Elementary Education
ECH 331P.015 CHILD-CENTERED ENVIRONMENTS Field Experience
Spring 2016

Janice A. Pattillo Early Childhood Research Center

Instructor: Ms. Erica S. Dillard
Office: 201E
Office Phone: 468-2287
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Office Hours: M 10:00-11:00/1:00-2:00; T 9:00-11:00; W 10:00-11:00

Course Time & Location: Wednesday-1:00-1:50
Room: ECRC 206
Credits: 1 Credit Hour
Email: Via D2L email; dillarderica@sfasu.edu

I. Course Description: Laboratory observations and interactions with young children in child-centered classroom environments directly related to the content and purpose of ECH 331.

Must be taken concurrently with ECH 331 (Lecture Course). *This course includes a critical FEM/LIVETEXT assignment that will be used for accountability and accreditation. Incidental lab fee $20.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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.

Upon completion of this course the teacher candidates will know how to integrate subjects, include all levels of thinking, plan, set-up, and interact in learning center activities.

Program Learning Outcomes (PLOs and 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; InTASC 1).

- SLO 1.1 Candidates will interact with children and teachers before, during, and after learning centers related to motivation theory and principles related to classroom climate. (EC12 Texas PPR ST I)
  - SLO 1.1.1 Assessment-Quizzes
  - SLO1.1.2 Assessment-Learning Centers Observation Quizzes
• SLO1.2 Candidates will reflect and examine all elements and processes to planning, constructing, and setting up quality learning center activities.
  o SLO 1.2.1 Assessment-Quizzes
  o SLO1.2.2 Reflection Documents
• SLO1.3 Candidates will demonstrate an introductory knowledge and understanding of Benjamin Bloom’s Taxonomy as it relates to instructional alignment (district and state curriculum) TEKS, STAAR, and lesson objectives (EC12 Texas PPR ST I)
  o SLO1.3.1 Assessment-TEKS and Objective Assignment (Anatomy of the TEKS)

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; InTASC 2, 3, 5, 7, 8).

• SLO 3.1: Candidates will unpack PK Guidelines and TEKS to determine thinking, content, and processes according to Bloom’s Taxonomy (EC12 Texas PPR ST I).
  o SLO 3.1.1 Assessment-Unpacking the TEKS Document
  o SLO 3.1.2 Assessment-Justification Discussion
• SLO 3.2: Candidates will create learning objectives appropriate for learning centers (EC12 Texas PPR ST I)
  o SLO 3.2.1 Assessment-Learning Objectives Discussion
• SLO 3.3: Candidates will create and construct engaging learning center activities that include learning objectives, TEKS, directional guides, data sheets, picture cards, reading materials, etc. that are appropriate for the development of the age classroom assigned (EC12 Texas PPR I, III; NETS-S ST II)
  o SLO 3.3.1 Learning Center Planning Sheets and Set Ups
• SLO 3.4: Candidates will interact with children during learning centers they have constructed, provide constructive feedback, and reflect upon the instructional implementation (EC12 Texas PPR III, IV)
  o SLO 3.4.1 Assessment Student Learning Center Reflection Assignment
• SLO 3.5: Candidates will transform existing curriculum materials to create developmentally appropriate hands-on learning activities (EC12 Texas PPR ST I, II, III).
  o SLO 3.5.1 Assessment-Worksheet to Learning Center Activity & Rubric

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 facilitate projects related to community agencies to promote the intellectual, social, emotional, physical growth and well-being of all children from diverse populations, and interact with children and adults affiliated with area boys and girls clubs, school districts, YMCA, or day care centers to establish collaborative relationships with community.
• SLO 5.2: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback) and its effect on young children (EC12 Texas PPR ST III).
• SLO 5.3: Candidates demonstrate professional reflection of own work and work of others.
• SLO 5.4: Candidates will demonstrate a working awareness of appropriate teacher language (constructive feedback), and its effect on young children (EC12 Texas PPR ST III).

Unit & Program Assessments: ECH 331 LAC Assignment
ECH 331 Assignment Rubric

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

This is a web enhanced course or web online course. Teacher candidates will be completing individual assignments that may be intended for class presentations, D2L postings, for assessment by instructor or used for self-assessment.

Assignments will be given to enhance the teacher candidate’s understanding of a 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. Assignments will 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 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.
PROFESSIONAL Teacher candidates will be expected to show professional behaviors at all times.

