Instructor Information:

Dr. Lauren Burrow

Pronouns: she/her/hers
Email: burrowle@d2l.sfasu.edu
Office: 201N
Office Phone: use Remind**
Office hours: Fridays 9am – 200pm on ZOOM**; or by advanced appointment
Credits: 3 c.h.

Course Time & Location:
Section 001: Tu / Th 930am – 1045am (ECRC 219) + weekly asynchronous work in d2L
Section 002: Tu / Th 1230pm – 145pm (ECRC 219) + weekly asynchronous work in d2L

**Remind.com and Zoom access is exclusive to this course section, see d2L for permission codes

Prerequisites: to be determined based on placement of course within degree sequence

PCOE Diversity Statement:
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.

I. Course Description:

ELED 3350 is a comprehensive course that encompasses theory and practice of art education for children; study of materials, literature, and developmental concepts appropriate for musical maturation for children; and practice and study of developmental concepts appropriate for theatre appreciation and application with children.

Note: This course was developed with a focus on the integration of visual art, music, dance/movement and theatre content related to EC-6 grade levels in a general education classroom setting.

Course Justification / Time Requirements and Credit Hours/Course Fees:

ELED 3350 “Arts Education for the Elementary Education Major” (3 credits/no course fee)
The ELED 3350 course contains content requiring students to weekly engage independently in arts module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read/skills completed. Each weekly module contains multiple assignments that require student submission for individual evaluation. Students are expected to produce creative works throughout the course to demonstrate exploration of and experimentation with the fine arts (visual arts, music, movement, and theatre). Students are expected to share some of their assignments for peer feedback and/or as a contribution to social constructivist learning. For every credit hour the student should expect three hours of class work outside of weekly class meetings (approximately 9 total hours per week).

II. PCOE and Education Studies Vision, Mission, Goals, and Core Values:

Vision Statement
The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

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
The mission of the James I. Perkins 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.

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
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 lifelong 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.

### III. Intended Learning Outcomes/Goals/Objectives:

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards. The Student Learning Outcomes include Commissioner Standards (TS), TEA content standards for Music, Art, and Theatre, and Technology standards.

ELED 3350 is an arts-based course that focuses mainly on creativity and play within visual art, music, dance/movement and theatre integrated instruction within EC-6 grade levels in a general education classroom setting and is one of the first education courses taken.

### Program Learning Outcomes & Student Learning Outcomes:

**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).

- **SLO 1.1** Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course
  - **SLO 1.1.1** Assessment --- Art Knowledge Quiz (TEA, Art 1.3k, 1.4k, 1.3s, 2.1k; InTASC 4j, 4k, 4l, 4n)
  - **SLO 1.1.2** Assessment --- Music Elements/Education Quizzes (TEA, Music 1.1k, 1.2k, 2.1k, 2.2k, 1.1s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; InTASC 4j, 4k, 4l, 4n)
  - **SLO 1.1.3** Assessment --- Music in My Hemisphere (TEA, Music 1.2s, 1.3s, 2.1s, 2.2s)
  - **SLO 1.1.4** Assessment --- Music Then and Now (TEA, Music 5.1s, 5.2s, 5.3s, 5.4s)
  - **SLO 1.1.5** Assessment --- Theatre Vocabulary and Careers Quiz (TEA, Theatre 1.10k, 1.12s, 1.13s, 3.7k, 5.2k, 5.3k, 5.4k, 5.5k; InTASC 4j, 4k, 4l, 4n)

