I. Course Description:
COURSE DESCRIPTION: A study of child-centered environments for infants through 3rd grade. Includes an in-depth look at learning centers, positive classroom climate, teacher planning and interaction, assessment, and facilitation of a constructivist classroom environment. Includes investigation of theories supporting development of an interactive environment fostering the whole child. Must be taken concurrently with ECH 331P semester prior to field experience 1.

PRE-REQUISITES: ECH 328 and ECH 328 L; a 2.5 or better GPA; passed ELE Ed admissions test; taken concurrently with ECH 331P.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course supports the’s Vision, Mission, Goals, and Core Values and can be found at the following site: http://www.sfasu.edu/education/about/mission.asp. The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Teacher candidates will think critically, reflectively and creatively as they study, collaborate, examine, plan and interact in the classroom environment. Teacher candidates will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Teacher candidates will display responsible and ethical behaviors while examining the importance of integrity in the teaching profession. Teacher candidates will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community of in a classroom that
explores the classroom environment of young children and interaction with students. Upon completion of this course the teacher candidates will have an understanding of the whole day in a classroom focusing on the portions of the day that involves students being active and engaged learners in their environment.

On completion of ECH 331 and ECH 331L the teacher candidates will be prepared to enter the classroom and the field experience classes to plan and interact in small group settings bases on assessed needs.

**Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)**

**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; InTASC1).

- **SLO 1.1** Candidates will explain the importance of student motivation to learning and how to engage all learners.
  - o **SLO 1.1.1 Assessment** - Quizzes
- **SLO 1.2** Candidates will examine ways to apply of theories to the learner centered environment focusing on teaching PreK Guidelines and TEKS.
  - o **SLO 1.2.1 Assessment** - Quizzes
- **SLO 1.3** Candidates will collect math tools and interact with children while assessing their math thinking.
  - o **SLO 1.3.1 Assessment** - Conservation Materials/Interaction Assignment

**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; In TASC 2, 3, 5, 7, 8).

- **SLO 3.2** Candidates will examine the purposes and importance of a learner-centered environment focusing on learning center activities and learn how accessing resources is critical to instructional design (EC12 Texas PPR ST III).
  - o **SLO 3.2.1 Assessment** - Quizzes
  - o **SLO 3.2.2 Assessment** - Classroom Discussions
- **SLO 3.3** Candidates will use the knowledge of the young child's mathematical thinking (EC12 Texas PPR ST I, III).
  - o **SLO 3.3.1 Assessment** - Quizzes
- **SLO 3.4** Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and literacy development as well as all subject areas (EC12 Texas PPR ST I, III).
  - o **SLO 3.4.1 Assessment** - Demonstrations
- **SLO 3.5** Candidates will learn about creating purposeful literacy throughout the entire daily routine with whole groups and learning center activities.
  - o **SLO 3.5.1 Assessment** - Demonstrations
- **SLO 3.6** Candidates will realize the important role learning center activities play in creating inquiry-based, differentiated activities that meet the needs of all learners (EC12 Texas PPR ST II)
- **SLO 3.7** Candidates will practice transition activities, energizers, and celebration cheers to help with classroom environment and management throughout the entire day (EC12 Texas PPR ST II).
- **SLO 3.8** Candidates will explore Morning Meeting activities to enhance and create a strong classroom community while teaching important concepts related to PreK Guidelines and TEKS (EC12 Texas PPR ST II).

**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; InTASC 6).

- **SLO 4.1** Candidates will examine the types of assessments that can be found in a constructivist environment while meeting the needs of all learners (EC12 Texas PPR ST I).
  - o **SLO 4.1.1 Assessment** - Quizzes
  - o **SLO 4.1.2 Assessment** - Learning Center Plans Reflection Assignment
- **SLO 4.2** Candidates will examine the importance of continuous monitoring and self-assessment to adjust instruction through learning centers (EC12 Texas PPR ST I).

**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; InTASC 9, 10).

- **SLO 5.1** Candidates will demonstrate professionalism as an educator.
  - o **SLO 5.1.1 Assessment** - Quiz
  - o **SLO 5.1.2 Assessment** - Discussion
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ECH 331 is a course that meets face-to-face and utilizes D2L information to deliver content and assess for understanding. Completer and summer courses are taught totally online with D2L.

