COURSE SYLLABUS

Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Neal Nghia Nguyen, Ph.D.</th>
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<tbody>
<tr>
<td>Office Location</td>
<td>Early Childhood Research Center (ECRC) Room 209L</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Nghia.Nguyen@sfasu.edu">Nghia.Nguyen@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-6608</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays 9am-12pm (ECRC/in-person); Wednesdays 9am-12pm (Virtual office hours via Zoom and/or in-person by appointment)</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Contact Info:</td>
<td>Department of Education Studies Phone: 936-468-2904</td>
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SECTION I: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Asynchronous</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Distance Learning/Online/Asynchronous (January 18 – May 10)</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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COURSE BULLETIN DESCRIPTION

A critical inspection of teaching principles and learning in mathematics and science as related to young children, birth through age 8. Study includes developmentally appropriate learning processes, learning objectives, and the scope and sequence of mathematics and science development. Course content is enriched through experiences in the field.

COURSE JUSTIFICATION

This course will emphasize on the effective instructional principles and learning approaches or strategies in both mathematics and science for young children.

This is a 3-hour asynchronous course. Weekly announcements, related brief activities, lecture notes, assignments, and weekly group 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 nature of this course, I encourage or highly recommend that graduate student(s) 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 graduate students 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 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.

In addition to my weekly office hours in-person at the Early Childhood Research Center/ECRC on Mondays from 9am-12 pm, I also have virtual office hours via Zoom on Wednesdays from 9am-12pm. Please use these opportunities to meet with me for questions regarding the contents of the course, lecture notes, assignments, or any concern that you might have.

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<tr>
<th>CO-REQUISITES (Courses taken with this course.)</th>
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<td>N/A</td>
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<tr>
<th>PRE-REQUISITES (Courses that must be completed before taking this course.)</th>
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<tr>
<td>Acceptance to Graduate School.</td>
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<th>PCOE DIVERSITY STATEMENT</th>
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<td>N/A</td>
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SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT

Each assignment in ECED 5335 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION OF THE COLLEGE OF EDUCATION

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

MISSION STATEMENT OF THE COLLEGE OF EDUCATION

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

VALUES OF THE COLLEGE OF EDUCATION

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.
**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

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

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

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

PROGRAM LEARNING OUTCOME (PLO) 1

**NAEYC Standard 1 and PLO 1: PROMOTING CHILD DEVELOPMENT AND LEARNING:**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

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<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tr>
<td><strong>1. Weekly Group Discussions/Participation (Total-10 points)</strong></td>
<td>First, the instructor will post weekly group discussions (total of 10) for graduate students to respond in D2L regarding the selected contents (practical implications of both Math and Science contents) from each of the 12 chapters and other pertinent practical resources from the literature (will be provided by the instructor). Each graduate student is to respond to the instructor’s posting or prompt(s) and respond to at least one other graduate student’s response(s). Second, the instructor will read and periodically respond to weekly group discussions to acknowledge, appreciate, and provide input(s) to graduate students’ understanding and knowledge acquisition. Although this is an asynchronous course, regular completion of the above thoughtful group discussions will be interpreted by the instructor as regular or consistent “attendance/participation” for each week of this course.</td>
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<td>10</td>
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<tr>
<td><strong>2. Midterm &amp; Final Exams (15 points each- Total of 30 points)</strong></td>
<td>Each graduate student is expected to complete a brief midterm and a brief final exam (essay format) that covers readings from chapters and weekly group discussions.</td>
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<td>30 points (15 points each)</td>
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</table>
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 and discussed with graduate students (via Zoom appointments if needed) at least a week in advance prior to the scheduled exam. Each exam is worth 15 points. Missed exam will result in a score of zero. Study guide(s) and the exam(s) will be posted in D2L and graduate students will have at least a week or more to submit their completed exam(s) in Drop Box in D2L.