**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; AMLE 2).

- **SLO 2.1** Students will create artworks that explore appropriate elementary classroom art methods
  - **SLO 2.1.1** Assessment --- Art Portfolio Journal (TEA, ART 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.8s, 1.9s, 1.10s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
- **SLO 2.2** Students will create an integrated music learning experience
  - **SLO 2.2.1** Assessment --- ECH Group Music Experience (TEA, Music 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
- **SLO 2.3** Students will learn about theatre from experts in the field
  - **SLO 2.3.1** Assessment --- Theatre Visit Reflections (TEA, Theatre 2.8k, 3.5k, 4.2k, 4.3k, 4.4k, 4.5k, 4.9k, 4.10k, 4.11k, 4.12k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 5.1k, 5.1s, 6.6k, 6.10s; InTASC 3q, 3r, 9a, 9b, 9c, 9d, 9f)
  - **SLO 2.3.2** Assessment --- Reader’s Theater and Dramatic “Play” (TEA, Theatre 2.1k, 2.3k, 2.5k, 2.9k, 2.10k, 2.4s, 6.9s; InTASC 1a, 1b, 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
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)

- SLO 3.1 Students will design diverse lessons to meet the needs of all learners
  - SLO 3.1.1 Assessment --- Art and Activism Integrated Curriculum Lesson Plan (TEA, Art 1.1k, 1.2k, 1.6k, 1.1s, 1.3s, 1.6s, 1.9s; InTASC 1c, 1g, 1k, 10l, 10m, 10p, 10q)
  - SLO 3.1.2 Assessment --- Music and Classroom Culture Playbook (TEA, Music 4.1s, 8.1s, 9.1s, 9.2s, 9.3s, 9.4s; InTASC 1g, 2j, 2k)

PLO4 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).

- SLO 4.1 Students will learn to conceive and create age-appropriate lessons
  - SLO 4.1.1 Assessment --- Elementary Music Activity Plan (TEA, Music 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1a, 1b, 2a, 2b, 7a, 7c)
  - SLO 4.1.1 Assessment ---- “Play-in-a-Day” Final Exam (TEA, Theatre 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 2.2k, 2.11k, 2.12k, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.7s, 3.8s, 4.1k, 4.12s, 6.5k, 6.6s, 6.7s; InTASC 1f, 2a, 2c, 2j, 2l, 2m, 2n, 5b, 5h, 5j, 5o, 5r, 7e, 7j, 7n, 7o, 8a, 8b, 8m, 8n)

PLO5 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).

- SLO 5.1
  - SLO 5.1.1 Assessment --- Art and Activism Case Study and Analysis (TEA, ART 1.9s, 1.10s; InTASC 4q, 9e, 9m, 10p)
  - SLO 5.1.2 Assessment --- Theatre Resource File and Field Trip Proposal (TEA, Theatre 1.1k, 1.12k, 1.6s, 1.14s, 2.4k, 6.6k; InTASC 2f, 5c, 5p, 7k, 7m, 9d)

IV. Course Assignments, Activities, Instructional Strategies, Use of Technology:

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 they are in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

**QClassroom Requirements**

This course does not require / requires 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.

NOTE: There is NO QClassroom assignment in this course.

This course is set-up on a weekly schedule. Throughout the semester students will be expected to engage in face-to-face class meetings and weekly d2L work (which may also include pre-recorded Guide Learning Videos from the professor). It is the student’s responsibility to complete all coursework completed in class and presented in d2L (please see IN-CLASS ATTENDANCE and ENGAGEMENT for details).

Students are expected to work through the weekly coursework in a chronological timeline. It is recommended that students prepare to work approximately 9 hours weekly or approximately 1.5 - 2 hours daily (M-F) on coursework.

All course assignments have been thoughtfully designed as opportunities for students to practice arts-related skills and/or document arts-related content knowledge applicable to elementary school curriculum. Each assignment will be explained in d2L when they are released.

**ASSIGNMENT CATEGORIES with brief descriptions:**

There is NO QClassroom assignment for this course.

- **Category 1: IN-CLASS ATTENDANCE AND ENGAGEMENT** *(see HOLISTIC GRADING)*
  Students will earn attendance credit for this course by actively engaging in f2f course work, discussions, and activities. This grade category is about showing up and doing / making / trying in a collaborative environment utilizing social constructivist principles. Engagement
  - Checks will be completed DURING class meetings.