All teacher candidates will be using the communication tool, taking quizzes, gaining instruction, reading for information, and completing assignments in D2L on a daily basis. Refer to the tentative timeline and other modules for assignments, due dates, and grading criteria. You are expected to submit all assignments on or before the due date shown on the tentative timeline and/or calendar. Assignments are due by 11:59 PM (unless stated otherwise) and submitted through D2L unless hard copies are requested for face-to-face classes.

Assignment Guidelines - Assignments are submitted and returned through the Dropbox link in D2L as a word document or PDF. ALWAYS save and/or print a copy of your work. Important: If the web is down at the designated time of the due date, send the assignment to dillarderica@sfasu.edu AND upload it as soon as possible into D2L. Notify me (via email or office telephone) of the circumstances causing the assignment to be late. Helpful hint: Save each assignment on a disk/CD and/or print it so you can continue to work if the web is down. If you have purchased Live Text, you may save your work in there. That can be accessed from any computer. (www.livetext.com) You can take a screen shot of the last time the document was updated as proof it was complete on time...if needed.

In order to receive an "A" in the course, ALL assignments must be completed by the due date. Quizzes missed are points missed, but they will not keep you from making an "A". Late work receives no points. Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university student will be returned marked "Unacceptable" and a zero assigned (at the discretion of the instructor). Request from professor may be made to work the AARC in the SFA library.

Work Policies—

Late Work— Late work receives no credit unless there is approval from instructor. (Talk with teacher BEFORE it is late…not after.)
Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. I may accept late work for up to ½ credit earned, if you talk with me. No make-up work will be accepted Dead Week or Finals Week unless approved by teacher.

“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 after it is received from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work, typically, can earn up to ½ credit of the original points.

TEHCNICAL SUPPORT
Log on to http://www.oit.sfasu.edu/disted/studsup/index.html if you are having difficulties. You may also call 936-468-1919 for technical assistance.

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 or watch the many videos you will find. Not being able to view all information is NOT a valid reason to miss requirements. Finding a browser on your computer that allows YouTube videos and other links to open quickly will save you much time. You will need to find another place to watch videos. The resource room in the ECRC at SFA has 12 computers you can use. They will be open M-R from 8:30 – 5:00 and 10:00 – 3:00 on Fridays.

Having technical trouble with computer or with D2L does NOT excuse missed or late assignments. Your ability to understand the technology is a MUST. DO NOT WAIT UNTIL THE LAST MINUTE TO WORK ON ASSIGNMENTS or learn about D2L. Finding another computer to submit assignments on time may be needed and is expected.

Course Pages - This course is a total web-based course and you must plan on being able to use D2L. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu or http://D2L.sfasu.edu.
Informational ROUTINE Classroom ASSIGNMENTS in Getting Started Module:

**PERSONAL PROFILE** is one of the first assignments. Each teacher candidate in face-to-face classes should complete and bring to class on assigned due date for permanent files. Online classes will have a discussion to complete. Follow the directions you find in D2L.

**BACKGROUND CHECK** located in D2L in Getting Started. Each teacher candidate will complete the background check given in class. Each student must submit a copy of their driver’s license along with the background check.

**PERMISSION TO VIDEO** for Face-to-Face classes will be completed that will allow pictures or videos to be used while working with children at the lab or charter schools.

Classroom assignments to enhance understanding:

Assignments will be given to enhance the teacher candidate’s understanding of young children and how they learn best as supported by research. Assignments may be altered, or additional assignments may be added, as the need arises to enhance learning in this course.

**PROFESSIONALISM** Teacher candidates will justify how they will earn their professionalism points throughout the semester by identifying characteristics and attitudes expected of them. *(Will be completed by professor at the end of the semester when all grades are in...grade can go negative)*

**PROFESSIONAL DEVELOPMENT REFLECTION** Teacher candidate will attend a professional development type meeting or research online an area of interest that will further the teacher candidates knowledge of education and submit a report in D2L.