3. Article Reviews (10 points each - Total of 20 points)

Graduate students will review TWO peer-reviewed articles (one focuses on math and the other on science) for young children (with or without special needs) from birth to 8 years of age and provide written critiques summarizing its applicability to practice. The articles must be peer-reviewed articles from ranked/professional journals (e.g., Young Children, Teaching Exceptional Children, Young Exceptional Children, Early Child Development and Care, Intervention in School and Clinic, Early Childhood Education). As educators of young children (EC-6) and prospective leaders in the field, graduate students are expected and they should be familiar with: (1) the foundational literature on both seminal and up-to-date/practical implications of math and science for young children, (2) the process of how to look for and synthesize research-to-practice peer-reviewed articles relating to math and science topics, (3) to extend their knowledge in the literature regarding math and science instructional planning and
delivery, and (4) to support/translate their overall knowledge in math and science into practical approaches/strategies in early childhood classrooms during their prospective or current instructional planning and delivery.

Note: Graduate students should plan ahead and think critically on how to search for the above two peer-reviewed articles that these chosen articles can also be used in their STEM RESEARCH PROJECT (assignment # 4 below).

Graduate students also have the option to choose peer-reviewed articles from other peer-reviewed journals (other than the above recommended journals). However, these published articles must be approved (see weekly schedule above) by the instructor in the first few weeks of class. Peer-reviewed articles can also be found at ERIC (Education Resources Information Center) or google scholar, other appropriate databases, or websites (the thorough search process will be discussed by the instructor at the beginning of the course in D2L or scheduled Zoom meeting(s) if there is a need).

The written paper (1 ½ - 2 pages) should provide an outline of the article and summarizes its content in the following format as “Headings” in bold:

Title Page

Introduction

Purpose of the Article

Methods Used

Results or Findings
**Practical Implications or Reflection** - Your own reflection and its applicability in your current or prospective classroom

**Conclusion** - What you can choose to use from the article in your own current/future classrooms and why (rationale)

**Reference(s)**

The article summary should be written with a title page and a reference page (APA samples will be provided and discussed during the first few weeks of the course in D2L or scheduled Zoom meetings). The article summary should be written with NO grammatical and spelling errors.

Finally, the instructor will also discuss selected/volunteered written article reviews and practical implications with graduate students in D2L weekly group discussions.

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### 4. STEM Research Project (40 points)

(Critical Assignment to be completed and uploaded to QClassroom at the end of the course. Graduate students will also have to turn in the same completed project to the instructor for a grade in D2L DropBox– See Weekly Tentative Schedule for direction)

The purpose of the *STEM research project* is to provide an understanding of child development in Science, Technology, Engineering, and Mathematics as well as the importance of STEM education in early childhood.
The project offers graduate students various opportunities for planning and conducting STEM lessons, reflection and evaluation of the lesson, investigations of current scholarly research regarding the definition of STEM, the benefits of STEM education in early childhood, and criteria for quality STEM lessons.

*** Graduate students are required to develop and/or to write an APA project/paper that includes the following FIVE components (in the order below) with separate BOLD headings:

1. **Definition of STEM** – based on their own learning and current research. Graduate students are expected to include in-text citations throughout this first section and other sections of the project. These in-text citations should also be included in the reference page at the end of the project (e.g., Smith, 2020; Johnson & Akerson, 2022; Montgomery et al., 2022).

2. **Review of Peer-Reviewed Literature** – Graduate students are expected to conduct a thorough search and review at least three to five peer-reviewed articles regarding the importance of STEM education in early childhood (due to the asynchronous nature of this course, the instructor is only asking graduate students to use three to five peer-reviewed articles for this section-Solely a representation of key published articles on the importance of STEM in early childhood for the purpose of this section of the project).

   Graduate students are expected to include in-text citations throughout this second section and other
sections of the project. These in-text citations should also be included in the reference page at the end of the project (e.g., Smith, 2020; Johnson & Akerson, 2022; Montgomery et al., 2022).

Graduate students should follow and complete their “review” of EACH of the three to five published peer-reviewed articles in the following order:

**Introduction**

**Purpose of the Article**

**Methods Used**

**Results or Findings**

**Conclusion**

Lastly, graduate students are expected to provide several thoughtful and complete paragraph(s) summarizing and/or synthesizing the above three to five peer-reviewed articles (i.e., focus on the importance of STEM in early childhood before moving on to the next section (Section 3) of the project).

