least ONE question about the theory connecting with the practice for class discussion. Mind-map examples will be provided in D2L.

Post Mind-map + one word, one sentence, and one question to the Mind-map Dropbox in D2L, as well as print it and bring it to our class for discussion.

2. My MI Profile (10 points)
You are expected to be familiar with and understand Multiple Intelligence (MI), and then create a profile of your MI using the MI Self-Assessment. You need to reflect on your MI profile by answering the following 4 guiding questions. Each of you will have a chance to share your MI profile with PPT at the beginning of class, presenting it with pictures or videos would enhance your work. Submit your PPT to D2L.


You may want the following guiding questions to lead you to reflect on your MI profile:

- What is/are the strength(s) in your MI profile?
- What is the weakness in your profile?
- What’s your opinion on your MI profile? Or What’s your learning plan for the future based on your MI profile?
- How can you transfer this experience to your future career working with young children? (For instance, how do you justify your teaching strategies based on diverse students’ learning strengths and needs?)

3. Reflection on a Scenario of Classroom Teaching (30 points)
You are expected to observe a 30-60-minute K-3 classroom teaching activity in person or virtually (Zoom observation or watching a prerecorded video of it), then reflect on the scenario you observed based on three learning theories (behaviorism, cognitivism, constructivism). Meanwhile, developmental domains (aesthetic, language, cognitive, affective, physical, and social) are required to be identified from the scenario.

The paper should include three parts: the description of the scenario you observed + your reflections with
learning theories + developmental domains. Format should be at least 3 double-spaced pages in length, 12 pt. font, APA format for citations and references. You are expected to include 1-2 citations in your paper and 1-2 academic articles or books about theories as references at the end of the paper. Please submit the paper to D2L.

4. Using a Book to Design a Constructivist/Integrated Lesson Plan (40 points)
   You and your partner are expected to select an age-appropriate book (K-3) from your own book shelf or online resources and create a lesson to go with the theme of story based on constructivist learning theory, and connect 2-3 subjects (English Language Arts, Math, Social Study, Science, Art, Music). A lesson plan template will be provided in D2L.
   Each of you are expected to read at least three lesson plans from your peers and see if the lesson plan is a constructivist lesson or not and give your thoughtful reasons and suggestions to improve it in your response.
   PS. Two students (feel free to choose your partner by yourself) work on one lesson plan if it is convenient for you both to talk about it, otherwise, you can do it individually.
   You don't need to purchase a book from online, instead, you can read a picture book online. YouTube provides a lot of videos of reading picture books.
   You would get bonus credits (10 points) if you teach a constructivist lesson in a classroom. You need to get my approval if you plan to teach a constructivism lesson.

5. Curriculum Models Exhibition (50 points)
   You and your team are expected to choose one of the four curriculum models (The High/Scope® Curriculum, The Reggio Emilia Approach, The Montessori Method, The Waldorf Method), prepare a trifold presentation and teach at least two authentic activities on your curriculum model using proper materials.
   First, each of you will read all the articles and watch all the videos about curriculum models on D2L. You may need to search more information about the curriculum models except articles and videos on D2L.
   Second, you and your team will get together to discuss how you will exhibit the curriculum model you chose on a trifold. The trifold presentation should cover all the below 8 guiding questions. Using colorful pictures and other artifacts will enhance your work.
   - What is the role of the teacher in learning activities?
   - What’s the concept of “child” in the curriculum?
   - What does the learning look like in the curriculum?
   - What does the assessment look like in the curriculum?
   - What are strengths and weakness in the curriculum?
   - What are the theorists/theories embedded in the curriculum?
   - What are resources available to support curriculum implementation?
   - What are TWO activities you prepare for Kindergarten children (State the related TEKS, objectives, materials, how children would interact with the materials)? Please keep it in your mind that your students are kindergarteners when you prepare two activities.
   Third, you and your team will present your trifold and teach two activities to your peers on week 12. Activities should be highly relevant to the curriculum model you chose.
   Fourth, submit a picture of the trifold to D2L and attach a statement of task responsibility.

6. Write a Critique of the DAP and Standards (40 points)
   You are expected to read the assigned materials about Developmentally Appropriate Practice, then answer the question (Is teaching the standards developmentally appropriate practice?) and write an article to support your answer. You can choose a specific grade level and a specific core content area to state why teaching the standards is/isn’t developmentally appropriate practice. For instance, you choose Texas Essential Knowledge and Skills for Kindergarten (English Language Arts and Reading). Then, you argue teaching English Language Arts and Reading Standards for Kindergarten is/isn’t developmentally appropriate practice using evidence.
   Format should be at least 3 double-spaced pages in length, 12 pt. font, APA format for citations and references.
You are expected to include 1-2 citations in your paper and 1-2 academic articles or books about theories as references at the end of the paper. Please submit the paper to D2L.

