Instructor Information:

**Instructor:** Dr. Yuan He  
**Office:** ECRC 201L  
**Office Phone:** 936-468-4098  
**Email:** hey2@sfasu.edu

**Course Time & Location:** Online  
**Office Hours:** TR 9:30 am – 12:00 pm  
**Credits:** 3 semester credits  
**Other Contact Info:** 410-831-9162

Prerequisites:
Admitted to Teacher Education.

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.

Students will have weekly reading assignments and are expected to participate in Dropbox Assignments, Discussion Boards, 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 5 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) spans 16 weeks with online delivery. This course 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.

II. Intended Learning Outcomes/Goals/Objectives:

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 from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

**Values**

**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.

ECED 3310 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

**Program Learning Outcomes & Student Learning Outcomes:**

**PLOs and SLOs**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).

SLO 1.1: Candidates will demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3), including theories related to curriculum and instruction models and influential individuals for the field of curriculum including, but not limited to, Chomsky, Vygotsky, Skinner, Clay, Piaget, Dewey, Rousseau, Gessel, Freud, Erikson, Watson, Pavlov, Reggio Emilia, Froebel, Montessori. (EC12 Texas PPR I, II, III).

- SLO 1.1.1 Assessment = Mind-map of Theories
- SLO 1.1.2 Assessment = My MI Profile
- SLO 1.1.3 Assessment = Curriculum Models Exhibition
- SLO 1.1.4 Assessment = Final Performance Presentation
SLO 1.2: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).

SLO 1.2.1 Assessment = Reflection on a Scenario of Classroom Teaching

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 2.1.2 Assessment = Constructivist/Integrated Lesson Plan
SLO 2.1.3 Assessment = Write a Critique of the DAP and Standards

SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).

SLO 2.2.1 Assessment = Constructivist/Integrated Lesson Plan
ALO 2.2.2 Assessment = Write a Critique of the DAP and Standards

SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).

SLO 2.3.1 Assessment = Constructivist/Integrated Lesson Plan

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 2,3,5,7,8).

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).

SLO 3.1.1 Assessment = Constructivist/Integrated Lesson Plan
SLO 3.1.2 Assessment = My MI Profile/My Funds of Knowledge
SLO 3.1.3 Assessment = Curriculum Models Exhibition

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 and use communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR I).

SLO 3.2.1 Assessment = Constructivist/Integrated Lesson Plan

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

SLO 3.3.1 Assessment = Constructivist/Integrated Lesson Plan
SLO 3.3.1 Assessment = Write a Critique of the DAP and Standards

SLO 3.4: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).

SLO 3.4.1 Assessment = My MI Profile/My Funds of Knowledge
SLO 3.4.2 Assessment = Constructivist/Integrated Lesson Plan
SLO 3.4.3 Assessment = Curriculum Models Exhibition

SLO 3.5: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).

SLO 4.1 = Candidates design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).
SLO 4.1.1 Assessment = Constructivist/Integrated Lesson Plan

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 5.1.1 Assessment = My MI Profile/My Funds of Knowledge
SLO 5.1.2 Assessment = Write a Critique of the DAP and Standards
SLO 5.1.3 Assessment = Constructivist/Integrated Lesson Plan
SLO 5.1.4 Assessment = Curriculum Models Exhibition
SLO 5.1.5 Assessment = Final Performance Presentation

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Total points: 530)</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind-map of theories/theorists</td>
<td>290</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.2k, 2.3k; InTASC: 1d, 1f, 1k, 2l, 3i, 3o, 7i; Texas Educator Standards (TS): TS2A(iii), TS2C(i), TS2B(ii), TS2C(i); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>My MI Profile</td>
<td>10</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.5k; InTASC: 1e, 1h, 1i, 2n, 4o, 4q, 6v, 7j, 7n, 8p; Texas Educator Standards (TS): TS2B(ii), TS2C(i), TS2C(ii), TS3C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 2.10s (ISTE 4c), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>Reflection on a Scenario of Classroom Teaching</td>
<td>30</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.19k, 1.7s, 2.2k, 2.9s, 3.1k, 3.8k; InTASC: 3r, 7k, 7l, 7m, 8j, 8m; Texas Educator Standards (TS): TS2C(i), TS2A(iii), TS2B(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Constructivist/Integrated Lesson Plan</td>
<td>40</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, 1.1s, 1.2s, 1.6s, 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, 3.13s; InTASC: 1a, 1b, 1i, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4h, 4k, 4r,</td>
</tr>
</tbody>
</table>
Grade calculations are based on the percentage of total points you earn. You are responsible for keeping records of graded work. These will be available through D2L.

