ECED 3300 – Section 501  
Foundations in ECH  
Summer II 2023  

Stephen F. Austin State University  
College of Education  
Department of Education Studies

<table>
<thead>
<tr>
<th>Instructor: Dr. Neal Nghia Nguyen, Ph.D.</th>
<th>Course Day/Time &amp; Location/Method of Delivery/Duration</th>
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<tr>
<td></td>
<td>Online/Distance Learning or Asynchronous/July 3 – August 3</td>
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<thead>
<tr>
<th>Office: Early Childhood Research Center (ECRC) # 209L</th>
<th>Office Hours: Tuesdays 9:30 am-12:30 pm &amp; Thursdays 9:30 am-12:30 pm (Virtual office hours via Zoom and/or in-person by appointment)</th>
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</thead>
<tbody>
<tr>
<td>Office Phone: 936-468-6608</td>
<td>Credits: 3 credits hours</td>
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<tr>
<td>Other Contact Information: Department of Education Studies Phone: 936-468-2904</td>
<td>Email: <a href="mailto:Nghia.Nguyen@sfasu.edu">Nghia.Nguyen@sfasu.edu</a></td>
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Prerequisite

TECA 1311

Course Information

1. Course Description:

An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices. This is a 3-credit hour course (Asynchronous: Summer II).
NOTE: There is no Q-Classroom (previously LiveText) requirement in this class.

This is an asynchronous course (Summer II). Weekly announcements, related brief activities, lecture notes, and discussions will be posted in D2L/online with clear directions and expectations. All required assignments are due on specific dates in D2L (Please see weekly tentative schedule below).

Due to the asynchronous and brief nature of this course (four weeks course), I encourage or highly recommend that teacher candidates (TCs) will not hesitate to reach out to me as often as you can and request appointments for periodic Zoom meeting(s) with me to ask or clarify any questions/concerns that they might have.

It would be helpful for teacher candidates to plan a few days ahead (or at least a day in advance) when making the above Zoom appointment(s) with me. Once I receive the requested email to meet via Zoom, I will email you within 3 hours to confirm our Zoom meeting(s). Please know that I am willing to meet with all of you via Zoom as often as I can but you need to let me know via email as soon as you can.

My weekly virtual office hours at the Early Childhood Research Center/ECRC (Summer II): Tuesdays from 9:30 am-12:30 pm and Thursdays from 9:30 am-12:30 pm. Please use these opportunities to meet with me via Zoom for questions regarding the contents of the course, lecture notes, assignments, or any concern that you might have. In-person office appointment(s) can be arranged (if necessary) upon your specific request(s).

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.

II. Learning Outcomes, Goals, and Course Objectives

- Vision, Mission, and Value of the College of Education
  The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

- Mission Statement
  The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
• **Values**

In the College of Education at SFA, we value and are committed to: Service that enriches the community; Openness to new ideas, to culturally diverse people, and to innovation and change; Collaboration and shared decision-making; Integrity, responsibility, diligence, and ethical behavior; Academic excellence through critical, reflective, and creative thinking; and Life-long learning.

**Program Learning and Student Learning Outcomes**

**PLO 1** 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.

❖ **SLO 1a** Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

  - **SLO 1a.1** Assessment – *Weekly Content Group Discussions in D2L; Midterm Exam; Final Exam; Classroom Observation & Summaries;*
  - **SLO 1a. 2** Assessment – *Midterm Exam; Final Exam; PPR1.11k; TS3Aii; InTASC 4o*
  - **SLO 1a. 3** Assessment – *Weekly Content Group Discussions in D2L; PPR1.11k; TS3Aii; InTASC 4o*
  - **SLO 1a. 4.** Assessment – *Science-Based Early Childhood Reflective Paper*
  - **SLO 1a. 5** Assessment – *Lesson Plan #1 & Lesson Plan # 2*

**PLO 3** Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

❖ **SLO 3.c** – Candidates plan instruction including goals, materials, learning activities and assessments.