LEARNING CENTER ACTIVITIES Each student is responsible for planning and setting-up activities in their assigned classrooms, the lecture room, and at the Boys and Girls Club, or other approved location. These activities will be based on developmental needs of children as assessed by teacher candidates in classroom observations. First plan will be a practice plan completed individually or in a group. The other 2 will be completed on a rotational basis, each student will plan, in a group or individually, and set-up a variety of learning center activities (kindergarten through 3rd grade): learning centers may be discovery, math, and music/gross motor/art integrated into a literacy center. This literacy activity will be set-up at the Boys and Girls Club or in a classroom of another approved kind. In each center set-up, teacher candidates are responsible for the picture cards, directional guides, games/activities, data sheets, books, gathering/constructing materials and supplies, other items (borders, decorations, etc.) which invite children to the center. **This assignment is subject to change as needed for class or individual student.**

Worksheet to LCA Each teacher candidate will work independently to take a concept or skill from a worksheet and turn that into a learning center. This assignment may include a directional guide, data sheet, or materials. It will be turned in online in D2L and in LIVETEXT. **This assignment is subject to change as needed for class or individual student.**

Lab Observations Complete Each teacher candidate will be expected to complete 8 – 9 observations in classroom by actually going to the classroom during learning centers or watching videos of classrooms online. Type of observation will depend on type of 331 classes you are taking and will be discussed in D2L or by instructor. (Failure to complete all lab observations will result in a failing grade.)

With the MANY videos in this course, 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.

V. Evaluation and Assessments (Grading) Weekly assessments and semester evaluations may be given to evaluate teacher candidates understanding and may not be announced.

EXAM/QUIZZES Students who miss a major final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. All quizzes may not be listed below. It is your responsibility to check D2L for all assigned quizzes in your course – due dates and times. Unannounced quizzes may be given during the semester and may not be made up. Other quizzes will be given, as needed, to help in the understanding of material and information. Quizzes may be given online.

Not all quizzes will be in D2L for face-to-face classes. Quizzes may be added at any time in class or online in D2L

- Classroom Observation Expectation Quiz
- How to Interact in LCAs QUIZ
- Classroom Investigation Report QUIZ
- Data Sheet Quiz
- Directional Guide Quiz
- Picture Card Quiz
- LCA in Box Quiz
- Oil Pastel Demonstration QUIZ
- Power of Our Words Chap 2 and 3 Text Reading QUIZ
- LCA CD Scavenger Hunt QUIZ
OBSERVATION QUIZZES (You may find some or ALL in your course-check D2L)

- Assessment
- Preview and Review
- Discovery/Science

Failure to complete all observation or observation quizzes assigned will be result in a failing grade for lab. See calendar for specifics.

GRADING 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 keep up with your own average use the following: Total points earned divided by total points possible.

REMEMBER: LATE WORK RECEIVES NO CREDIT and professionalism points will be lost for each missed or late assignment or quiz.

Grades are based on the following:

PROFESSIONALISM --- ASSIGNMENTS --- QUIZZES

Individual or group assignments:

- LEARNING CENTER ACTIVITIES
  - Discovery – Math - Literacy
- Worksheet to LCA
- PROFESSIONALISM

All materials and/or work are to be picked up by the student as soon as the instructor announces that work has been graded. Anything left in the instructor’s possession after the date and time of the scheduled final exam, becomes the property of the instructor. These materials and/or work may be used as examples in future classes, or may be discarded.

GRADING SCALE:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
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<tr>
<td>B</td>
<td>89 - 80</td>
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<tr>
<td>C</td>
<td>79 - 70</td>
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<tr>
<td>D</td>
<td>69 – 60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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And ‘A’ cannot be earned if any assignment is missed in the 331 field experience.

Course Pages – This course is web-enhanced with supplementary course pages on D2L to help improve learning and technology skills. Course pages may be accessed through MySFA or directly at http://D2L.sfasu.edu or http://D2L.sfasu.edu.

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 1/2 credit earned, if you talk with me. No make-up work will be accepted Dead Week or Finals Week.

“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 1/2 credit of the original points.
**TECHNICAL SUPPORT**

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

We watch some videos in this course. They will not work well, or not at all, on dial-ups connections. 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.**

