INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Ginny Love Watkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>209 W</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:ginnywatkins@sfasu.edu">ginnywatkins@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-462-1593</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T 8-9 AM and Zoom by appointment</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>Found in Brightspace</td>
</tr>
<tr>
<td>Other Contact Info:</td>
<td>Brightspace is the preferred method of communication</td>
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</tbody>
</table>

SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Weekly Zoom Live Course Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly asynchronous work in D2L</td>
</tr>
<tr>
<td>COURSE MODALITY</td>
<td>Asynchronous with F2F meetings TBD by course poll</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

COURSE BULLETIN DESCRIPTION

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

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

Prerequisites: n/a

Time Requirements and Credit Hours/Course Fees:
ELED 3350 “Arts Education for the Elementary Education Major” (3 credits/no course fee)

The ELED 3350 course contains content requiring students to weekly engage independently in arts module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read/skills completed. Each weekly module contains multiple assignments that require student submission for individual evaluation. Students are expected to produce creative works throughout the course to demonstrate exploration of and experimentation with the fine arts (visual arts, music, movement, and theatre). Students are expected to share some of their assignments for peer feedback and/or as a contribution to social constructivist learning. For every credit hour the student should expect two hours of class work outside of weekly class meetings (approximately 7.5 total hours per week).

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of
Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

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

ELED 3350 is an arts-based course that focuses mainly on art, music, and theatre integrated instruction and is one of the first education courses taken.

**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1).

SLO 1.1 Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course

SLO 1.1.1 Assessment --- Visual Art Vocab / TEKS (TEA, Art 1.3k, 1.4k, 1.3s, 2.1k; InTASC 4j, 4k, 4l, 4n)

SLO 1.1.2 Assessment --- Music Vocab/ TEKS (TEA, Music 1.1k, 1.2k, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; InTASC 4j, 4k, 4l, 4n)

SLO 1.1.3 Assessment --- Music Showcase (TEA, Music 1.2s, 1.3s, 2.1s, 2.2s)

SLO 1.1.4 Assessment --- Music Showcase (TEA, Music 5.1s, 5.2s, 5.3s, 5.4s)

SLO 1.1.5 Assessment --- Theatre Vocab/TEKS (TEA, Theatre 1.10k, 1.12s, 1.13s, 3.7k, 5.2k, 5.3k, 5.4k, 5.5k; InTASC 4j, 4k, 4l, 4n)

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2)

SLO 2.1 Students will create artworks that explore appropriate elementary classroom art methods

SLO 2.1.1 Assessment --- Visual Art Showcase (TEA, ART 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.8s, 1.9s, 1.10s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)

SLO 2.2 Students will create an integrated music learning experience

SLO 2.2.1 Assessment --- Music Showcase (TEA, Music 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)

SLO 2.3 Students will learn about theatre from experts in the field

SLO 2.3.1 Assessment --- Theatre Showcase (TEA, Theatre 2.8k, 3.5k, 4.2k, 4.3k, 4.4k, 4.5k, 4.9k, 4.10k, 4.11k, 4.12k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 5.1k, 5.1s, 6.6k, 6.10s; InTASC 3q, 3r, 9a, 9b, 9c, 9d, 9f)

SLO 2.3.2 Assessment --- Theatre Showcase (TEA, Theatre 2.1k, 2.3k, 2.5k, 2.9k, 2.10k, 2.4s, 6.9s; InTASC 1a, 1b, 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3)

- SLO 3.1 Students will design diverse lessons to meet the needs of all learners
  - SLO 3.1.1 Assessment --- Movement / Dance Showcase (TEA, Art 1.1k, 1.2k, 1.6k, 1.1s, 1.3s, 1.6s, 1.9s; InTASC 1c, 1g, 1k, 10l, 10m, 10p, 10q)
  - SLO 3.1.2 Assessment --- Music Showcase (TEA, Music 4.1s, 8.1s, 9.1s, 9.2s, 9.3s, 9.4s; InTASC 1g, 2j, 2k)

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4).

SLO 4.1 Students will learn to conceive and create age-appropriate lessons

SLO 4.1.1 Assessment --- Movement / Dance Showcase (TEA, Music (1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1a, 1b, 2a, 2b, 7a, 7c)

SLO 4.1.2 Assessment --- Theatre Showcase (TEA, Theatre 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 2.2k, 2.11k, 2.12k, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.7s, 3.8s, 4.1k, 4.12s, 6.5k, 6.6s, 6.7s; InTASC 1f, 2a, 2c, 2j, 2l, 2m, 2n, 5b, 5h, 5j, 5o, 5r, 5s, 6j, 6k, 7e, 7j, 7n, 7o, 8a, 8b, 8m, 8n)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5).