**MATH CONSERVATION INTERACTION ASSIGNMENT** Teacher candidates will construct math manipulatives to help conduct and interaction assessment activity with a young child. *LATE OR INCOMPLETE WILL EARN A “0”*

**MATH PPT and ANALYSIS** Teacher candidates will read portions of the math text, work in a group and construct a PPT to explain information to the other class member. An analysis will then be made of all group’s presentations to show the information covered and learned through the PPT. *LATE OR INCOMPLETE WILL EARN A “0”*

**LEARNING CENTER JUSTIFICATION PARENT LETTER** OVERVIEW of Learning Center Activities in the form of a parent letter, “Learning Center Justification” format and explanation provided. Plagiarism detections will be in place. *(in D2L) – LATE OR INCOMPLETE WILL EARN A “0”*

**EDUCATING the WHOLE CHILD PAPER** Teacher candidates will conduct meaningful and in depth discussions of their own understanding of what it means to educate the whole child while thinking about information from ECH 328 and ECH 331. *LATE OR INCOMPLETE WILL EARN A “0”*

**MATH CONSERVATION INTERACTION ASSIGNMENT** Students will construct a box of manipulatives to help complete an assignment with young children to help assess student’s understanding of conservation. *(directions in D2L) LATE OR INCOMPLETE WILL EARN A “0”*

IV. Evaluation and Assessments (Grading): Assignments may be assessed using rubrics, scoring guides, and/or grading forms. The grading forms, rubrics, and checklists are located in D2L and should be printed off, by you, before completing the assignment. Looking at the grading form or requirement will allow you to know what grade you want to work toward in that specific assignment. The professor will rate assignments based on the learner's ability to intelligently convey his or her understanding of content, using proficient writing skills. Some assignments will be observed and assessed by peers in the classroom and used as a learning tool to help deepen understanding by all students. Assignments, submitted online, may be used by instructor for examples to help others learn. *0 credit will be received for late or missed assignments. Late or missed work will cause professionalism grade to drop considerably.*
The following grading scale will be used in determining the candidate's final grade (percentage of total points earned out of total points possible): To keep up with you own average use the following:

Total points earned divided by total points possible.

A = 90 - 100%  
B = 80 - 89%  
C = 70 - 79%  
D = 69% - 60%  
F = 59% or below

DAILY READINGS /D2L (OPEN BOOK/D2L) Quizzes

Teacher candidates are expected to keep up with the assigned readings listed on the class calendar. Teacher candidates will be responsible for taking quizzes (over readings in the text books and modules) in D2L as dated on D2L. Dates for those quizzes can be found on D2L. Readings in the assigned texts will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the classroom discussions. These quizzes are due and are expected to be completed before discussed in class or may be given in class to help recall material to be discussed in class. Missed quizzes, online or in class, may not be made up and will adversely affect your professionalism grade and will be assessed at the end of the semester. Quizzes may be added during semester, as needed, to help in the recalling of important information in readings. (Points for assessments may vary from what is found below. Check D2L Quizzes for exact point value.)

The following quizzes will be used to help ensure material in the modules is being read and videos are watched. Other quizzes may be added during the semester as needed. Even though many quizzes are worth only a few points, professionalism points will also be lost when quizzes are not taken. All quizzes may not be on this list. Check D2L carefully to make sure no quizzes are missed.

SYLLABUS QUIZ
ECH 328 and 328L
TED Agreement
Use of Materials Agreement
MODULE QUIZ/LCA Background Information
LCA Picture Walk #1
LCA Picture Walk #2
MODULE QUIZ/Assessment
MODULE QUIZ/Discovery Science
TEXT The Young Child and Mathematics QUIZ
MODULE QUIZ/Literacy Older
MODULE QUIZ/Blocks
Block Video QUIZ
MATH Scenario WRAP IT UP QUIZ
MATH Vocabulary QUIZ
331 LECTURE REFLECTION FINAL
0 credit will be received for quizzes not taken in the D2L quizzing tool by the due date/time and MAY NOT be made up at a later date. Professionalism points will be lost for missed quizzes.