**V. Tentative Course Outline/Calendar:** (see below)

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**ECH 331P Field Experience**  
**Tentative Course Timeline: Dillard-2016**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module/Discussion Topics</th>
<th>Actions Due/Online Assignments/Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>January 19-January 24</strong></td>
<td>Read Syllabus and Timeline</td>
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<td></td>
<td>Introduction to Course</td>
<td>You will not observe in the classroom</td>
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<tr>
<td></td>
<td>Syllabus /Overview of Course/D2L</td>
<td>THE FIRST 3 WEEKS. Observations</td>
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<td></td>
<td>Lab guidelines/Dress Code/Observation Reminders/Personal Profiles/ Background Check</td>
<td>in the classroom will begin week 4.</td>
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<td></td>
<td>Classroom Observation Expectation Quiz (<a href="#">Jan 27</a>)</td>
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<td></td>
<td>How to Interact in LCAs QUIZ (<a href="#">Jan 27</a>)</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>January 25-January 31</strong></td>
<td>Fill out and turn in: video picture release</td>
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<td></td>
<td>Dress Code/Observation Reminders</td>
<td>Familiarize Yourself with D2L</td>
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<td>Complete: Personal Profiles/ Background Check</td>
<td>Work on background check and personal profiles (may be brought to lecture)</td>
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<td>Background check turned in with copy of driver's license</td>
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<td><strong>Week 3</strong></td>
<td><strong>February 1-February 7</strong></td>
<td>Oil Pastel (<a href="#">Jan 31</a>)</td>
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<td></td>
<td>Sign up for Observations: Select Classroom &amp; Time</td>
<td>OBSERVATION QUIZ – Assessment (<a href="#">Jan 31</a>)</td>
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<td></td>
<td>Observation Time Cards</td>
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<td>Badge Inserts</td>
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<td>Tour Charter School to locate classrooms and time clock.</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>February 8-February 14</strong></td>
<td>(Complete Classroom Observation Report QUIZ and submit in D2L <a href="#">Feb 14</a>)</td>
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<td>DIRECTIONAL GUIDES</td>
<td>Carefully read module before taking quizzes.</td>
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<td>DATA SHEETS</td>
<td>Directional Guides QUIZ (<a href="#">Feb 7</a>)</td>
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<td></td>
<td>PICTURE CARDS</td>
<td>Data Sheet QUIZ (<a href="#">Feb 7</a>)</td>
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<td>BLOOMS Experiment</td>
<td>Picture Card QUIZ (<a href="#">Feb 7</a>)</td>
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<td></td>
<td>BEGIN OBSERVATIONS IN ASSIGNED CLASSROOMS</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
<td>Description</td>
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<tr>
<td>Week 5</td>
<td>February 15-February 21</td>
<td>BLOOMS/TEKS/LESSON PLANS</td>
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<tr>
<td>Week 6</td>
<td>February 22-February 28</td>
<td>DISCOVERY PLAN</td>
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<td>Week 7</td>
<td>February 29-March 6</td>
<td>DISCOVERY PLAN</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 7-March 11</td>
<td>DISCOVERY Presentations</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 12-March 20</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 10</td>
<td>March 21-March 23</td>
<td>MATH PLANNING</td>
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<tr>
<td>Week 11</td>
<td>March 29-April 3</td>
<td>MATH PLANNING</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 4-April 10</td>
<td>LITERACY Planning</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 11-April 17</td>
<td>WORKSHEET to LCA LITERACY Planning Set-Ups (as needed)</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 18-April 24</td>
<td>TEACHER INTERACTION LITERACY Planning Set-Ups (as needed)</td>
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</tbody>
</table>
Week 15  
April 25-May 1  
<table>
<thead>
<tr>
<th>LITERACY Set-Ups (as needed)</th>
<th>Continue Literacy Plan and Set-Up at Boys and Girls Club</th>
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<tbody>
<tr>
<td></td>
<td>All Literacy folders due (May 1)</td>
</tr>
<tr>
<td></td>
<td>LCA Scavenger Hunt QUIZ (May 1) (Use Released LCA Files to take Quiz in D2L)</td>
</tr>
</tbody>
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Week 16  
May 2-May 8  
| FINALTHOUGHTS | No New Assignments |

Week 16  
May 9-May 13  
| FINALS WEEK | Final |

This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. Changes in calendar may be made, at any time. Changes will be communicated in class, by email, or in news.

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

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

Textbooks:

1) Transitions Book from 328 or purchased

3) **FEM/LIVETEXT REGISTRATION**

**FEM Statement:**
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**LiveText Statement:**
This course uses the LiveText 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Other materials needed to complete this course:

- daily access to a computer/printer for assignments and D2L work
- 3 brad paper folders (any colors)
- white card stock/sentence strips

**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:

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
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate.

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.

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

Withheld Grades Semester Grades Policy (A-54)
Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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.

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______________________. 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, drivers 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; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- 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
  - maintaining confidentiality at all times.
- 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.

**Name Badges Face-to-Face** - Each teacher candidate is to wear his/her name badge at all times when in the ECH building. The name badge was given to you in ECH 328. Name badges are your responsibility. Replacement badges cost $2.00 in the Resource Room. Badges should be worn in charter and lab classrooms, in lecture, and in lab.

**Missing Face-to-Face Observation** - YOU WILL NOT NEED TO NOTIFY YOUR INDIVIDUAL CLASSROOM TEACHERS WHEN YOU ARE ABSENT FROM YOU OBSERVATIONS IN THE CLASSROOM. You will need to notify me by email if you are missing an observation time. That time will need to be made up during center times on another week.

*Thought to remember … “Each person’s work is always a portrait of himself.”*  
- *Samuel Johnson*