3. **Evaluation/Discussion of a Peer-Reviewed STEM Lesson**

Graduate students are expected to choose a peer-reviewed STEM lesson from the above chosen articles (if any from sections 1 or 2) or to find other peer-reviewed articles that includes a peer-reviewed STEM lesson. Next, based on the most recent literature of STEM education for young children, the definition of STEM, and the known evidence-based practices,
graduate students should focus their writing for this third section on:

A. Describe the general planning and development of the STEM lesson (i.e., is it developmentally appropriate practices (age/individually/culturally?)

B. How does the STEM lesson promote the overall or subsequent cognitive development for young children in acquiring the pertinent skills stated in the planned lesson?

C. Is there evidence for both informal and formal types of assessment before, during, and after the planned STEM lesson? (e.g., activating prior knowledge, formative and summative)

D. Overall reflection of the peer-reviewed STEM lesson (i.e., strengths of the STEM lesson) and recommendations or suggestions (i.e., what would you do differently?)

Graduate students are expected to include in-text citations throughout this third section and other sections of the project. These in-text citations should also be included in the reference page at the end of the project (e.g., Smith, 2020; Johnson & Akerson, 2022; Montgomery et al., 2022).

4. **Planning and Implementation of a STEM lesson**

Graduate students will plan a thorough STEM lesson for young children and implement the above STEM lesson with a child (e.g., 4-6 years of age). Graduate students are expected to address the following items for this fourth section of the project:
<table>
<thead>
<tr>
<th></th>
<th>A. The general planning and development (procedures) of the STEM lesson (be specific with grade level or age group and state standards)</th>
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<tbody>
<tr>
<td></td>
<td>B. The child cultural background and/or language and cognitive and/or academic ability (i.e., to be considered during the planning and implementation stages)</td>
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<td></td>
<td>C. Level of engagement of the child throughout the STEM lesson</td>
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<td></td>
<td>D. Overall outcome of the teaching experience (i.e., both teacher and the child)</td>
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<td>E. Other types of classrooms that this planned lesson can also be implemented (e.g., general, inclusive)</td>
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<td>F. The lesson’s components and its alignment with the content areas of math, science, technology, and/or engineering</td>
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<td>G. The use of inquiry-based learning approach (i.e., 5 E Model: Engage, Explore, Explain, Elaborate, &amp; Evaluate) throughout the planned STEM lesson. Additionally, briefly describe how the child is going to be encouraged to think about choices he/she would make during the learning process and the way he/she would feel as he/she learns the content(s)</td>
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<td></td>
<td>H. Specific plans to synthesize and improve the STEM lesson for future based on effective STEM education in early childhood</td>
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<td></td>
<td>I. Professional standards (e.g., permission from the child’s parents prior to the implementation of the STEM lesson)</td>
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<td>J. Any other interactions with other teachers and parents or family members during the process of planning and implementation of the above STEM lesson</td>
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</table>
K. Overall discussion/reflection of the planned STEM lesson (i.e., both strengths and areas for potential improvement)

Again, graduate students are expected to include in-text citations throughout this fourth section (if any) and other sections of the project. These in-text citations should also be included in the reference page at the end of the project (e.g., Smith, 2020; Johnson & Akerson, 2022; Montgomery et al., 2022).

5. The Application of STEM Education into Your Own Teaching

Lastly, graduate students are expected to write a summary describing how he/she would apply STEM education into his/her current or prospective instructional practices. The synthesis should include some of the key points from his/her existing knowledge on STEM education as well as what he/she has learned during the above four sections of the project. The instructor is not looking for the length of this section (quantity) but rather a systematic and thorough analysis (quality) of how (practically) graduate students would synthesize what he/she knows regarding STEM education and applying in the most effective and science-based approaches with young children.
- **SLO 1.4** Candidates investigate stages of cognitive development in young children.