Each student may take 1 major final exam. Exam may consist of reflection thoughts over each day’s information including theorists support. May include multiple choice, matching, or short answer questions. Final will be taken online. Students who miss an exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. Exams MUST BE MADE UP within ONE WEEK of the original testing date. The student is responsible for arranging for the make-up exam. Unannounced quizzes, take home quizzes, in class quizzes, as well as scheduled quizzes on D2L will be given during the semester and may not be made up.

**V. Tentative Course Outline/Calendar:** (see below) University Calendar [http://www.sfasu.edu/calendars/](http://www.sfasu.edu/calendars/)

All dates and assignments are tentative. Alternate date changes may be given verbally in class, through D2L communications, or by revised calendar.

### ECH 331 LECTURE FACE-TO-FACE

**Tentative Course Timeline-Spring 2016**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>LET’S GET TO KNOW ONE ANOTHER! Morning Meeting Activities Discuss texts, materials, name tents, Getting Started Module Syllabus Module LiveText Module APA Module GETTING TO KNOW D2L AND ECH 331</td>
<td>Complete Syllabus QUIZ (Jan 24) Complete ECH 328 and 328L QUIZ (Jan 24) TED Agreement QUIZ (Jan 24) Use of Materials Agreement (Jan 24) Name Tent *2 PERSONAL PROFILES (Week 2 In Class) *BACKGROUND CHECK (Week 2 In Class) *Video Release Paper (Week 2 In Class)</td>
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<td><strong>Week 2</strong></td>
<td>Whole Child Module WHOLE CHILD-DAP / PROGRAM GOALS / DIVERSITY / THEORY Educating Whole Child Paper</td>
<td>Bring to class: 2 PERSONAL PROFILES (hard copy) BACKGROUND CHECK (copy of driver’s license) Video Release Paper (hard copy)</td>
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<td><strong>Week 3</strong></td>
<td>LCA BACKGROUND INFORMATION Educating Whole Child Paper</td>
<td>LCA Background Quiz (Jan 31) Educating the WHOLE Child Paper in D2L DROPBOX (Feb 7)</td>
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<td><strong>Week 4</strong></td>
<td>PICTURE WALKS through CLASSROOMS (read module) Whole Child Paper Conferences (Based on Need)</td>
<td>Picture Walk 1 QUIZ (Feb 8) Picture Walk 2 QUIZ (Feb 11) Whole Child Paper (Evaluations in Progress by Ms. Dillard)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Content</td>
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<tr>
<td>5</td>
<td>Feb 15-21</td>
<td>ASSESSMENT (read module)</td>
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<td>DISCOVERY/SCIENCE CENTER (read module)</td>
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<td>6</td>
<td>Feb 22-28</td>
<td>MATH BASICS and BACKGROUND Group Work on PPT</td>
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<td>7</td>
<td>Feb 29-Mar 6</td>
<td>MATH in the BEGINNING (Pre Numbers) CONSERVATION INTERACTIONS (with child)</td>
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<td>8</td>
<td>Mar 7-11</td>
<td>MATH LEARNING CENTER ACTIVITIES-Younger Exploration</td>
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<td>9</td>
<td>Mar 12-20</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>Mar 21-23</td>
<td>LITERACY - YOUNGER</td>
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<td>Easter Break</td>
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<td>Mar 24-28</td>
<td>LITERACY – OLDER</td>
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<td>11</td>
<td>Apr 4-10</td>
<td>ART/MUSCLE/MUSIC CENTERS TABLE GAMES/DRAMATIC PLAY</td>
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<td>12</td>
<td>Apr 11-17</td>
<td>BLOCKS (read module) Field Experience Guests (EC6)/TEACHER ROLES</td>
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<td>13</td>
<td>Apr 18-24</td>
<td>Complete LCA Justifications Parent Letter</td>
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<td>14</td>
<td>Apr 25-May 1</td>
<td>MATH - WRAP IT UP</td>
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<td>15</td>
<td>Apr 25-May 1</td>
<td>(Begin reviewing for online scenario finals)</td>
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<td>Testing Information / Special Guest (EC6)</td>
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**Week 15**  
*May 2-May 8*  
Pull it all together in ECH 331  
REVIEW and WORK (Begin online scenario finals or self-reflections)

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**Week 16**  
*May 9-May 14*  
FINAL EXAM WEEK  
Final Scenario Essays in D2L DROPBOX (May 9 Due by 3PM)

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**Grading**  
Assignments may be graded by the instructor, D2L, evaluated by peers, or a self-assessment may be asked of each teacher candidate. As teachers in the classroom, we are continuously asked to evaluate and assess products and interactions with our students. Specific requirements, scoring guides, checklists, and classroom examples will be used to ensure understanding of assignments.

