INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Neal Nghia Nguyen, Ph.D.</th>
</tr>
</thead>
<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 (Virtual office hours via Zoom and/or in-person by appointment); 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>
</tr>
</tbody>
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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 (July 8 – August 7)</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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COURSE BULLETIN DESCRIPTION

A comprehensive introduction to the fundamental principles, theories, and practices that underpin the field of early childhood education with a focus on equipping teacher candidates’ deep understanding of the developmental knowledge, pedagogical approaches, and standards relevant to working with young children from birth to eight years old. This is a 3-credit-hour lecture and field course.

COURSE JUSTIFICATION

ECED 3300, “Foundations of Early Childhood” (3 credit hours) spans 4 weeks with online delivery, requiring students to engage the D2L modules for at least six hours per week. Students will have weekly reading assignments and are expected to participate in D2L discussions, dropbox assignments, and exams. Additionally, students will have six hours of Lab observations throughout 4 weeks. All course activities will require a minimum of four to six hours of work each week to complete course activities and written assignments.
SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

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

Each assignment in ECED 3300 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 lifelong continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

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

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

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

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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
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<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tr>
<td>1. 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.</td>
<td><strong>Weekly Group Discussions/Participation (Total-10 points)</strong>&lt;br&gt;&lt;br&gt;First, the instructor will post weekly group discussions for teacher candidates (TCs) to respond in D2L regarding the contents of the required readings <em>(Due to the brief nature of this course (only 4 weeks), please keep up with the required weekly readings and assignments)</em>. 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.</td>
<td>TSI2.13K; Technology 2.8s, 3.1k, 3.1s, 3.2s, 6.29s, 6.1k; PE3.7k; PPR2.13k; InTASC1d, 2g,7i</td>
<td>10 points</td>
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<td></td>
<td></td>
<td>PPR1.11k; TS3Aiii; InTASC 4o</td>
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<td>PPR1.11k; TS3Aiii; InTASC 4o</td>
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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.
**PROGRAM LEARNING OUTCOME (PLO) 2**

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

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| SLO 2a Candidates apply their understanding of major concepts, skills, and practices in the curriculum. | 3. **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).

https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/ | PPR1.19k,1.23s; InTASC 4j,5i,5j,5q,9a; TS1Bi; InTASC5j,7a,7h,8k | 20 points |
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.
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 3:**

**Assessing, Planning, and Designing Contexts for Learning:** 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. (CAEP 3; AMLE 2)

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<tbody>
<tr>
<td>SLO 3.a – Candidates plan instruction including goals, materials, learning activities and assessments.</td>
<td><strong>4. Lesson Plans #1 &amp; #2 (10 points each – Total of 20 points)</strong></td>
<td>PPR1.3k; TS1Ci,2Ci,2Bii, 2Biii,5Aii; InTASC 1h,2f,2g,2m,3i,8a,8p,10j</td>
<td>10 points each (Total of 20 points).</td>
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<td>PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; PPRII2.1K,II2.2K,II2.3K; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9i,9m,10o;</td>
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<td>PPR1.19k,1.23s; InTASC 4j,5i,5j,5q,9a;</td>
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<td>TS1Bi; InTASC3b,7a,7h</td>
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<td>PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j</td>
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<td>PPR 2.21k, 2.22k,2.20s; TS4Bii,2Aii,2Bii,2Biii; InTASC 2h,3c,3d,3j,8h; SS9.19k, 9.20k;</td>
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SLO 3.b Candidates differentiate instruction plans to meet the needs of diverse students in the classroom.
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.
### PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

**PROGRAM LEARNING OUTCOME (PLO) 4:**

**Supporting Each Child’s Learning Using Effective Instruction:** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. (CAEP 4; AMLE 4)

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| SLO 4.a Candidates learn to make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices. | **5. Classroom 6 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 six classroom observations/three forms (1/2 hour to 60 minutes per visit) will be posted in |

PPRII2.1k,II2.2k,II2.3k; 2.22k, 2.23k; InTASC3l;
PPII2.1k,II2.2k,II2.3k; II2.13k.
PPRI1.25k,I1.26k; InTASC6j,6l,9h
PPR II2.21k,II2.22k,II2.23k;
PPRI1.25k,I1.26k; InTASC6j,6k | **10 points each (Total of 30 points).** |
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 6 required classroom visits for this class. Three classroom observation forms (suggest TCs to use two observations out of the six observations to complete each of the three 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 six classroom observations directly on each of the three classroom observation forms (Word document) and submit each of the three completed form to D2L Drop Box (see due dates below in Weekly Tentative Schedule).