  Please see *Attendance and Engagement Expectations and Exceptions* for important notes about f2f non-attendance.
• **Category 2: ASYNCHRONOUS LEARNING in d2L (see HOLISTIC GRADING)**
  Routine, individual engagement with all d2l course materials is expected of all students. In order to earn on-time credit for assignments, weekly submission deadlines are expected.
  
  o **Syllabus Acknowledgement**
    required to continue in course; not counted in final grade
  
  o **Dropbox Assignments**
    multiple assignments designed to give students the opportunity to demonstrate fine arts-based knowledge and / or apply fine arts-based skills; some assignments might be shared in a small group space in order to contribute to socially constructed learning. Assignments could include:
    ▪ **Vocabulary Exploration and TEKS Reflections**
      multiple assignments designed to introduce students to common fine arts vocabulary and TEKS
  
  o **Discussion Board Assignments**
    multiple assignments designed to give students the opportunity to demonstrate fine arts-based knowledge and / or apply fine arts-based skills; some assignments might be shared in a small group space in order to contribute to socially constructed learning. Assignments could include:
    ▪ **Fine Arts-focused Application Assignments**
      try-it-out assignments that give students the opportunity to apply fine arts-focused learning as small projects
    ▪ **Mini-research and Short Essays**
      individual research and short summaries on a variety of arts-related topics (not more than one page!)

  • **Category 3: SHOWCASES (major grading category; see HOLISTIC GRADING)**
  Students will have multiple weeks to work on the creation of work samples that are part of these fine arts-focused DOING projects. Over the multi-week work schedules, students will receive instructions and guidance for each of the work samples; students will often have choice about which work samples they want to try out. Students will showcase their collection of work samples as a portfolio for peers to view and respond to (using a professor-supplied template for comments). The final portfolio for each fine arts-focus could be used by students as work examples in their future classrooms. These showcases emphasize exploration, experimentation, and enjoyment over "exactness" --- creativity does NOT necessarily require professional artistic abilities 😊
  
  o **FINE ART Showcase**
  o **MUSIC Showcase**
  o **MOVEMENT/DANCE Showcase**
  o **THEATRE Showcase**
  o **FIELD TRIP Showcase**

**Recorded Instruction via ZOOM:**

*When/If* "This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately." *(statement from SFA CTL, 2020)*
Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and professor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

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

IV. Evaluation and Assessments (Grading):

This course uses a holistic grading system comprised of earned grades in 3 main assignment categories (see below).

1. F2F attendance and engagement
2. Asynchronous Learning Assignments in d2L
3. Showcase Assignments

- FINAL GRADE
  - As in all categories = A
  - As and Bs across the three categories = B
  - 1 C in any of the categories = C
  - “Not pass” only in category 2 = C
  - "Not pass” in category 1 and/or 3 = F

In accordance with the Department of Education Studies policy, you must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.
The holistic grading system for this course is probably unique and new to most students.

- It has been intentionally designed to allow students the flexibility to work towards the grade they want/need to earn based on performance criteria, while making room for the fact that they presumably have professional and personal responsibilities outside this course learning space.
- The grading system allows students the space to focus on experimenting with, exploring, and (hopefully) enjoying the arts as a creative experience rather than a strictly accuracy-emphasized activity (*in other words, I want y'all to focus on the creative process of creating products you are proud of rather than worrying about losing points for trying something new -- engage and do the work and you'll do GREAT in this course! :-)*).

Decide what grade you are going to work towards earning this semester and use the grading system below to keep in mind what YOU will need to do in order to earn that grade.

<table>
<thead>
<tr>
<th>Category 1: attendance and engagement</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
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<tbody>
<tr>
<td>F2F attendance and engagement</td>
<td>1 absence allowed</td>
<td>2 absences</td>
<td>3 absences</td>
<td>4 or more absences</td>
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|                                      | *(student still responsible for class content, skills, assignments)* | *(student still responsible for class content, skills, assignments)* | *(student still responsible for class content, skills, assignments)* | **Up to 4 absences can be “made up” by completing asynchronous work. STUDENTS are responsible for requesting make up work within 1 week of absence, so that they can keep up with course content.**

NOTE: Due to the interactive and place-based nature of some course meetings, make ups might NOT be possible.

