INSTRUCTOR INFORMATION

Instructor          Dr. Melissa Hulings
Office Location    ECRC 201A
Email              Melissa.Hulings@sfasu.edu
Office Phone       936-468-3758
Office Hours       Mon. 1:00-3:00pm; Tue. 10:00-11:00am; Wed. 1:00-3:00pm; Thur. 10:00-11:00am (additional by appointment)

COURSE INFORMATION

Course Time        Tuesday, 12:30-3:00pm
Course Location    ECRC 218
Credit Hours       3

Students can expect a response to emails and phone calls within 24-48 hours, Monday - Friday.

COURSE INFORMATION

I COURSE DESCRIPTION
Examination of the science curriculum for grades EC-6 with emphasis on current practices, trends and research on effective practices for teaching science. Includes investigation of activities and materials appropriate for achieving science objectives. ELED 4310 meets in person, one day each week. Students will be expected to participate in an outdoor education event (full details will be discussed in class and posted to D2L).

II PREREQUISITES
Prerequisites - ECED 3310, ECED 3320, ELED 3330, and READ 3330
Corequisites - ELED 4330, ELED 4320, and READ 4340 (C or higher required for all courses; failure to achieve a C or higher in ELED 4330 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of ELED 4330 two times will result in removal from EPP.)

III 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.

III COURSE JUSTIFICATION
Through the past decade, elementary science education has taken on a “new” direction. Two factors which have given direction to the new elementary education curriculum are: (1) studies of intellectual development of the young child, and (2) a shift from the lecture-demonstration teaching method to a discovery inquiry learning method. Science is a methodology (process) as well as a body of knowledge (content). Process and content are closely interrelated and both are essential in the science curriculum. It also encompasses a set of personal characteristics (attitudes), which reflects certain behavioral traits of a scientist/problem solver. Coverage of a fixed body of information is not to be regarded as an end in itself, but rather we should focus upon helping children develop an understanding of significant conceptual relationships. Students of science must develop proficiency in collecting, analyzing, synthesizing, and evaluating data, and in making application of this data to new problems. They must also be able to use basic scientific terminology and express simple basic number relationships in mathematical terms. Special consideration should be given to the ways in which scientific theories and laws are discovered, refined, and tested. An understanding that theories and laws are regarded as tentative and open to revision should be developed. These ideas furnish this course with its objectives.

COURSE OBJECTIVES & ASSESSMENTS
Each assignment in ELED 4310 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

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

**Mission Statement**
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 life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.
- **Equity and Social Justice**: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.
- **Democratic Citizenship**: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT**

**PLO 1 Understanding and Addressing Each Child’s Developmental**
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. (CAEP 1: AMLE 1)

- **SLO 1.1** Candidates will know and understand the history and nature of science (EC6 Texas Science ST VI).
  - SLO 1.1.1 Assessment - Chapter 1 Science and Science Education Quiz (SCIENCE 6.2k, 6.3k, 6.7k, 6.10k, 6.3s)
  - SLO 1.1.2 Assessment - NSTA Position Statement (SCIENCE 6.2k, 6.3k, 6.7k, 6.10k, 6.3s)
- **SLO 1.2** Candidates will understand how students learn in science and how science interacts with and influences personal and societal decisions (EC6 Texas Science ST IV, VII).
  - SLO 1.2.1 Assessment - Chapter 4 Learning Science with Understanding Quiz (SCIENCE 4.2k, 7.1k, 7.3k, 7.4k, 7.5k, 7.7k, 7.1s, 7.4s, 7.6s).
  - SLO 1.2.2 Assessment - Special Project: Content Research (SCIENCE 7.1k, 7.3k, 7.4k, 7.5k, 7.7k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k; PPR 1.18k, 1.18s, 4.15s; InTASC 5p, 9n; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 7.11s [ISTE 3d])

- **PLO 2 Understanding and Applying Content and Curricular Knowledge for Teaching**
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. (CAEP 2; AMLE 2)

- **SLO 2.1** Candidates will understand use of tools, materials, equipment, and technologies and manage classroom, field, and laboratory activities to ensure the safety of all students and ethical care and treatment of organisms and specimens
  - SLO 2.1.1 Assessment - Chapter 3 Creating a Positive Classroom Environment Quiz (SCIENCE 1.1k, 1.2k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.5s, 4.12k, PPR 2.10k, 2.17k, InTASC 3d, 3k, 3o, 10o)
SLO 2.1.2 Assessment - Chapter 10 Making Science Accessible for All Learners Quiz (SCIENCE 2.3s, 4.8k, 4.9k, 4.10k; PPR 2.10k; InTASC 3d, 3k, 10o)