- **SLO 1.12** Candidates explore fundamental concepts and gain knowledge of how children learn through active, hands-on exploration of science concepts, and math processes.

- **SLO 1.4/1.12** – Assessment - Weekly Group Discussions, Midterm Exam, Final Exam, Article Reviews, Stem Research Project *(See assignments’ descriptions above).*

- **(SLO 1.12; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 6.1; SLO 6.2; SLO 6.3; SLO 6.22).*

- **(SLO 4.5; SLO 4.7; SLO 5.8; SLO 6.8).**

- **(SLO 6.11; SLO 5.8).**

- **(SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8).**

**PROGRAM LEARNING OUTCOMES (PLO) 3, 4, 5, 6,**

**NAEYC Standard 3 and PLO 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:**

*Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.*

**NAEYC Standard 4 and PLO 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES:**

*Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.*
NAEYC STANDARD 5 and PLO 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

NAEYC Standard 6 and PLO 6: GROWING AS A PROFESSIONAL:

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices.

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<tr>
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<tr>
<td>• SLO 3.2 - Candidates assess cognitive development in young children.</td>
<td>• SLO 3.2 – Assessment – Stem Research Project (<em>See assignments’ descriptions above</em>).</td>
<td>• (SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)</td>
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<td>• SLO 4.5 - Candidates understand the sequence of cognitive development to the acquisition of math and science concepts.</td>
<td>• SLO 4.5 &amp; 4.7 – Assessment – Stem Research Project, Weekly Group Discussions, Midterm and Final Exams (<em>See assignments’ descriptions above</em>).</td>
<td>• (SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)</td>
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<td>• (SLO 1.12; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 6.1;)</td>
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- SLO 4.7 Candidates discuss how young children acquire math and science concepts.

- SLO 4.8 Candidates examine settings, activities and approaches to help children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers.

- SLO 4.8 – Assessment – Stem Research Project (See assignments’ descriptions above).

- SLO 6.2; SLO 6.3; SLO 6.22).

- (SLO 4.5; SLO 4.7; SLO 5.8; SLO 6.8).

- (SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)

- (SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)
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| **SLO 5.7** Candidates use knowledge of developmental domains and content disciplines in the early childhood curriculum to design a meaningful and challenging collection of science information and activities that promote comprehensive development and learning outcomes for a young child aged 8, based on your state curriculum. | **SLO 5.7 & 5.8** – Assessment – Article Reviews, Stem Research Project (*See assignments’ descriptions above*). | **(SLO 6.11; SLO 5.8).**
**SLO 5.8** Candidates identify central concepts in content disciplines for math and science for different age groups in an Early Childhood curriculum. | **(SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)** |
<table>
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<tr>
<th>SLO 6.1</th>
<th>Candidates demonstrate professional demeanor and behaviors.</th>
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<tr>
<td>SLO 6.2</td>
<td>Candidates demonstrate professional reflection of own work and work of others.</td>
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<td>SLO 6.3</td>
<td>Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.</td>
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<tr>
<td>SLO 6.8</td>
<td>Candidates investigate current research on mathematical development and demonstrate an understanding of the principles and implications on</td>
</tr>
<tr>
<td>SLO 6.1, 6.2, &amp; 6.3</td>
<td>- Assessment – Weekly Group Discussions, Midterm and Final Exams, Article Reviews, Stem Research Project (<em>See assignments’ descriptions above</em>. )</td>
</tr>
<tr>
<td>SLO 6.8, 6.11, &amp; 6.22</td>
<td>- Assessment – Stem Research Project, Article Reviews, Weekly Group Discussions (<em>See assignments’ descriptions above</em>. )</td>
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- (SLO 4.5; SLO 4.7; SLO 5.8; SLO 6.8).
- (SLO 6.11; SLO 5.8).
- (SLO 1.4; SLO 3.2; SLO 4.5; SLO 4.7; SLO 4.8; SLO 5.8; SLO 6.8)
early childhood settings and young children.

- SLO 6.11 Candidates synthesize peer-reviewed articles in their field of study.