  - **SLO 3c.1** Assessment – *Lesson Plans # 1 & Lesson Plan # 2; PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j*
  - **SLO 3c.2** Assessment – *Lesson Plans # 1 and Lesson Plan # 2; PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k;TS4Ai,4Aiii,4Bi,1Di,*
SLO 3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- SLO 3d.1 Assessment – Lesson Plan #1 & Lesson Plan #2; PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j
- SLO 3d.2 Assessment – Midterm Exam; Lesson Plan #1 & Lesson Plan #2; PPR 2.22k,2.20s; TS2Ci,2Aii; InTASC 3c,3d,3j,8h

PLO 5 Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.
- SLO 5.c - Candidates participate in peer and professional learning communities to enhance student learning.
  - SLO 5c.1 Assessment – Classroom Observation & Summaries;
  - SLO 5c.2 Assessment – Science-Based Early Childhood Reflective Paper; Classroom Observation Summaries; PPR 4.9k,4.12s,TS6Aii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b
  - SLO 5c.3 Assessment – Classroom Observation & Summaries;

III. Course Assignments

*** Teacher candidates will have until the end of each week to turn in their weekly required discussions and/or assignments (Sundays by 11pm). 2 points will be deducted for each late submission (per day). Please let me know should you have an emergency or personal difficulty so that I can assist you in any possible way that I can. Remember, my role as your professor or instructor is not to take points off (just to be fair with other teacher candidates who turn their assignments in on time) but to assist you as much as possible during this entire asynchronous course. 

Procrastination will not work for this short and asynchronous class.

Again, due to the brief nature of this summer course (only four weeks), there will be quite a few pertinent chapters (4-5 chapters per week to enable teacher candidates to read/examine the overview of the critical foundations in the field of early childhood) or topics to be read by teacher candidates on a weekly basis and be able to relate this knowledge in thoughtful weekly group discussions in D2L. Therefore, please plan to read the assigned chapters and complete all required assignments as clearly specified in the “Weekly Tentative Schedule” below.

Additionally, the instructor will specifically post clear weekly directions and expectations for teacher candidates to follow on a weekly basis. As stated in the beginning of this course syllabus, I will be glad and willing to schedule periodic Zoom meeting(s) with each of you to answer any questions that you might have regarding the content(s) of this asynchronous course.
1. **Weekly Group Discussions/Participation (Total-10 points)**

   First, the instructor will post weekly group discussions for teacher candidates (TCs) to respond in D2L regarding the contents of the required readings (*Due to the brief nature of this course (only 4 weeks), please keep up with the required weekly readings and assignments*). Each TC is to respond to the instructor’s posting or prompt(s) and respond to at least one other teacher candidate’s response(s). Second, the instructor will read and periodically respond to weekly group discussions to acknowledge, appreciate, and provide input(s) to teacher candidates’ understanding and knowledge acquisition. Although this is an asynchronous course, regular completion of the above thoughtful weekly group discussions will be interpreted by the instructor as regular or consistent “attendance/participation” for each of the four weeks of this course.

2. **Midterm & Final Exams (10 points each – Total of 20 points)**

   Each TC is expected to complete a brief midterm and a brief final exam (essay format that requires synthesis of the course contents in foundational early childhood development/education, the overall science of early childhood and its connections with emerging neuroscience, and critical thinking skills) that covers readings from chapters and weekly content group discussions (see specific date in content outline or weekly tentative schedule below).

   Exam questions/responses will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics, and fluency (see midterm exam and final exam rubrics at the end of this syllabus). A study guide will be provided (or clearly explained in D2L) and discussed or specified with TCs (via Zoom appointments if needed) at least a week in advance prior to the scheduled exam. Each exam is worth 10 points. Missed exam will result in a score of zero. The exact time/location of the exam will be announced or posted in D2L during the first week of the course by the instructor.