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<tr>
<th>Category 2: d2L work</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
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| Asynchronous Learning Assignments (d2L) | ALL assignments thoughtfully* completed and submitted on time --------------- up to 3 lates allowed** | Almost all assignments thoughtfully* completed and submitted on time --------------- 4 - 5 lates** | Most assignments thoughtfully* completed and submitted on time --------------- 6 - 7 lates** | **many assignments NOT thoughtfully* completed and submitted on time --------------- more than 7 lates might NOT be
April 16
lates may require additional work as part of the makeup and might not receive professor feedback

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<tr>
<th>Category 3: Showcases</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
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<tr>
<td>Showcase Assignment:</td>
<td>ALL assignments thoughtfully* completed and submitted on time</td>
<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
<td>not submitted</td>
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<td>• Fine Arts</td>
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<td>• Music</td>
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<td>• Movement/Dance</td>
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<td>• Field Trip</td>
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Final Grade for this category will be the average of the 5 Showcase Grades

"Thoughtfulness" will be evaluated by the expertise of the professor; please note --- professor's evaluations will be individualized to the learner and their submitted work (meaning: comparison of evaluations earned by a peer's work is not applicable to your work). In order to model and promote "mastery learning," learners submitting work that does not meet quality standards (as determined by the professor) may be presented with opportunity for re-do by professor-determined deadline. The opportunity to re-do is at the sole discretion of the professor.

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

**Final decisions regarding grades will at the professional discretion of the professor.**

**Work Policy:**
Students must complete and submit all assignments on time and come prepared to engage in all class discussions/activities (synchronous and asynchronous). ALL major assignments must be completed in order to earn an A in the course.

**For all in class work, there is an expectation of ON TIME submission so as to effectively contribute to social constructivist learning in a class community.**
For all d2L-submitted work, there is an AUTOMATIC 24-hour extension period for late work with no grade deduction.

It is the responsibility of the student to communicate to the professors about extenuating circumstances / emergencies (preferably BEFORE assignment submission is due) to allow the professor an opportunity to consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional discretion of the professors.

- Late work submitted after this period will be accepted at the professors’ discretion based on the student's pattern of performance on work/engagement throughout the semester.
- Approved late work may result in a grade deduction and/or additional work may be required.
- Late work will be the last priority on the professor’s grading schedule and may not receive professor feedback.
- In order to record final grades on time, no make-up / late work will be accepted during the Final Week. All approved late work must be submitted by Monday, November 28.

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

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

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

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

V. Tentative Course Outline/Calendar:


**Attendance and Class Engagement Policy:**

This course will require engagement with lots of online resources and the completion of multiple “making” projects. To assist with the skills application of this course, f2f lessons will be taught according to the course calendar. It is expected that those students in attendance actively engage during the class meeting time; for those students who cannot attend (or for students who arrive 15 minutes late/leave 15 minutes early to the f2f class meetings), make-up work will need to be discussed with the professor.

**Attendance and Engagement Expectations and Exceptions**

The professor cares about the humans enrolled in the course and understands that “life” causes disruptions to our plans and good intentions; to that end, every student can miss one class with NO grade penalty (explanations, excuses are not necessary --- use this day as you need to). PLEASE NOTE: students not in attendance during f2f class are still responsible for content discussed, skills practiced, and assignments started in class (so make-up work may still be necessary in order to stay on-track in the course).

Please communicate early and often with the professor when “life” happens to discuss how to maintain successful progress in the course.

Those students who cannot / do not attend the f2f courses or cannot / do not fully participate in f2f course activities, discussions, and work will be responsible for contacting the professor to determine make-up work for the missed class engagement, content knowledge, and/or skills.