- SLO 6.22 Candidates demonstrate a high level of communication skills.
### LOCATION OF ASSIGNMENTS

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

### ACCESSING ASSIGNMENTS ON D2L

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

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

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

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

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

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

### ASSIGNMENT DEADLINES

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

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

### QCLASSROOM REQUIREMENTS

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

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

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.
To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

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

SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

GRADING SCALE FOR PREFIX/COURSE NUMBER

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

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

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

PROFESSIONALISM

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

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

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.
Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

<table>
<thead>
<tr>
<th>WORK POLICY EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Late Work— Late work receives no credit unless there is prior approval from the instructor.</td>
</tr>
<tr>
<td>• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.</td>
</tr>
<tr>
<td>• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.</td>
</tr>
<tr>
<td>• Students must submit all assignments in the requested format found in the assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Honesty:</strong> Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).</td>
</tr>
<tr>
<td>• <strong>Self-plagiarism</strong> is reusing your own specific wording and ideas from work that you have previously submitted.</td>
</tr>
<tr>
<td>• <strong>Collusion</strong> is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.</td>
</tr>
<tr>
<td><strong>Appearance:</strong> Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.</td>
</tr>
<tr>
<td><strong>Assigned Responsibilities:</strong> While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.</td>
</tr>
<tr>
<td><strong>Attendance:</strong> Teacher candidates must follow all policies and procedures as outlined in this syllabus.</td>
</tr>
<tr>
<td><strong>REGULAR ATTENDANCE IS MANDATORY.</strong> Absences must be made up hour-for-hour for field experiences.</td>
</tr>
<tr>
<td><strong>Interpersonal Communication:</strong> Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.</td>
</tr>
<tr>
<td>• When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.</td>
</tr>
</tbody>
</table>
**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

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

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

### CONSEQUENCES OF UNPROFESSIONALISM

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

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

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

### QCLASSROOM REQUIREMENTS

This course DOES NOT require that you submit designated 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.

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

- Support emails will come from qclassroom@sfasu.edu.

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course. (10% of the final grade for the course).

### SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L (Weekly Module/Announcement). Although all sections of this course may follow a
uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by the following due dates (Subject to change with prior notice).

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Welcome to my class ECED 5335. I hope all of you have a great and restful winter break with your families. Be sure to purchase your textbook as soon as you can (cheapest format as possible/eText or rental). Required Four Items for Week 1:</td>
<td>• Due to the asynchronous nature of this course, please read the course syllabus carefully and email me or request a Zoom meeting with me for any questions/concerns. • Post your responses to the four required bullet points of week 1 in D2L Group Discussions. (1 point for each of the 10 Group Discussions in D2L during the course). • The above four required items (second column) are DUE in Group Discussions in D2L on January 28 by 11pm. • Starting week 2, I will post weekly announcements/modules in D2L every Saturday or on Monday (the latest). Therefore, all of you will have the entire week to complete the required/assigned group discussions or assignment(s). • As graduate students, I expect all of you to use your critical and analytical skills to complete any assignment(s), to post</td>
</tr>
<tr>
<td>January 18-January 25</td>
<td>Briefly post in Group Discussions: • Who you are (and professional experiences) and your aspirations after this course and after this graduate program at SFA? • In your own words, please briefly define what is cognitive development for children and how does it influence the skills acquisition of Math and Science contents for children? • What might be some of your previous or current perceptions/interpretations of effective planning and delivery of Math and Science contents for children? • Why is it important to you as an educator of ALL children (with or without special needs) and the prospective leader of the field to have the foundational knowledge of subsequent cognitive development in children and its impact on the teaching/learning of Math &amp; Science contents?</td>
<td></td>
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</table>
and respond to these weekly Group Discussions in a professional and thoughtful manner. Thank you.