3. **Lesson Plans # 1 & # 2 (10 points each – Total of 20 points)**

   First, TCs will choose any *TWO* specific developmental domains out of the five (i.e., cognitive skills, language: expressive/receptive, socio-emotional, psychomotor: gross/fine, self-help or adaptive skills). Second, TCs will develop two (For two different age groups up to 8 years of age) thorough early childhood lesson plans with the focus on the above two chosen developmental domains.

   Clear directions/descriptions and the lesson plan template or format for completing this assignment # 3 will be provided during the first week of class in D2L. Again, due to the
asynchronous and brief nature of this course (only 4 weeks), it is highly recommended that TCs email the instructor to schedule periodic Zoom meeting(s) to clarify or ask questions regarding the incremental development of these two early childhood lessons until completion.

4. **Classroom 3 Observations & Summaries #1, # 2, & # 3 (10 points each – Total of 30 points)**

First, TCs are expected to seek permission from an administrator of any early childhood setting (administrator approval letter and clear directions for the three classroom observations/three forms will be posted in Week 1 Module/Announcement in D2L).

Second, TCs are expected to schedule with the assigned classroom teacher and observe an assigned classroom for at least 30-60 minutes per visit and complete thoughtful observations and recommendations (A total of 3 required classroom visits for this class- Three classroom observation forms will also be posted in Week 1 Module/Announcement in D2L during the first week of class). Additionally, TCs can complete their write-up of each of the three classroom observations directly on each of the three classroom observation forms (*Word document*) and submit each completed form to D2L Drop Box (see due dates below in *Weekly Tentative Schedule*).

Lastly, TCs are expected to express their appreciation to the administrator and teacher(s) during the last classroom observation (third observation) for allowing them to observe and become a part of their early childhood program.

5. **Science-Based Early Childhood Reflective Paper (20 points)**

First, visit the *Center on the Developing Child/CODC* (Harvard University)- TC(s) will read/synthesize the three core principles to improve the outcomes and support both families and young children as one of the specific and science-based approaches to proliferate and support the subsequent developmental growth for all children (i.e., with or without special needs) and families (see website below/copy & paste).

The instructor will post related prompts for meaningful weekly group discussions of these three core principles and its relation to early childhood development/education throughout the semester. The instructor will (at any time) clarify any questions that teacher candidates might have (via email or scheduled Zoom meetings). For your convenience, the instructor will also attach the PDF copy of the above three core principles from CODC in D2L during the first week of class (in case you have difficulty open the link below).

Second, TCs should synthesize and write a reflective paper (2-4 pages double-spaced; APA samples of title and reference pages will be posted in D2L during the first week of class) that describes: (1) the potential connection(s) between their own personal/professional perceptions on fundamental early childhood development/education as a prospective early childhood educator and the three science-based core principles from the Center on the Developing Child (CODC).

Next, TCs also need to address: (2) their roles as a prospective early childhood educator to support and promote the proper developmental stages of child development based on the suggested three core principles from the Center on the Developing Child (CODC).

Lastly, TCs should also (3) address thoroughly on their own systematic planned approaches to assist all students/families with various backgrounds (i.e., dual language learners/DLLs, English language learners/ELLs, students with special needs, and the consistent collaborative practices with families who are also come from various cultural backgrounds) in their prospective early childhood classrooms.

This science-based early childhood reflective paper will be graded on accuracy, integration of content, organization, clarity of ideas and concepts, writing mechanics, and fluency. Again, due to the brief and asynchronous nature of this course, the instructor highly recommends that TCs schedule periodic Zoom meetings to clarify or ask any questions regarding this assignment as soon as they can.