Grades will be assigned according to the percentage of total points a student earns. Teacher candidates will be able to follow posted grades during the semester in GRADES located on the homepage of D2L. Students will not receive a final course grade until ALL assignments are completed and submitted to the instructor by the assigned date. To figure your average you will need to figure the total possible points, to date, and divide that number into the total points you have earned.

**REMEMBER:** LATE WORK RECEIVES NO CREDIT and professionalism points will be lost for every assignment missed.

Grades are based on the following:

- **Professionalism --- Quizzes/Final Exam --- Assignments --- Discussions**

  **Attendance**  
  Attendance will be taken each class meeting day. Missed classes will adversely affect your final grade by causing professionalism grade to drop. *(Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.)*

  Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn.

  **VI. Readings (Required and recommended—including texts, websites, articles, etc.).**

  See the calendar above for lecture topics, readings, assignment dates.  
  To order books, visit the following site: [http://www.sfasu.bkstr.com/](http://www.sfasu.bkstr.com/)

  Sharing books, for this class, is a possibility if you know other class members. This will help you to save money, if this is an issue for you.

  **Textbooks:** You will only be buying 1 new book for this class.

  **NOT HAVING A TEXT BOOK or DVD IS NOT A REASON TO MISS ANY ASSIGNMENTS – ASSESSMENT - DISCUSSIONS**

This comes with a DVD and you MUST have the DVD to complete assignments/assessments. You WILL use this book again in 332.


(used in ECH 328 and will be used in classes after 331)

Other materials needed to complete this course:

- DAILY access to a computer/printer for assignments and quizzes in D2L
- card stock for directional guides, picture cards, song cards
- materials needed to construct math conservation manipulative box
- materials needed to construct all other assignments

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses 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.

*Completing this evaluation will be considered a part of your professionalism grade.*

VIII. Student Ethics and Other Policy Information:
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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of 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 policy on penalties for cheating and plagiarism. Cheating will not be tolerated in ECH 331.

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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp Many assignments in ECH 331 are submitted in D2L and sent to turn-it-in to be checked for plagiarism. Professor will determine appropriate consequences for any violation.

Withheld Grades Semester Grades Policy (A-54)

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 course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, 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 for the purpose of computing the grade point average. See MySFA for more specific requirements for a WH.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’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 instructor 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.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due as detailed during f2f class meeting. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

IX. Other Relevant Course Information:

Professionalism

You will demonstrate professionalism by:

- attending all class and face-to-face meetings in accordance with the policies of the university; checking in on D2L daily (missing class will cause professionalism grade to drop)
  http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- missing or making below 70% on an online module reading and quiz assigned as an out-of-class assignment is missing class
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; 
  http://www.sfasu.edu/policies/academic_integrity.asp
• reading course outline/syllabus and following directions for assignments;
• reading each assigned reading by the stated due date;
• completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor/professor;
• completing ALL ASSIGNMENTS/QUIZZES on or before the due date (LATE WORK does not receive points);
• submitting ALL WORK prior to DEAD WEEK in order to complete this course;
• participating appropriately in all class, DISCUSSION BOARD assignments, and face-to-face meetings;
• dressing professionally at all times when in the ECRC (face-to-face meetings—see ECHL Dress Code);
• being professional in demeanor, attitude; with teachers and peers (in person or written online)
• communicating effectively with professor, teachers, and fellow classmates (When you are sending an email to me you need to stop and think about your attitude and word choices…if you are concerned or upset about an issue. If you would not come to my office and say it to my face, you probably shouldn’t put it in an email.) Chances are, it will not be considered professional by me.
• maintaining confidentiality at all times.

Thought to remember: “The greatest danger for most of us is not that we aim too high and we miss it, but we aim to low and reach it.” Michelano