SLO 2.1.3 Assessment - Science Safety Scavenger Hunt and PowerPoint (SCIENCE 1.1k, 1.2k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.5s)

SLO 2.1.4 Assessment - Special Project: Implementation/Teaching (SCIENCE 1.3s, 2.2s, 2.3s, 2.9s, 3.5s, 3.6s, 3.7s, 3.8s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.8s, 4.9s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 6.3s, 7.1s, 7.4s, 7.6s, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18s, Technology 4.11s [ISTE 7b, 7c])

SLO 2.2 - Candidates will know and understand theoretical and practical knowledge of science teaching including the process of scientific inquiry and its role in instruction

SLO 2.2.1 Assessment - Chapter 5 Engaging in Inquiry-Based Instruction and Using the 5E Model Quiz (SCIENCE 3.1k, 3.2k, 3.4k, 3.5k, 3.5s, 3.6s, 3.7s, 3.8s; PPR 1.17k; InTASC 3o)

SLO 2.2.2 Assessment - Chapter 9 Connecting Science with Other Subjects Quiz (SCIENCE 4.3k, 4.4k, 4.7k, 4.13k, 4.14s; PPR 1.18k; InTASC 5p, 9n; Technology 7.11s [ISTE 3d])

SLO 2.2.5 Assessment - Project Learning Tree Certification (SCIENCE 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 4.6s, 4.16s, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18k, 1.18s, 4.14s; InTASC 5p 9n; Technology 7.11s [ISTE 3d])

SLO 2.2.6 Assessment - Science Process Skills Assignments 1, 2, & 3 (SCIENCE 3.4k, 3.5k, 3.6s, 3.7s, 3.8s, 4.5k, 4.7k, 4.12k, 4.2s, 4.5s)

SLO 2.3 - Candidates will know and understand the TEKS in physical science, life science, earth, and space science and will use unifying concepts and processes that are appropriate science content

SLO 2.3.1 Assessment - Chapter 2 Getting Ready for Inquiry Instruction Quiz (SCIENCE 4.5k, PPR 1.21k; InTASC 7c)

SLO 2.3.2 Assessment - Science Diagnostic Assessment Quiz (SCIENCE 2.5k, 2.6k, 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18k, 1.18s, 4.14s; InTASC 5p 9n; Technology 7.11s [ISTE 3d])

SLO 2.3.4 Assessment - Science Process Skill Assignments 1, 2, & 3 (SCIENCE 3.4k, 3.5k, 3.5s, 3.6s, 3.7s, 3.8s)

SLO 2.4 - Candidates will know and use varied and appropriate assessment practices (formative/summative) to monitor science learning

SLO 2.4.1 Assessment - Chapter 6 Effective Questioning Quiz (SCIENCE 3.2k, 3.2s, 3.5s)

SLO 2.4.2 Assessment - Chapter 7 Assessing Science Learning Quiz (SCIENCE 3.9s, 3.11s, 5.1k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k; PPR 2.17k; InTASC 3o)

SLO 2.4.1 Assessment - Special Project: Assessment of Instruction (SCIENCE 3.11s, 5.1s, 5.2s, 5.3s, 5.5s, 5.7s, 5.8s)

SLO 2.4.1 Assessment - Special Project: Summative Reflection (SCIENCE 1.3s, 2.2s, 2.3s, 3.5s, 3.6s, 3.8s, 4.1s, 4.2s, 4.6s, 4.12s, 4.13s; PPR 1.21k, 2.10k, 2.17k; InTASC 3d, 3k, 30, 7c, 10o)

SLO 2.5 - Candidates will demonstrate the ability to use appropriate technology for EC6 science instruction

SLO 2.5.1 Assessment - Chapter 8 Using Technology Tools and Resources for Science Learning Quiz (SCIENCE 2.5k, 2.6k, 3.9s; PPR 1.28k, 2.10k, InTASC 3d, 3k, 5l, 8r, 10o; Technology 4.1s [ISTE 1c])

SLO 2.5.2 Assessment - The Role of E-Learning in Science Education Discussion Board (SCIENCE 2.6k; PPR 1.28, 2.10k, InTASC 3d, 3k, 5l, 8r, 10o; Technology 4.1s [ISTE 1c])

SLO 2.5.3 Assessment - Virtual Field Trip (SCIENCE 2.10s, 3.5k, 3.2s, 4.12k, 4.7s; PPR 1.18s, 2.17k, 4.15s; InTASC 3o, 9n; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 4.1s [ISTE 1c], 4.11s [ISTE 7b, 7c], 7.11s [ISTE 3d])
COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Required Text and Materials:
2. K-6 Science TEKS
3. Butterfly Larvae (details for purchase will be shared and posted)

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

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

This course does not require that you submit assignments to Q Classroom. Q Classroom is a data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education.