- Lastly, (Starting from week 2 to the last week of this course) as I have mentioned at the beginning of the syllabus (under Course Description), I strongly encourage that all of you would arrange time to schedule Zoom meeting(s) with me at any time during the course to ask or clarify any questions that you might have due to the asynchronous nature of this course. I am willing to provide these opportunities to all of you. Please let me know via email at any time.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>January 26-February 2</th>
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<tbody>
<tr>
<td>• Graduate students are expected to be able to identify sound and science-based approaches or strategies to teach children (i.e., not only in Math and Science but in all other content and behavior-related skills). Read my most recent published article “Learning Styles Are Out of Style: Shifting to Multimodal Learning Experiences”. (attached in week 2 module)</td>
<td></td>
</tr>
<tr>
<td>• Next, share your thoughts about the article on this controversial issue in K-12 or even in Higher Education, and/or your own knowledge about it to date in Week 2 Group Discussions in D2L.</td>
<td></td>
</tr>
<tr>
<td>• Lastly, briefly share in your Week 2 Group Discussion on how your thoughts or knowledge of Learning Styles might affect the way that you would plan and teach Math &amp; Science contents to children?</td>
<td></td>
</tr>
<tr>
<td>• Post your responses to the attached article on Learning Styles of week 2 in D2L Group Discussions.</td>
<td></td>
</tr>
<tr>
<td>• The above article reading/synthesis/posting your response is DUE in Group Discussions in D2L on February 4 by 11pm.</td>
<td></td>
</tr>
<tr>
<td>• Read/Synthesize Chapter 1 (attached lecture notes in Week 2 Module in D2L).</td>
<td></td>
</tr>
<tr>
<td>• Respond to my prompts and to at least one other graduate student’s</td>
<td></td>
</tr>
<tr>
<td>PART 1: Concept Development in Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Development, Acquisition, Problem Solving, and Assessment (Chapter 1)</td>
<td></td>
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</tbody>
</table>

response(s) regarding Chapters 1 in week 2 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).

- The above Week 2 Group Discussions in D2L is also DUE on **February 4 by 11pm**.

- The instructor will post in week 2 Module in D2L clear directions on how to search for peer-reviewed articles (one Math and one Science). Graduate students are encouraged to schedule Zoom meeting(s) with the instructor if there is a need. Let me know as soon as you can.

<table>
<thead>
<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>February 5–February 9</td>
</tr>
<tr>
<td>PART 1: Concept Development in Mathematics and Science (Cont.)</td>
</tr>
<tr>
<td>Chapter 2: Basics of Science, Engineering, and Technology (Chapter 2)</td>
</tr>
</tbody>
</table>

- Read/Synthesize Chapter 2 (attached lecture notes in Week 3 Module in D2L).

- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 2 in week 3 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).
| Week 4 | PART 2: *Fundamental Concepts and Skills*  
|        | Chapter 3: Prekindergarten and Kindergarten Concepts & Skills (Chapter 3) | Begin to work (gradually) on your two “*Article Reviews*” (Assignment # 3) and email me or schedule a Zoom meeting for questions/discussions (*20% done on both Article Reviews*).  
| February 12-February 16 | | Begin to work (gradually) on your “*Research Project*” (Assignment # 4) and email me or schedule a Zoom meeting for questions/discussions (*20% done on your Research Project*).  
| | | Read/Synthesize Chapter 3 (attached lecture notes in Week 4 Module in D2L).  
| | | Respond to my prompts and to at least one other graduate student’s
### Week 5
February 19 - February 23

- **PART 2: Fundamental Concepts and Skills (Cont.)**

- Chapter 4:


- Continue to work (gradually) on your two “Article Reviews” (Assignment # 3) and email me or schedule a Zoom meeting for questions/discussions (30% done on both Article Reviews).

- Continue to work (gradually) on your “Research Project” (Assignment # 4) and email me or schedule a Zoom meeting for questions/discussions (30% done on your Research Project).

- Read/Synthesize Chapter 4 (attached lecture notes in Week 5 Module in D2L).

- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 4 in week 5 Group Discussions in D2L.

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- The above Week 4 Group Discussions in D2L is DUE on **February 18 by 11pm**.