TCs are required to go to QClassroom for this course and complete the “Placement Verification Documentation” and “Observation Time Log” online regularly (after each classroom observation) throughout this brief course. Additionally, TCs are also required to fill out the ECED 3300 Childcare Visits Field Information and Time Log form and submit it to the course DropBox in D2L at the end of the six classroom visits.

Lastly, TCs are expected to express their appreciation to the administrator and teacher(s) during the last classroom observation (sixth observation) for allowing them to observe and become a part of their early childhood program.
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 5:**

**Developing as a Professional:** 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. (CAEP 5; AMLE 5)

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<th>POINTS</th>
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<tr>
<td>SLO 5.a - Candidates participate in peer and</td>
<td>• <em>Science-Based Early Childhood Reflective Paper (See full description)</em></td>
<td>PPRII2.1k,II2.2k,II2.3k; 2.22k, 2.23k, II2.13k.</td>
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</table>
professional learning communities to enhance student learning.

- Weekly Group Discussions/Participation (See full description above -PLO 1/Assignment #1).

above – PLO 2/Assignment # 3).

PPR4.9k,4.12s,TS6Aiii; InTASC 9b,9h,9n,10r; ISTE 2c,3b,5b; 4.9k, 4.12s, 4.13s

PPRII2.1k,II2.2k,II2.3k; 2.22k, 2.23k, II2.13k; InTASC7g,9i,9j

PPR IV4.1k,IV4.2k; InTASC 2k,10m

SECTION III: COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

LOCATION OF ASSIGNMENTS

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

ACCESSING ASSIGNMENTS ON D2L

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

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

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

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

FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure 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 to not 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 requires that you submit designated assignments or items 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.

Teacher candidates are required to submit (due dates are specified in “Weekly Tentative Schedule” within this syllabus):

1. Complete the “Placement Verification Document “ in QClassroom
2. Observation Time Log

Failure to upload the above required documents or items into d2L/QClassroom 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>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<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>
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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
Candidates are encouraged to focus on their own personal experience rather than the experiences of other mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative.

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.

**WORK POLICY EXPECTATIONS**

- Late Work—Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy—The decision whether to accept make-up work is at the discretion of the instructor.
- “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.
- Students must submit all assignments in the requested format found in the assignments.

**TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS**

**Academic Honesty:** 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).

- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** 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.

**Appearance:** 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.

**Assigned Responsibilities:** 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.
**Attendance**: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication**: 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.

- 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.

**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 one’s self 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 requires that you submit designated assignments or items 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.
Teacher candidates are required to submit (due dates are specified in “Weekly Tentative Schedule” within this syllabus):

3. Complete the “Placement Verification Document“ in QClassroom
4. Observation Time Log

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).

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**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>Week 1</td>
<td></td>
<td></td>
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</tbody>
</table>
| July 8 – July 12 (Recommended Zoom first meeting on July 8, 2024 at 4:30pm for everyone – A zoom link for this meeting will be provided in Week 1 Module/Announcement in D2L). | • Welcome to my class ECED 3300.  
  • Be sure to purchase your textbook as soon as you can (cheapest format as possible/eText or rental).  
  • Chapter 1 - *Studying Early Childhood Development in a Diverse World*  
  • Chapter 2 – *Research and Assessments in Early Childhood Development*  
  • Chapter 3 – *Theories of Child Development* | • I strongly recommend that all of you plan to meet with me via zoom meeting (briefly) on July 8, 2024, at 4:30pm so that we can go over the syllabus and each assignment/expectations thoroughly with any questions that you might have.  
  • Please read the course syllabus carefully and email me or request a Zoom meeting with me. |
• Chapter 4 – Genetics, Prenatal Development & Birth

• Chapter 5 – The Newborn

• BE SURE to go to QClassroom of this course to complete the “Placement Verification Documentation” during Week 1 of the course and the “Observation Time Log” for/after each of the six classroom observations.