Evaluation and Assessments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Getting Started Quiz</td>
<td>2</td>
</tr>
<tr>
<td>Science Diagnostic Assessment</td>
<td>40</td>
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<tr>
<td>Chapter Quizzes (10 at 10 points each)</td>
<td>100</td>
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<tr>
<td>Safety Standards Scavenger Hunt Quiz</td>
<td>20</td>
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<tr>
<td>Safety Standards PowerPoint</td>
<td>10</td>
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<tr>
<td>Raising Butterflies (Habitat = 25 points; Journal = 50 points)</td>
<td>75</td>
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<tr>
<td>Project Learning Tree History and Overview Quiz</td>
<td>10</td>
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<tr>
<td>Project Learning Tree Survey</td>
<td>5</td>
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<tr>
<td>Project Learning Tree Hike Through the Guide</td>
<td>10</td>
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<tr>
<td>Project Learning Tree 5E Lesson Plan</td>
<td>20</td>
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<tr>
<td>Project Learning Tree Video Response (3 at 6 points each)</td>
<td>18</td>
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<tr>
<td>Virtual Field Trip</td>
<td>20</td>
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<tr>
<td>Science Process Skills Assignments (3 at 5 points each)</td>
<td>15</td>
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<tr>
<td>Final Project – 5E Unit Plan</td>
<td>50</td>
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<tr>
<td>Participation (10 points each week; 14 weeks)</td>
<td>140</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>535</strong></td>
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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Earned Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>479-535</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
<td>426-478</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
<td>372-425</td>
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<tr>
<td>F</td>
<td>Below-70%</td>
<td>0-371</td>
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<tr>
<td>Week 1: August 29</td>
<td>Topic/Activities</td>
<td>Homework/Assignments</td>
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<tr>
<td><strong>Who are we? What is science?</strong></td>
<td>Course Overview</td>
<td>Purchase textbook</td>
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<td></td>
<td>Science Pre-Assessment</td>
<td>Complete the Science Diagnostic Assessment</td>
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<td></td>
<td>Science and Me Discussion</td>
<td>Complete Getting Started Quiz</td>
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<td>Cubes and Tubes – Nature of Science and Characteristics of Science</td>
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<tr>
<td></td>
<td>Chapter 1, pages 4-12</td>
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<tr>
<td>Week 2: September 5</td>
<td><strong>What science content do elementary students need to know? What science content do I need to know?</strong></td>
<td>Complete Chapter 1 Quiz</td>
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<td>Discuss Pre-Assessment</td>
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<td></td>
<td>Discuss TEKS and NGSS</td>
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<td>Chapter 1, pages 13-23</td>
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<tr>
<td>Week 3: September 12</td>
<td><strong>How do students learn science?</strong></td>
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<td>Piaget</td>
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<td>Introduction to the 5E Model</td>
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<td>Discuss Final Project</td>
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<td></td>
<td>Chapter 5, pages 96-107</td>
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<tr>
<td>Week 4: September 19</td>
<td><strong>How can you become an inquiry-based science teacher? – Part 1</strong></td>
<td>Complete Chapter 2 Quiz</td>
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<td></td>
<td>Laying the Foundation for inquiry</td>
<td>Process Skill Assignment #1</td>
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<td></td>
<td>Discuss Raising Butterflies</td>
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<td></td>
<td>Discuss the Process Skill Assignments</td>
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<td></td>
<td>Chapter 2</td>
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<tr>
<td>Week 5: September 26</td>
<td><strong>How can you become an inquiry-based science teacher? – Part 2</strong></td>
<td>Complete Chapter 5 Quiz</td>
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<td></td>
<td>Characteristics of Inquiry</td>
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<td></td>
<td>Chapter 5, pages 84-95</td>
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<tr>
<td>Week 6: October 3</td>
<td><strong>How does student prior knowledge affect your science classroom?</strong></td>
<td>Complete Chapter 4 Quiz</td>
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<td>Student Misconceptions and Misunderstandings</td>
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<td>Chapter 4</td>
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<tr>
<td>Week 7: October 10</td>
<td><strong>How can you safely implement a science lesson and manage your classroom?</strong></td>
<td>Scavenger Hunt</td>
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<td>Safety and Classroom Management</td>
<td>Safety PowerPoint</td>
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<td></td>
<td>Chapter 3, pages 57-64</td>
<td>Complete Chapter 3 Quiz</td>
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<tr>
<td></td>
<td>Safety Scavenger Hunt</td>
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<tr>
<td>Week</td>
<td>Topic/Activities</td>
<td>Homework/Assignments</td>
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| Week 8: October 17 | **What role does questioning play in the science classroom?**  
• Asking questions  
• Questions within the 5E  
• Managing class discussion  
• Implementing Science Talk  
• Chapter 6 | Complete Chapter 6 Quiz |
| Week 9: October 24 | **How do you measure student learning in science? – Part 1**  
• Assessments overall  
• Chapter 7, pages 142-160 | Science Process Skills Assignment #2 |
| Week 10: October 31 | **How do you measure student learning in science? – Part 2**  
• Assessments in science  
• Chapter 7, pages 160-175 | Complete Chapter 7 Quiz |
| Week 11: November 7 | **How can you integrate other subjects with science?**  
• Teaching Science with Math, Social Studies, and ELA  
• Chapter 9 | Complete Chapter 9 Quiz |
| Week 12: November 14 | **How can you address special populations of students and diverse learners? – Part 1**  
• Linguistically and Culturally Diverse student populations  
• Chapter 10, pages 214-225 | Submit Raising Butterflies assignment |
| Week 13: November 21 | SFA Thanksgiving Break – no class this week | |
| Week 14: November 28 | **How can you address special populations of students and diverse learners? – Part 2**  
• Students with disabilities  
• Chapter 10, pages 225-242 | Complete Chapter 10 Quiz  
Science Process Skills Assignment #3 |
| Week 15: December 5 | **How can I connect science to student lives and experiences?**  
• Using technology  
• Chapter 8 | Complete Chapter 8 Quiz  
Submit Virtual Field Trip |
| Week 16: December 12 | FINALS WEEK | Submit Final Project |