- The above Week 4 Group Discussions in D2L is DUE on **February 18 by 11pm**.
<table>
<thead>
<tr>
<th>Week 6</th>
<th>PART 3: Applying Fundamental Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 5:</td>
</tr>
<tr>
<td></td>
<td>PreK – K: Ordering, Measurement, and Data Collection and Analysis</td>
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</tbody>
</table>

Midterm Study Guide (Chapters 1-5) will be posted in Week 6 Module/Announcement in D2L (Read it and email me or schedule a Zoom meeting for any clarification).

- Continue to work on your two “Article Reviews” (Assignment # 3) and email me or schedule a Zoom meeting for questions/discussions (40% done on both Article Reviews).
- Continue to work on your “Research Project” (Assignment # 4) and email me or schedule a Zoom meeting for questions/discussions (40% done on your Research Project).
- Read/Synthesize Chapter 5 (attached lecture notes in Week 6 Module in D2L).
- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 5 in week 6 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in D2L).
| Week 7 | PART 3 (Cont.): *Applying Fundamental Concepts*

- Chapter 6:
  - Integrating the Curriculum

Midterm Exam will be posted in D2L this week 7 and you have a week to complete and submit it in D2L (*DUE on Week 9*).

| Group Discussions to be thoughtful. Thank you). |

- The above Week 6 Group Discussions in D2L is DUE on **March 3 by 11pm**.

- Continue to work on your two “*Article Reviews*” (Assignment # 3) and email me or schedule a Zoom meeting for questions/discussions (*50% done on both Article Reviews*).

- Continue to work on your “*Research Project*” (Assignment # 4) and email me or schedule a Zoom meeting for questions/discussions (*50% done on your Research Project*).

- Read/Synthesize Chapter 6 (attached lecture notes in Week 7 Module in D2L).

- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 6 in week 7 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).

- The above Week 7 Group Discussions in D2L is DUE on **March 17 by 11pm**.
<table>
<thead>
<tr>
<th>Week 8</th>
<th></th>
<th>Week 9</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>March 9 – March 17</td>
<td><strong>SPRING HOLIDAYS</strong></td>
<td>March 18–March 22</td>
<td><strong>SPRING HOLIDAYS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PART 4: Symbols and Higher-Level Concepts and Activities</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Chapter 7:</strong> Transitioning from Preschool to Kindergarten to Primary</td>
</tr>
</tbody>
</table>

**Midterm Exam is DUE on March 22 in D2L Dropbox.**

- Continue to work on your two “Article Reviews” (Assignment #3) and email me or schedule a Zoom meeting for questions/discussions (60% done on both Article Reviews).

- Continue to work on your “Research Project” (Assignment #4) and email me or schedule a Zoom meeting for questions/discussions (60% done on your Research Project).

- Read/Synthesize Chapter 7 (attached lecture notes in Week 9 Module in D2L).

- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 7 in week 9 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).

- The above Week 9 Group Discussions in D2L is
<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
<th>DUE on <strong>March 24 by 11pm.</strong></th>
</tr>
</thead>
</table>
| March 25 | • **PART 4: Mathematics Concepts and Operations for the Primary Grades**  
• Chapters 8 & 9:  
  Whole Number Operations, Patterns, and Fractions  
• Place Value, Geometry, Data Analysis, and Measurement |  | • Continue to work on your two “**Article Reviews**” (Assignment #3) and email me or schedule a Zoom meeting for questions/discussions (**70% done on both Article Reviews**).  
• Continue to work on your “**Research Project**” (Assignment #4) and email me or schedule a Zoom meeting for questions/discussions (**70% done on your Research Project**).  
• Read/Synthesize Chapters 8 & 9 (attached lecture notes in Week 10 Module in D2L).  
• Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapters 8 & 9 in week 10 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).  
• The above Week 10 Group Discussions in D2L is **DUE on March 31 by 11pm.**  |
| March 29 |  |  |  |
| Week 11 | • **PART 6: Investigations in Primary Science**  
• Chapter 10: |  | • Continue to work on your two “**Article Reviews**” (Assignment # |
### April 1 – April 5

**Overview of Primary Science: Life Science and Physical Science**

- Continue to work on your “Research Project” (Assignment # 4) and email me or schedule a Zoom meeting for questions/discussions (80% done on your Research Project).