• 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 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).

• 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 14, 2024, 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 6 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 6 visits and seek approval FIRST prior to any classroom
observation(s). Next, meet and speak to the assigned classroom teacher to schedule the 6 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>
<th>Chapter 6 – Physical Growth of Infants and Toddlers</th>
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<tbody>
<tr>
<td>July 15 – July 19</td>
<td>Chapter 7 – Cognitive Development of Infants and Toddlers</td>
</tr>
<tr>
<td></td>
<td>Chapter 8 – Infant and Toddler Language and Literacy</td>
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<tr>
<td></td>
<td>Chapter 9 – Infant and Toddler Social and Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Chapter 10 – Preschool Physical and Motor Development</td>
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<tr>
<td></td>
<td>Midterm Exam Study Guide (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>
</tr>
</tbody>
</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 21, 2024, by 11pm.**

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

- Continue to complete your scheduled 6 classroom observations and 3 forms (*Assignment # 4*).

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

- Scheduled classroom observations # 1 & # 2 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 21, 2024, by 11pm.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment # 3</th>
<th>Assignment # 4</th>
<th>Assignment # 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Chapter 11 – <em>Cognitive Development in the Preschool Years</em></td>
<td>Chapter 12 – <em>Language, Literacy, and Pretend Play in the Preschool Years</em></td>
<td>Chapter 13 – <em>Social and Emotional Development of Preschoolers</em></td>
</tr>
</tbody>
</table>
• **Chapter 14**– *Physical Growth and Motor Development in the Primary Years*

• **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 28, 2024, 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 28, 2024, by 11pm.**

• **Your 2 Early Childhood Lesson Plans are DUE this week 3 (July 28, 2024 by 11pm) in D2L Drop Box (Assignment # 3).**
• Scheduled classroom observations # 3 & # 4 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 28, 2023, by 11pm.

• 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 28, 2024, by 11pm).

Week 4
July 29 – August 7

• 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

Thank you for your hard work and professionalism during this short summer course. Have a great rest of the summer.

• 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 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 4 Content Group Discussions # 4 in D2L is DUE on August 4, 2024, by 11pm.**

- Final Exam will be posted in Week 3 Module/Announcement (DUE in D2L Drop Box on August 4, 2024, by 11pm).

- Scheduled classroom observations # 5 & # 6 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 4, 2024, by 11pm.

- **Assignment # 5** (Science-based early
childhood reflective paper) is DUE this week in D2L Drop Box on August 4, 2024, by 11pm.

- ECED 3300 Childcare Visits Field Information and Time Log sheet (attached during week 1 Module/Announcement) to be submitted to D2L DropBox at the end of all six observational visits.

### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

<table>
<thead>
<tr>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>REQUIRED READING:</strong></td>
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</tbody>
</table>

**Suggested Resource(s)**


<table>
<thead>
<tr>
<th>COURSE REFERENCES</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

### 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

<table>
<thead>
<tr>
<th>STUDENT ETHICS AND OTHER POLICY INFORMATION</th>
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<tbody>
<tr>
<td>INSTITUTIONAL ABSENCES (HOP 04-110)</td>
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</tbody>
</table>

- 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.

<table>
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<tr>
<th>CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY</th>
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</table>

- 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).

SECTION IX: ON CAMPUS RESOURCES

ON CAMPUS RESOURCES

- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  - www.sfasu.edu/deanofstudents
  - 936.468.7249
  - dos@sfasu.edu
- SFASU Counseling Services • 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
  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
  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.

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

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.texes.ets.org/registrationBulletin/<http://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.
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

SECTION XI: OTHER RELEVANT COURSE INFORMATION:

### REPEATING THIS COURSE POLICY

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

### NONDISCRIMINATION
“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)