**PLEASE NOTE:**
- class make-up may be very difficult to accommodate given the collaborative and ACTIVE nature of the course, so please contact the professor as soon as possible to discuss make-up options
- approved make-up / late work might not receive professor feedback and will be graded at a later time than on-time submissions
- it is the responsibility of the student to contact the professor for missed class attendance and work
- 4 missed classes may result in a Program Continuation Meeting
- More than 4 missed classes may result in Course Failure
- No more than 4 classes can be “made up;” students are responsible for requesting make up work within 1 week of absence, so that they can keep up with course content.

F2F Class attendance will be verified through Engagement activities completed in class.

**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>WEEK # (DATE)</th>
<th>CONTENT TOPIC</th>
<th>ASSIGNMENTS Due to d2L (there is an automatic 24-hr no-penalty extension for all d2L assignments – use it whenever you need to!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Tu, Aug 29)</td>
<td>INTRO to Dr. Burrow, course, and class community FINE ARTS OVERVIEW</td>
<td>Due in d2L by Monday (Sept. 04), 11:59pm: Read 1st Day of Class and Week 1 Module (including Syllabus) - d2L</td>
</tr>
<tr>
<td>Week 1 (Th, Aug 31)</td>
<td>FINE ARTS CREATIVITY</td>
<td>Due in d2L by Monday (Sept. 04), 11:59pm: Read 1st Day of Class and Week 1 Module (including Syllabus) - d2L</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Due Dates</td>
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<tr>
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<tr>
<td>2</td>
<td>VISUAL ART: Self-Portraits</td>
<td>(Tu, Sept. 05)</td>
</tr>
<tr>
<td>2</td>
<td>VISUAL ART: Self-Portraits continued...</td>
<td>(Th, Sept. 07)</td>
</tr>
<tr>
<td>3</td>
<td>VISUAL ART: Abstract Art AR / Recreations</td>
<td>(Tu, Sept. 12)</td>
</tr>
<tr>
<td>3</td>
<td>VISUAL ART: Abstract Art AR / Recreations continued...</td>
<td>(Th, Sept. 14)</td>
</tr>
<tr>
<td>4</td>
<td>VISUAL ART: Art Sculptures and Art Cars</td>
<td>(Tu, Sept. 19)</td>
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<tr>
<td>4</td>
<td>VISUAL ART SHOWCASE Work Day</td>
<td>(Th, Sept. 21)</td>
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<tr>
<td>5</td>
<td>VISUAL ART SHOWCASE in-class Museum Presentations + Field Trip Assignment introduced /MEET UP ANNOUNCED</td>
<td>(Tu, Sept. 26)</td>
</tr>
<tr>
<td>5</td>
<td>MUSIC: Persuasive Arguments with Music</td>
<td>(Th, Sept. 28)</td>
</tr>
<tr>
<td>Week 6</td>
<td>MUSIC: Songwriting + Storytelling with Songs</td>
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<td>--------</td>
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<tr>
<td>(Tu, Oct 03)</td>
<td>Due in d2L by Monday (Oct. 09), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 6 Module – d2L</td>
<td></td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 6</td>
<td>MUSIC: the Art of Music Kennedy Center Music Lesson</td>
<td></td>
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<tr>
<td>(Th, Oct 05)</td>
<td>Due in d2L by Monday (Oct. 09), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 6 Module – d2L</td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 7</td>
<td>MUSIC SHOWCASE Work Day</td>
<td></td>
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<tr>
<td>(Tu, Oct 10)</td>
<td>Due in d2L by Monday (Sept. 25), 11:59pm:</td>
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<tr>
<td></td>
<td>All components of MUSIC SHOWCASE submitted to d2L Discussion Board <strong>AND</strong></td>
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<td></td>
<td>Due in d2L by Monday (October 16), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 7 Module – d2L</td>
<td></td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 7</td>
<td>CATCH UP SELF-CARE NO New Work Meetings with Dr. Burrow</td>
<td></td>
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<tr>
<td>(Th, Oct 12)</td>
<td>Due in d2L by Monday (Sept. 25), 11:59pm:</td>
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<td></td>
<td>All components of MUSIC SHOWCASE submitted to d2L Discussion Board <strong>AND</strong></td>
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<td></td>
<td>Due in d2L by Monday (October 16), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 7 Module – d2L</td>
<td></td>
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<tr>
<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>MOVEMENT: Sound + Movement (Movement for calming purposes)</td>
<td></td>
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<tr>
<td>(Tu, Oct 17)</td>
<td>Due in d2L by Monday (October 22), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 8 Module – d2L</td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 8</td>
<td>MOVEMENT: Fine Motor Novel Engineering (movement for problem solving)</td>
<td></td>
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<tr>
<td>(Th, Oct 19)</td>
<td>Due in d2L by Monday (October 22), 11:59pm:</td>
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<td></td>