### IV. Evaluation and Assessment (Grading Criteria)

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<td>F</td>
<td>&lt; 60</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>C+</td>
<td>77-79</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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V.  Tentative Course Outline or Calendar

Weekly Tentative Schedule (Subject to Change with Prior Notice)

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPICS/READINGS</th>
<th>ASSIGNMENT DUE DATES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Welcome to my class ECED 3300.</td>
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<td>• Be sure to purchase your textbook as soon as you can (cheapest format as possible/eText or rental).</td>
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<td></td>
<td>• <strong>Chapter 1 - Studying Early Childhood Development in a Diverse World</strong></td>
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<td></td>
<td>• <strong>Chapter 2 – Research and Assessments in Early Childhood Development</strong></td>
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<td>• <strong>Chapter 3 – Theories of Child Development</strong></td>
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<td>• <strong>Chapter 4 – Genetics, Prenatal Development &amp; Birth</strong></td>
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<td>• <strong>Chapter 5 – The Newborn</strong></td>
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<td></td>
<td>• Please read the course syllabus carefully and email me or request a Zoom meeting with me for any questions/concerns.</td>
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<td></td>
<td>• Again, due to the brief and asynchronous nature of this 4-week course, please keep up with weekly assigned readings and Weekly Content Group Discussions and other related assignments.</td>
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<td></td>
<td>Please do not hesitate to email me and schedule Zoom meeting(s) for questions or clarifications for any assignment(s) at any time during this brief summer course. Thank you.</td>
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<td></td>
<td>• Read/Synthesize Chapters 1-5 for this week 1. Lecture notes for these five chapters will be posted in D2L in Week 1 Module/Announcement in D2L by Saturday the latest (weekly).</td>
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</table>
|        | • Respond to my prompt(s) and respond to at least one other teacher candidate’s response(s) regarding week 1 Content Group Discussions in D2L (There
is no required number of words for these Weekly Content Group Discussions. However, I expect your weekly responses to be thoughtful. Thank you).

- **The above Week 1 Content Group Discussions # 1 in D2L is DUE on July 10, 2023, by 11pm.**

- Begin to work on your **TWO required Early Childhood lesson plans** (Clear directions and lesson format will be posted in D2L in Week 1 Module/Announcement). Be sure to email me to schedule Zoom meeting(s) to ask questions or for clarifications regarding this assignment # 3 starting this week 1.

- Begin to look for an early childhood classroom to complete your **3 observations/forms** (3 observation forms and the Administrator Approval Letter will be posted in D2L in Week 1 Module/Announcement in D2L) (Assignment # 4).

Be sure to speak to and present the posted Administrator Approval Letter to the Administrator regarding your prospective 3 visits and seek approval FIRST prior to any classroom observation(s). Next, meet and speak to the
assigned classroom teacher to schedule the 3 required observations or visits for this **assignment # 4** as soon as you can in the next few weeks.

<table>
<thead>
<tr>
<th>Week 2</th>
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<tr>
<td>July 11 – July 18</td>
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<tr>
<td><strong>Chapter 6</strong> – <em>Physical Growth of Infants and Toddlers</em></td>
<td><strong>Chapter 7</strong> – <em>Cognitive Development of Infants and Toddlers</em></td>
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<tr>
<td><strong>Chapter 8</strong> – <em>Infant and Toddler Language and Literacy</em></td>
<td><strong>Chapter 9</strong> – <em>Infant and Toddler Social and Emotional Development</em></td>
</tr>
<tr>
<td><strong>Chapter 10</strong> – <em>Preschool Physical and Motor Development</em></td>
<td><strong>Midterm Exam Study Guide</strong> (will be posted in Week 2 Module/Announcement in D2L). Be sure to read and email me for questions or clarifications. The actual Midterm Exam will be posted during Week 3 Module/Announcement. Teacher candidates have exactly one week to complete and submit it in DropBox in D2L.</td>
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</table>

• Again, due to the brief and asynchronous nature of this 4-week course, please keep up with weekly assigned readings and Weekly Content Group Discussions and other related assignments.

Please do not hesitate to email me and schedule Zoom meeting(s) for questions or clarifications for any assignment(s) at any time during this brief summer course. Thank you.

• Read/Synthesize Chapters 6-10 for this week 2. Lecture notes for these five chapters will be posted in D2L in Week 2 Module/Announcement in D2L by Saturday the latest (weekly).

• Respond to my prompt(s) and respond to at least one other teacher candidate’s response(s) regarding week 2 Content Group Discussions in D2L (There is no required number of words for these Weekly Content Group Discussions. However, I expect your weekly responses to be
thoughtful. Thank you).