- Read/Synthesize Chapter 10 (attached lecture notes in Week 11 Module in D2L).

- Respond to my prompts and to at least one other graduate student’s response(s) regarding Chapter 10 in week 11 Group Discussions in D2L (There is no required number of words for these weekly Group Discussions. However, I expect your weekly responses in Group Discussions to be thoughtful. Thank you).

- The above Week 11 Group Discussions in D2L is DUE on April 7 by 11pm (Last Group Discussion in D2L).

### Week 12

- **PART 6: Investigations in Primary Science**
  - Chapter 11:

- Continue to work on your two “Article Reviews” (Assignment # 3) and email me or
<table>
<thead>
<tr>
<th>Week 13</th>
<th>April 15 – April 19</th>
</tr>
</thead>
</table>
| - PART 7: *The Math and Science Environment*  
  - Chapter 12:  
    Materials and Resources: Math and Science in the Classroom and the Home  
  - Final Exam will be posted in D2L this week (week 13) and you will have a week to complete and submit it in D2L during week 15. |

<table>
<thead>
<tr>
<th>Week 14</th>
<th>April 22 – April 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The instructor is available to meet with graduate students for any questions or clarifications during this week via Zoom. Please email me with a few possible dates/times and I will confirm with the Zoom link.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>April 29 – May 3</th>
</tr>
</thead>
</table>
| - Again, the instructor is available to meet with graduate students during this last week for any questions or clarifications during this week via Zoom. Please email me with a few possible dates/times and I will confirm with the Zoom link.  
  - Final Exam is DUE in D2L DropBox on May 3 by 11pm |

<table>
<thead>
<tr>
<th>Week 16</th>
<th>May 6 – May 10</th>
</tr>
</thead>
</table>
| - Class Ends  
  - Course Evaluations  
  *Thank you for your hard work and professionalism. Have a great Summer with your families.*  
  - Graduate students of this course should continue to check their SFA/D2L email in case the instructor need to clarify on any missing assignments or weekly group discussions. |
SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

READINGS

REQUIRED READING:


RECOMMENDED READING:

**Suggested Resource(s)**


COURSE REFERENCES

N/A

**Q CLASSROOM STATEMENT**

This course DOES NOT require the use or the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

SECTION 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 tenure, promotion, pay, and retention.

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

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

SECTION VIII: STUDENT ETHICS AND POLICY

**STUDENT ETHICS AND OTHER POLICY INFORMATION**

**INSTITUTIONAL ABSENCES (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be
excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

### CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**WITHHELD GRADE/SEMESTER GRADE POLICY (HOP 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

**OTHER IMPORTANT COURSE-RELATED POLICIES**

Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

**DEPARTMENT STUDENT ACADEMIC DISHONESTY POLICY**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. **DEFINITION OF ACADEMIC DISHONESTY**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**PENALTIES FOR ACADEMIC DISHONESTY**

- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
- 1st Time – Conference with course instructor and zero for assignment
- 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
- 3rd Time – Conference with course instructor, chair of department and dean of college

**STUDENT APPEALS**

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

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**SECTION IX: ON CAMPUS RESOURCES**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
dos@sfasu.edu
  - **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
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
        - 936.468.4008
        - thehub@sfasu.edu
      - **Crisis Resources:**
        - Burke 24-hour crisis line 1(800) 392-8343
        - National Suicide Crisis Prevention: 9-8-8
        - Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741
SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

TEXAS EDUCATORS’ CODE OF ETHICS

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

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

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

CERTIFICATION/LICENSING REQUIREMENTS

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

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

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

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.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.

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

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

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<th>SECTION XI: OTHER RELEVANT COURSE INFORMATION</th>
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<td>REPEATING THIS COURSE POLICY</td>
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<td>If you are repeating this course for a second time, then ALL of your work must be original to 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.</td>
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<th>NONDISCRIMINATION</th>
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<td>“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: <a href="http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf">http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf</a></td>
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