### Description of Assignments

#### 1. Summary of Theories/Theorists’ Thoughts (290 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>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**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-map Discussion Board (250 points): You are expected to read and watch assigned articles, chapters, and videos about following 10 (25 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 (30 points + 40 points)

**Group Work (30 points):** You and your team (See your team members on D2L Discussion Board) 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 presentation and design at least two authentic activities on your curriculum model for the Kindergarten students using proper materials.

You may need the following guiding questions to lead you to exhibit the curriculum model you chose:

- 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 does the theorists/theories embedded in the curriculum?
- What are resources available to support curriculum implementation?
- What are activities you will teach Kindergarten students (objectives & materials)?

The presentation should cover all the above mentioned 8 questions. Use a PowerPoint with pictures and videos to enhance your work. Activities should be highly relevant to the curriculum model you chose. Please submit PowerPoint to D2L and attach a statement of task responsibility.

**Individual Work (10 points x 4 =40 points):** You are expected to post your comments/questions on each curriculum model presentation on the discussion board.

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.

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

IV. Summary of LiveText Assignments:

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

IV. Evaluation and Assessments (Grading):

To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

90 to 100% = A  
80 to 89% = B  
70 to 79% = C  
< 69% = F

*C or better for this course is required as a prerequisite for Field Experience II.

V. Tentative Course Outline/Calendar:

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.

<table>
<thead>
<tr>
<th>DATE</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>(8/28-9/03)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>M1: Time tested early childhood</td>
<td>Articles, websites, and videos listed in</td>
<td>Summary A-dropbox</td>
</tr>
<tr>
<td>(9/4-9/10)</td>
<td>theories and practice</td>
<td>Module 1 on D2L.</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>M2: MI and Developmental domains</td>
<td>Articles, book chapter, websites, and videos</td>
<td>My MI Profile &amp; Mind-map of MI</td>
</tr>
<tr>
<td>(9/11-9/17)</td>
<td></td>
<td>listed in Module 2 on D2L.</td>
<td></td>
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<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>
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<tr>
<td>Week 5</td>
<td>M4: Bruner &amp; Clay</td>
<td>Articles, book chapter, websites, and videos listed in Module 4 on D2L.</td>
<td>Mind-map of Bruner &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>Montessori Method Discussion</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>High/Scope Curriculum Discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>M10: Waldorf Method</td>
<td>Websites and videos listed in Module 10 on D2L.</td>
<td>Waldorf Education Discussion</td>
</tr>
<tr>
<td>Week 12</td>
<td>M11: Reggio Emilia Approach</td>
<td>Websites and videos listed in Module 11 on D2L.</td>
<td>Reggio Emilia Discussion</td>
</tr>
<tr>
<td>Week 13</td>
<td>Thanksgiving Holiday</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>M12: Funds of Knowledge</td>
<td>Articles, websites, and book chapters listed in Module 12</td>
<td>Mind-map of Funds of Knowledge</td>
</tr>
<tr>
<td>Week 15</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>Week 16</td>
<td>M15: COURSE REFLECTION</td>
<td></td>
<td>Final presentation</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Readings:

BlueSofaMedia. (2012). Use a learning theory: Constructivism, 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 Readings:


VII. Q Classroom 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.

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Late Work Policy: Policy 6.7

Attendance: Teacher candidates must follow all policies and procedures as outlined in the syllabus. Regular class attendance and participation is required of all students. Online students attend class by logging on to the course daily. 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.

Late Work Policy: Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor, mentor teacher, and students) are relying on your completion of timely work --- please be prompt, professional, and passionate about your work!

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:

- read course 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,
• 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.as

__ 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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.

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

__ Withheld Grades: Policy 5.5 __
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH
will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
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

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. 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. 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/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information

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