• The above Week 2 Content Group Discussions # 2 in D2L is DUE on July 17, 2023, by 11pm.

• Begin to work on your assignment # 5 (Science-based early childhood reflective paper) this week.

• Continue to complete your scheduled 3 classroom observations and forms (Assignment # 4).

• Continue to work on your 2 Early Childhood Lesson Plans (Assignment # 3).

• Scheduled classroom observation # 1 and the completion of the classroom observation form #1. Be sure to submit this completed form # 1 to D2L Drop Box this week by July 17, 2023, by 11pm.

Week 3
July 19 – July 26

• Chapter 11 – Cognitive Development in the Preschool Years

• Chapter 12 – Language, Literacy, and Pretend Play in the Preschool Years

• Chapter 13 – Social and Emotional Development of Preschoolers

• Chapter 14 – Physical Growth and Motor Development in the Primary Years

• Again, due to the brief and asynchronous nature of this 4-week course, please keep up with weekly assigned readings and Weekly Content Group Discussions and other related assignments.

Please do not hesitate to email me and schedule Zoom meeting(s) for questions or clarifications for any assignment(s) at any
• **Chapter 15 – Cognitive Development in the Primary Years**

• Midterm Exam will be posted in Week 3 Module/Announcement (DUE in D2L Drop Box on July 27, 2023, by 11pm).

• **Final Exam Study Guide** – Due to the brief nature of this summer course, a study guide will be provided in D2L/Week 3 Module/Announcement.

• Be sure to read and email me for questions or clarifications. The actual Final Exam will also be posted during this Week 3 Module/Announcement. Teacher candidates have exactly one week to complete and submit it in DropBox in D2L.

• Read/Synthesize Chapters 11-15 for this week 3. Lecture notes for these five chapters will be posted in D2L in Week 3 Module/Announcement in D2L by Saturday the latest (weekly).

• Respond to my prompt(s) and respond to at least one other teacher candidate’s response(s) regarding week 3 Content Group Discussions in D2L (There is no required number of words for these Weekly Content Group Discussions. However, I expect your weekly responses to be thoughtful. Thank you).

• **The above Week 3 Content Group Discussions # 3 in D2L is DUE on July 24, 2023, by 11pm.**

• **Your 2 Early Childhood Lesson Plans are DUE this week 3 in D2L Drop Box (Assignment # 3).**

• Scheduled classroom observation # 2 and the completion of the classroom observation form #2. Be sure to submit this completed form # 2 to D2L Drop Box this week by July 25, 2023, by 11pm.
| Week 4 | **Chapter 16** – Language and Literacy in the Primary Years  
**Chapter 17** – Social and Emotional Development in the Primary Years  
**Chapter 18** – Parents, Families, and Children: A Multicultural Perspective  |
|---|---|
| **You should continue to work on your assignment # 5 (Science-based early childhood reflective paper) this week.**  
**Midterm Exam will be posted in Week 3 Module/Announcement (DUE in D2L Drop Box on July 27, 2023, by 11pm).**  
**Again, due to the brief and asynchronous nature of this 4-week course, please keep up with weekly assigned readings and Weekly Content Group Discussion and other related assignments. Please do not hesitate to email me and schedule Zoom meeting(s) for questions or clarifications for any assignment(s) at any time during this brief summer course. Thank you.**  
**Read/Synthesize Chapters 16 - 18 for this week 4 (last week of the course). Lecture notes for these last three chapters will be posted in D2L in Week 4 Module/Announcement in D2L by Saturday the latest (weekly).**  
**Respond to my prompt(s) and respond to at least one other teacher candidate’s response(s) regarding week 4 Content Group** |
<table>
<thead>
<tr>
<th>Discussions in D2L (There is no required number of words for these Weekly Content Group Discussions. However, I expect your weekly responses to be thoughtful. Thank you).</th>
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<tbody>
<tr>
<td>• <strong>The above Week 4 Content Group Discussions # 4 in D2L is DUE on August 1, 2023, by 11pm.</strong></td>
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<tr>
<td>• Final Exam will be posted in Week 3 Module/Announcement (DUE in D2L Drop Box on August 2, 2023, by 11pm).</td>
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<td>• Scheduled classroom observation # 3 and the completion of the classroom observation form #3. Be sure to submit this completed form # 3 to D2L Drop Box this week by August 2, 2023, by 11pm.</td>
</tr>
<tr>
<td>• Assignment # 5 (Science-based early childhood reflective paper) is DUE this week in D2L Drop Box on August 2, 2023, by 11pm.</td>
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Thank you for your hard work and professionalism during this short summer course. Have a great rest of the summer.
VI. Readings (Required textbook, recommended materials)