You may need the following guiding questions to lead you to write a critique:

- What are the main points of DAP?
- What are the main points of English Language Arts and Reading/Mathematics/Science/social Studies standards? (you only need to choose one of subjects.)
- Why teaching English Language Arts and Reading/Mathematics/Science/Social Studies (choose one from them) standards is (or isn’t) developmentally appropriate practice?

7. Final Performance Presentation (50 points)

For final performance presentation, you and your partner are expected to select one of theories you learned in this course, and then, create a song/poem/rap or other musical performance to show the selected theory/theorist and its practice. The name of the theory/theorist should NOT be included in the musical performance. Week 7 is scheduled for the final performance presentation.

Submit the lyric of song/rap or poem, or a video to D2L.

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**SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)***

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<thead>
<tr>
<th>GRADING SCALE FOR PREFIX/COURSE NUMBER</th>
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<tbody>
<tr>
<td>Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.</td>
</tr>
<tr>
<td>Letter Grade</td>
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<tr>
<td>--------------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).

You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

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**PROFESSIONALISM**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
• maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

WORK POLICY EXPECTATIONS

• Late Work— Late work receives no credit 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.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
• Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

Academic Honesty: Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

• Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
• Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

Appearance: Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

Assigned Responsibilities: While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

Attendance: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

Interpersonal Communication: Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

• When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

Professionalism and Commitment: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

Professional Demeanor: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

Punctuality: Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

CONSEQUENCES OF UNPROFESSIONALISM
A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**TEXAS EDUCATORS’ CODE OF ETHICS**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. https://tea.texas.gov/index2.aspx?id=2147501244

**QCLASSROOM REQUIREMENTS**

This course does not require that you submit designated assignments to Q Classroom.

**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course. Class Attendance, Policy 6.7

**CERTIFICATION/LICENSING REQUIREMENTS**

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification.
certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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

1. 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.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

SECTION V: TENTATIVE COURSE TIMELINE

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes. All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (to 3 others’ Initial Posts) are due on Sundays by 11:59 p.m., Central Standard Time. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time, except the last assignment Final Presentation which will be due Dec 14, 2023 at 5:00 p.m. CST.

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>CLASS TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS (Due Dates on Sunday Midnights)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; warm-up discussion</td>
<td></td>
<td>Introduce yourself!</td>
</tr>
<tr>
<td>Week 2</td>
<td>M1: Time tested early childhood theories and practice</td>
<td>Articles, websites, and videos listed in Module 1 on D2L.</td>
<td>Summary A-dropbox</td>
</tr>
<tr>
<td>Week 3</td>
<td>M2: MI and Developmental domains</td>
<td>Articles, book chapter, websites, and videos listed in Module 2 on D2L.</td>
<td>My MI Profile &amp; Mind-map of MI</td>
</tr>
<tr>
<td>Week 4</td>
<td>M3: Piaget &amp; Vygotsky</td>
<td>Articles, book chapter, websites, and videos listed in Module 3 on D2L.</td>
<td>Mind-map of Piaget &amp; Mind-map of Vygotsky</td>
</tr>
<tr>
<td>Week 5</td>
<td>M4: Burner &amp; Clay</td>
<td>Articles, book chapter, websites, and videos listed in Module 4 on D2L.</td>
<td>Mind-map of Burner &amp; Mind-map of Clay</td>
</tr>
<tr>
<td>Week 6</td>
<td>M5: Dewey</td>
<td>Book chapters listed in Module 5 on D2L.</td>
<td>Mind-map of Dewey</td>
</tr>
<tr>
<td>Week 7</td>
<td>M6: Behaviorism and cognitivism</td>
<td>Articles and videos listed in Module 6 on D2L.</td>
<td>Mind-map of behaviorism &amp; Mind-map of cognitivism</td>
</tr>
<tr>
<td>Week 8</td>
<td>M7: Constructivism</td>
<td>Articles and videos listed in Module 7 on D2L.</td>
<td>Mind-map of constructivism</td>
</tr>
<tr>
<td>Week 9</td>
<td>M8: Montessori Method</td>
<td>Websites and videos listed in Module 8 on D2L.</td>
<td>Reflection on a scenario of classroom teaching-dropbox</td>
</tr>
<tr>
<td>Week 10</td>
<td>M9: High/Scope® Curriculum</td>
<td>Websites and videos listed in Module 9 on D2L.</td>
<td>Summary B-dropbox</td>
</tr>
<tr>
<td>Weeks 11</td>
<td>M10: Waldorf Method</td>
<td>Websites and videos listed in Module 10 on D2L.</td>
<td>Using a book to design a Constructivist lesson plan</td>
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<tr>
<td>Nov 6-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 12</td>
<td>M11: Reggio Emilia Approach</td>
<td>Websites and videos listed in Module 11 on D2L.</td>
<td>Revised Curriculum Model-dropbox</td>
</tr>
<tr>
<td>Nov 13-17</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Nov 18-Nov 26</td>
<td>Articles, websites, handouts, and videos listed in Module 12 on D2L.</td>
<td>Mind-map of Funds of Knowledge Poverty Discussion (optional)</td>
</tr>
<tr>
<td>Weeks 13</td>
<td>M12: Funds of Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 27- Dec 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 14</td>
<td>M13 &amp;14: DAP</td>
<td>Articles, websites, and book chapters listed in Module 13 &amp; 14: DAP on D2L.</td>
<td>A Critique of the DAP and Standards-dropbox</td>
</tr>
<tr>
<td>Dec 4 - 8</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Final Week</td>
<td>M15: COURSE REFLECTION</td>
<td></td>
<td>Final presentations on Tuesday and Thursday</td>
</tr>
<tr>
<td>Dec 11-14</td>
<td></td>
<td></td>
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</tbody>
</table>

### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### READINGS/ COURSE REFERENCES

**REQUIRED READING:**

**Required Readings:**


BlueSofaMedia. (2012). Use a learning theory: Constructivism, [https://www.youtube.com/watch?v=Xa59prZC5gA](https://www.youtube.com/watch?v=Xa59prZC5gA)

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

**RECOMMENDED READING:**


Vygotsky, Piaget, and Bruner, [http://ntweb.deltastate.edu/vp_academic/cbranton/vygotskybrunerpiaget.htm](http://ntweb.deltastate.edu/vp_academic/cbranton/vygotskybrunerpiaget.htm)


Teachings in Education. (2017). Learning styles & Multiple Intelligences: Theory integration. [https://www.youtube.com/watch?v=FVg9n0l0Gf0](https://www.youtube.com/watch?v=FVg9n0l0Gf0)


Altarf Solangi (2016). Lev Vygotsky’s theory of cognitive development. [https://www.youtube.com/watch?v=SzOTvkY3jOE](https://www.youtube.com/watch?v=SzOTvkY3jOE)

Dr. Kristin Atchison. (2016). Developmental - 7.7 Piaget vs Vygotsky. [https://www.youtube.com/watch?v=7OlN9M6T0U8](https://www.youtube.com/watch?v=7OlN9M6T0U8)


Rodrigrap. (2013). Getting to know HighScope’s preschool curriculum. [https://www.youtube.com/watch?v=U7YaobYTPgk](https://www.youtube.com/watch?v=U7YaobYTPgk)

Teachingminute. (2012). TeachingMinute: Plan, do, review. [https://www.youtube.com/watch?v=2RutPXAw8y8](https://www.youtube.com/watch?v=2RutPXAw8y8)

No small matter. (2016). Preschool philosophies: Reggio Emilia approach. [https://www.youtube.com/watch?v=4t-QEZIXOZg](https://www.youtube.com/watch?v=4t-QEZIXOZg)

Reggio Emilia Early Learning Center. (2018). Reggio Emilia approach, [https://www.youtube.com/watch?v=hcRgN0F-wik](https://www.youtube.com/watch?v=hcRgN0F-wik)


SECTION 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.

SECTION VIII: OTHER RELEVANT COURSE INFORMATION

REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

Nondiscrimination

“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf

IF YOU ARE INTERESTED IN DOING UNDERGRADUATE RESEARCH PROJECT, CONTACT ME TO SET UP A PROJECT.

SECTION IX: UNIVERSITY POLICIES
CLASS ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/.

STUDENT ACADEMIC DISHONESTY: 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;
- 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;
- 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.
- 1st Time – Conference with course instructor and zero for assignment
- 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
- 3rd Time – Conference with course instructor, chair of department and dean of college

STUDENT APPEALS

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

WITHHELD GRADES: Policy 5.5

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

### STUDENT SUPPORT

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis Line: 1-800-392-8343
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741