<td>Read Week 8 Module – d2L</td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 9</td>
<td>CATCH UP Complete FIELD TRIP SELF-CARE NO New Work Meetings with Dr. Burrow</td>
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<tr>
<td>(Tu, Oct 24)</td>
<td>Due in d2L by Monday (October 22), 11:59pm:</td>
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<td></td>
<td>Read Week 8 Module – d2L</td>
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<tr>
<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 9</td>
<td>CATCH UP</td>
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<tr>
<td>(Th, Oct 26)</td>
<td>Complete FIELD TRIP</td>
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<td></td>
<td>SELF-CARE</td>
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<td></td>
<td>NO New Work</td>
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<tr>
<td></td>
<td>Meetings with Dr. Burrow</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>MOVEMENT: Gross Motor PLAYGROUND (will confirm based on weather)</td>
<td></td>
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<tr>
<td>(Tu, Oct 31)</td>
<td>Due in d2L by Monday (November 06), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 10 Module – d2L</td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 10</td>
<td>MOVEMENT: Board Games</td>
<td></td>
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<tr>
<td>(Th, Nov. 02)</td>
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<tr>
<td>Week 11</td>
<td>DANCE:</td>
<td></td>
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<tr>
<td>(Tu, Nov 07)</td>
<td>Dance with Lincoln Center</td>
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<tr>
<td>Week 11</td>
<td>DANCE:</td>
<td></td>
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<tr>
<td>(Th, Nov 09)</td>
<td>Dance to Learn</td>
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<td></td>
<td>Due in d2L by Monday (November 13), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 11 Module – d2L</td>
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<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td>Week 12</td>
<td>DANCE:</td>
<td></td>
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<tr>
<td>(Tu, Nov 14)</td>
<td>Dance in the Classroom</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Nature Class Field Trip</td>
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<tr>
<td>(Th, Nov. 16)</td>
<td>Due in d2L by Monday (Nov. 27), 11:59pm:</td>
<td></td>
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<tr>
<td></td>
<td>All components of MOVEMENT and DANCE SHOWCASE submitted to d2L Discussion Board</td>
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<td></td>
<td><strong>AND</strong></td>
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<td></td>
<td>Due in d2L by Monday (Nov. 27), 11:59pm:</td>
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<tr>
<td></td>
<td>Read Week 12 Module – d2L</td>
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<tr>
<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<td></td>
<td><strong>AND</strong></td>
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<td></td>
<td>LAST DAY for submission of APPROVED LATE WORK: Monday, Nov. 27</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>LONG FALL BREAK: Nov. 20 - 24</td>
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<tr>
<td>Week 14</td>
<td>Collective Class Self-Care through Visual Art, Writing, and Reflection</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>THEATRE:</td>
<td>Due in d2L by Monday (December 04), 11:59pm:</td>
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<tr>
<td>(Th, Nov. 30)</td>
<td>AI Fairytale</td>
<td>Read Week 14 Module – d2L</td>
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<td></td>
<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>THEATRE:</th>
<th>Due in d2L by Monday (December 11), 11:59pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tu, Dec. 05)</td>
<td>Drama Games</td>
<td>Read Week 15 Module – d2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check for Discussion Boards/Dropboxes - d2L</td>
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<tr>
<td></td>
<td><strong>AND</strong></td>
<td>Due in d2L by Monday (December 11), 11:59pm:</td>
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<tr>
<td></td>
<td>Field Trip Assignment</td>
<td></td>
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<td></td>
<td>Exit Surveys</td>
<td>Field Trip replies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEATRE SHOWCASE replies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL EXAM:</th>
<th>FIELD TRIP and THEATRE SHOWCASE</th>
<th>Due in d2L by THURSDAY (December 14), 11:59pm:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed in</td>
<td>Discussion board Replies DUE in d2L</td>
<td>Field Trip replies</td>
</tr>
<tr>
<td>d2L by</td>
<td></td>
<td>THEATRE SHOWCASE replies</td>
</tr>
<tr>
<td>Thursday, Dec.</td>
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<tr>
<td>14</td>
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</tbody>
</table>