SLO 5.1 SLO 5.1.1 Assessment --- Discussion Boards (TEA, ART 1.9s, 1.10s; InTASC 4q, 9e, 9m, 10p)

SLO 5.1.2 Assessment --- Final Assignment (TEA, Theatre 1.1k, 1.12k, 1.6s, 1.14s, 2.4k, 6.6k; InTASC 2f, 5c, 5p, 7k, 7m, 9d)

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

This course is set-up on a weekly schedule that includes asynchronous resources for students to read/watch/complete on their own in d2L. To aid students in managing their time in a condensed 8-week course model, the entire course will NOT be opened at the beginning of the semester; there is no "work ahead" possibilities. Course modules will open weekly on Monday mornings and coursework for the week should be completed by that Saturday (unless otherwise noted).

Students are expected to work through the weekly coursework in a chronological timeline. While a recommended work schedule will be presented to students in d2L, students are not required to adhere to the professor's recommended work schedule and can manage their own weekly work pacing (assignments are still due at the end of each week). It is recommended that students prepare to work approximately 7.5 hours weekly or 1.5 hours daily (M-F) on coursework.

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

ASSIGNMENT CATEGORIES with brief descriptions:
There is NO LiveText assignment for this course.
• **Syllabus Quiz**
  A quick check-in to confirm students are ready to enter the online learning space (required to continue in course; **not counted in final grade**)

• **Dropbox and Discussion Board Assignments** (**collectively worth 900 points towards final course grade**)
  Multiple assignments designed to give students the opportunity to demonstrate fine arts-based knowledge and/or apply fine arts-based skills; some assignments might be shared in a small group space in order to contribute to socially constructed learning. Assignments could include:
  - 6 **Vocabulary Exploration and TEKS Reflections** (**collectively worth 600 points towards final course grade**)
    Multiple assignments designed to introduce students to common fine arts vocabulary and TEKS for the Visual Arts, Music, and Theatre
  - 2 **Fine Arts-focused Discussion Boards** (**collectively worth 200 points towards final course grade**)
    Multiple assignments designed to provide community space to “talk” about the fine arts in a larger classroom-connected context.
  - **A Final Creative Assignment** (**worth 100 points towards final course grade**)
    The Final Assignment will invite students to create a final creative “something” based on their reflection on lessons learned, skills acquired, and attitudes towards the fine arts that have developed through the completion of the course.

• **SHOWCASE + peer response Assignments** (**collectively worth 1,200 points towards final course grade**)
  Students will typically have approximately one week (**unless otherwise noted**) to work on the creation of work samples that are part of these DOING projects. Students will receive instructions and guidance for each of the work samples; students will often have **choice** about which work samples they want to try out. Students will showcase their collection of work samples as a portfolio for peers to view and respond to (using a professor-supplied template for comments). The final portfolios could be used by students as work examples in their future classrooms.
  These showcases emphasize exploration, experimentation, and enjoyment over “exactness” --- creativity does NOT necessarily require professional artistic abilities 😊
  - **Field Trip SHOWCASE** (+ peer responses) (**collectively worth 250 points towards final course grade**)
  - **Visual Art SHOWCASE** (+ peer responses) (**collectively worth 250 points towards final course grade**)
  - **Music SHOWCASE** (+ peer responses) (**collectively worth 250 points towards final course grade**)
  - **Movement / Dance SHOWCASE** (+ peer responses) (**collectively worth 250 points towards final course grade**)
  - **Theatre SHOWCASE** (NO peer responses) (**collectively worth 200 points towards final course grade**)

• **Weekly Zoom Attendance** (**collectively worth 400 points towards final course grade**)
  Since this is a Livestream/Online hybrid course, students will be expected to attend weekly Zoom Class Meetings in which the professor leads Fine Arts-related exercises, content lectures, and/or course assignment reviews. Those students who cannot attend the
Live Zoom Class Meetings should discuss alternative make-up activities with the professor.

- Professor will provide a Zoom Meeting schedule when the course opens. Check d2L for meeting dates/times.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)

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

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

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

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

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

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

IV. Evaluation and Assessments (Grading):

A = 2,500 – 2,250 points
B = 2,249 – 2,000 points
C = 1,999 – 1,750 points
F < 1,749 points

*Mastery of learning demonstrated on each submitted assignment will be evaluated by the Fine Arts expertise of the professor; please note --- professor’s evaluations will be individualized to the learner and their submitted work (meaning: comparison of evaluations earned by a peer’s work is not applicable to your work). Learners submitting work that does not meet quality standards (as determined by the professor) MAY be presented with opportunity for re-do by professor-determined deadline. The opportunity to re-do is at the sole discretion of the professor.

See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

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

There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the professors’ discretion based on the students’ pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result.