Required Text and Related Resources


Suggested Resource(s)


VII. Course Evaluations

Near the conclusion of each semester, TCs in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of TCs who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absences (Policy 6.7):

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the TC is registered. Based on university policy, failure of TCs to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each TC’s attendance and participation as well as note this information in required reports and in determining final grades.

TCs may be excused from attendance for reasons such as health, family emergencies, or TC’s participation in approved university-sponsored events. However, TCs are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a TC is still responsible for all course content and assignments. TCs with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

Academic Accommodations for Students/TCs with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, TCs with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and TCs. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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 TC who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 5.5)**:

Upon the request from the TC to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the TC cannot complete the course work because of unavoidable circumstances. TCs must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If TCs register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a TC has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the TC is incurring an academic penalty.

**Student Code of Conduct (Policy 10.4)**:

Disorderly conduct including but not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) commercial solicitation on campus or with University resources without prior approval from University officials. (c) failure to comply with a reasonable and lawful request or directive of University officials. (d) facilitation of student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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

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

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
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

**Codes 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 TC 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**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.texes.ets.org/registrationBulletin/).

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

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

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

IX. Other Relevant Course Information

- See rubric for ECED 3300 Midterm & Final Exams below.
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format/Organization</th>
<th>Completeness of Information</th>
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</thead>
<tbody>
<tr>
<td>TARGET</td>
<td>- Consistent organization&lt;br&gt;- Consistent use of APA style&lt;br&gt;- Correct spelling and grammar&lt;br&gt;- References each answer to text, notes or outside readings</td>
<td>- Answers at least 95% of total # of questions correctly&lt;br&gt;- Uses a variety of sources/references (5 or more)&lt;br&gt;- Presents comprehensive perspective&lt;br&gt;- Synthesizes information and reaches conclusions&lt;br&gt;- Answers all questions</td>
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<td></td>
<td><strong>5 POINTS</strong></td>
<td><strong>5 POINTS</strong></td>
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<tr>
<td>ACCEPTABLE</td>
<td>- Occasional lapses of clarity in organization&lt;br&gt;- One or two spelling or grammar errors&lt;br&gt;- Inconsistent correct use of references&lt;br&gt;- Covered the required points in each answer</td>
<td>- Answered fewer than 80% of the questions correctly&lt;br&gt;- At least 1/2 of the answers contain references&lt;br&gt;- Uses less than 3 references&lt;br&gt;- Answers are only partially responsive to questions</td>
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<td><strong>4 or &gt; POINTS</strong></td>
<td><strong>4 or &gt; POINTS</strong></td>
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<tr>
<td>UNACCEPTABLE</td>
<td>- Disorganized and difficult to follow&lt;br&gt;- Minimal use of APA style&lt;br&gt;- Many spelling and grammar errors&lt;br&gt;- No references or incorrect references&lt;br&gt;- Did not answer all questions</td>
<td>- Answered fewer than 70% of questions correctly&lt;br&gt;- No reference to text or outside reading&lt;br&gt;- No synthesis of information from different sources&lt;br&gt;- Numerous incomplete answers</td>
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**Rubric for ECED 3300 Midterm and Final Exams (10 Points Each)**