### ADDITIONAL RESOURCES TO SUPPORT LEARNING

**VI READINGS**  
Project Learning Tree  
Science and Children  
Life Cycle of a Butterfly resources  
Texas Parks and Wildlife publications
VII COURSE EVALUATIONS
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

UNIVERSITY POLICIES

VIII STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

Course Grades (Including WH), Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work 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.

Final Course Grade Appeals by Students, Policy 6.3
A student may appeal a final course grade if it can be demonstrated that the instructor did not adhere to stated procedures or grading standards, or if other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor’s professional judgment regarding the quality of the student’s work.

Academic Accommodation for Students with Disabilities, Policy 6.1
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/

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Students, faculty or staff at Stephen F. Austin State University, who disagree with the provision of accommodations for students with disabilities, may submit an appeal to the director of disability services/ADA coordinator. Appeals related to decisions made by the director of disability services regarding the denial of accommodations should be submitted to the chief diversity officer, or their designee. Grievances or complaints of discrimination based on disability relating to other circumstances not described above should be addressed through the university's policy 2.11, Nondiscrimination.

Class Attendance, Policy 6.7
Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.
Class attendance will be taken via a sign-in sheet at each class meeting. Class attendance will be a factor in the Participation Grade listed above. If you are absent from class, it is YOUR responsibility to communicate with the instruction (preferably prior to class) and determine any make-up work.

**Code of Student Conduct and Academic Integrity, Policy 10.4**
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; and/or;
    - helping or attempting to help another in an act of cheating or plagiarism.

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

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

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

***Other SFA Policy Information

**ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION**

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

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

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

**ADDITIONAL COURSE INFORMATION**

- **REPEATING THIS COURSE POLICY:** If you are repeating this course for a second time, then ALL 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.

- **PROFESSIONALISM** Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:
  - attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
  - becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
  - contacting the professor prior to missing a class assignment;
  - reading course outline/syllabus and following directions for assignments;
  - reading each assigned reading by the stated due date;
  - completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
  - completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
  - submitting ALL WORK in order to complete this course;
  - being prepared for quizzes and exams;
  - participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

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

- **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](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)

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**Student Support**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support 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](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

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