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

**In order to record final grades on time, no make-up / late work will be accepted during the Final Week. All approved late work must be submitted by the last Saturday before the Final Week.**

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

*It is the responsibility of the student to communicate extenuating circumstances/emergencies in a timely fashion.* Final decisions regarding grades will be at the professional discretion of the professors.

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

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

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

**Accessibility to AARC Resources/Assistance:**
- **The OWL - Online Writing Lab is now inside D2L.** Students can see it as one of their classes in the Select a course... pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside a course shell that works like any other dropbox. There are detailed instructions provided.
AARC Writing provides an overview of paper structure and identifies the type of grammar errors present. AARC checks citations, but can't check for plagiarism and does not point out every error. Please allow for 48 hours min.

AARC has Walk-In tables in the evenings and on Sunday, and now offers Weekly Appts. by paper. Students can sign up to brainstorm, revise, and review their papers over a minimum of 3 weeks at sfasu.edu/aarc.

**Attendance Policy:**

While this course operates mostly asynchronously, it IS a LIVESTREAM / ONLINE hybrid course so attendance at weekly Zoom Course Meetings is expected. Those students unable to attend a live Zoom Course Meeting should contact the professor to discuss alternate activities for completion.

Additionally, this course will require engagement with lots of online resources and the completion of multiple "making" projects. Asynchronous engagement with all d2l course materials is expected on a weekly basis. In order to earn on-time credit for assignments, weekly submission deadlines are expected.

V. Tentative Course Outline/Calendar:

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

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

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

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

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week ONE opens Monday, July 8</td>
<td>Syllabus and Timeline FIELD TRIP CREATIVITY</td>
<td>Submit Assignments by Saturday, July 13 Assignments will be identified and discussed in the Weekly d2L Module</td>
</tr>
</tbody>
</table>

**Specific Assignments will be discussed in weekly d2L Modules**

cancelled assignments, and / or updated due dates will appear in d2L
<table>
<thead>
<tr>
<th>VISUAL ART</th>
<th>VISUAL ART, part II</th>
<th>Submit by Saturday, July 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week TWO opens Monday, July 15</td>
<td>Assignments will be identified and discussed in the Weekly d2L Module</td>
<td></td>
</tr>
<tr>
<td>Weekly Zoom Course Meeting: TBD</td>
<td>I will poll the course for the best time to meet each week for the greatest attendance.</td>
<td></td>
</tr>
<tr>
<td>Week THREE opens Monday, July 22</td>
<td>MUSIC</td>
<td>Submit by Saturday, July 27</td>
</tr>
<tr>
<td>Weekly Zoom Course Meeting: TBD</td>
<td>Assignments will be identified and discussed in the Weekly d2L Module</td>
<td></td>
</tr>
<tr>
<td>Week FOUR opens Monday, July 29</td>
<td>MOVEMENT</td>
<td>Submit by Saturday, August 3</td>
</tr>
<tr>
<td>Weekly Zoom Course Meeting: TBD</td>
<td>DANCE</td>
<td>Assignments will be identified and discussed in the Weekly d2L Module</td>
</tr>
<tr>
<td>Week FIVE (FINAL WEEK) opens Monday, August 5</td>
<td>THEATRE</td>
<td>Submit by Wednesday, August 7</td>
</tr>
<tr>
<td>Weekly Zoom Course Meeting: Not meeting</td>
<td>Assignments will be identified and discussed in the Weekly d2L Module</td>
<td></td>
</tr>
<tr>
<td>FINAL ASSIGNMENT opens Monday, August 5</td>
<td>CREATIVITY, part II</td>
<td>Submit by Wednesday, August 7</td>
</tr>
<tr>
<td>COURSE CLOSES August 7</td>
<td>Assignments will be identified and discussed in the Weekly d2L Module</td>
<td></td>
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</tbody>
</table>

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

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

3. Students may need access to a smart phone with the ability to download apps for the technology projects, a digital camera and basic video editing software, and/or registration for tech/arts-based websites.

4. Students may need access to basic art supplies (e.g., paper, crayons, makers, scissors, etc.) to complete some assignments.

### VII. Course Evaluations:

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

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

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

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

### VIII. Student Ethics and Other Policy Information:

**Lecture Class Professionalism:**
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade. Each teacher candidate is expected to:

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

Acceptable Student Behavior
Classroom behavior should not interfere with the professor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The professor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):
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 professor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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

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

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

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.

### Student Appeals:

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

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

At the discretion of the professor 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 course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

Classroom behavior should not interfere with the professor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The professor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

### Code of Ethics for the Texas Educator:

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

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

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

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

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](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.

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

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

**IX. Other Relevant Course Information:**

**COURSE REFERENCES:**