A DETAILED tentative course calendar is provided as a separate page in the syllabus/timeline module in d2L. I anticipate that this timeline WILL need to be updated throughout the semester.

ALL NECESSARY CHANGES TO THE COURSE SYLLABUS WILL BE MODIFIED IN THE WEEKLY d2L MODULES.

PLEASE ALWAYS CHECK THE d2L WEEKLY MODULES FOR UPDATED ASSIGNMENTS / DEADLINES throughout the semester.

PLEASE NOTE: any changes to the original course schedule to better fit the needs of students, update course pacing, and/or accommodate for world events will be posted in writing on D2L; it is the student’s responsibility to stay aware of the changes.

**VI. Required Text and Other Required Materials:**

1. There is no QClassroom assignment required for this course.

2. This course utilizes OERs (Open Educational Resources) in order to offer up-to-date content knowledge while eliminating additional costs to students for access to necessary course content. All required readings, videos, links, etc. are located in the content modules of the course or provided in class. **So, there is no textbook to purchase for this course! (Required)**

3. Students may need access to a smart phone with the ability to download apps for the technology projects, a digital camera and basic video editing software, and/or registration for tech/arts-based websites.
4. Students may need access to basic art supplies (e.g., paper, crayons, markers, scissors, etc.) to complete some assignments.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is expected. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the professor 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 professor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information, from SFASU:**

**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)

**Lecture Class Professionalism:**

Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.

Each teacher candidate is expected to:

- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the professor;
- complete ALL ASSIGNMENTS on or before the due date;
- **submit ALL WORK in order to earn an A in the course**;
- participate intelligently in all class discussions;
communicate professionally in verbal and written communication (including electronic communication);
complete the end-of-course online evaluation;
dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

Class Attendance and Excused Absences (Policy 6.7):
https://www.sfasu.edu/docs/policies/6.7.pdf

Academic Accommodation for Students with Disabilities (Policy 6.1):
https://www.sfasu.edu/docs/policies/6.1.pdf

Academic Accommodation for Students with Disabilities (Policy 6.6):
https://www.sfasu.edu/docs/policies/6.6.pdf

Student Academic Dishonesty (Policy 4.1): https://www.sfasu.edu/docs/policies/4.1.pdf
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Withheld Grades Semester Grades (Policy 5.5): [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)

Final Course Grade Appeals by Students (Policy 6.3):
[https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)

Student Code of Conduct (Policy 10.4): [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

**Mental Health**

SFA 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**
[https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)

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 Specific to Educator Preparation:**

**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.

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

COURSE REFERENCES:

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PLEASE NOTE: While it is the intent of the professor for this syllabus to define expectations for student course performance and present the professor’s commitment to a high-quality learning experience, any and all of these syllabus policies are subject to review and revision by the professor due to extenuating circumstances/emergencies communicated to the professors by the student. The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify teacher candidates of any changes, in writing, in d2L. It will be the responsibility of the students to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each teacher candidate’s overall course performance, taking into account assignment submissions and overall professional demeanor.