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.

**PRE-REQUISITES:** ECH 328 and ECH 328P

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

This course supports the Vision, Mission, Goals, and Core Values and can be found at the following site: [http://www.sfasu.edu/education/about/mission.asp](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 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 331P the teacher candidates will be prepared to enter the classroom and the field experience classes to plan and interact in small group settings based 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; InTASC 1).

- **SLO 1.1** Candidates will explain the importance of student motivation to learning and how to engage all learners.
  - 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.
  - SLO 1.2.1 Assessment - Quizzes
- **SLO 1.3** Candidates will collect math tools and interact with children while assessing their math thinking.
  - 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).
  - SLO 3.2.1 Assessment - Quizzes
  - 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).
  - 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).
  - 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.
  - 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).

**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).
  - SLO 4.1.1 Assessment - Quizzes
  - 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.
  - SLO 5.1.1 Assessment - Quiz
The document contains the following text:

**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, PDF, or PPT file. Specifics for each assignment will be given in detail within the course modules. 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 heatherthrash@gmail.com AND upload it as soon as possible into D2L. Notify me (via email or telephone) of the circumstances causing the assignment to be late. You can take a screen shot of the last time the document was updated as proof it was complete on time...if needed. 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)

In order to receive an "A" in the course, ALL dropbox assignments and discussions must be completed by the due date. If an assignment or discussion is missed, an 'A' cannot be earned in this course. The final letter grade in the course will automatically become a B. The reason for this is because to earn an A, all content must be completed. An assignment or discussion can still be turned in for no points later and enable the student to earn an A as a final letter grade. Quizzes missed are points missed, but an "A" can still be earned, even with a missed quiz.

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 with the AARC in the SFA library for additional grammar/spelling help.

**Work Policies:**

**Late Work** — Late work is accepted up to one week past the original due date for partial credit only. (Talk with teacher BEFORE it is late...not after.) After one week’s time, late work will not be accepted. Late work will only count up to ⅔ credit when turned in within the one week past due deadline. Professionalism grade points do drop for each late or missing
Professionalism grade points can go negative.
Make-up Work Policy— For extenuating circumstances, the decision whether to accept make-up work is at the discretion of the instructor. There is a possibility that make up work may only be accepted for up to ½ credit earned.
“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 your grade is received from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work may or may not count for points onto the original assignment; that is at the discretion of the instructor.

TECHNICAL 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. Google Chrome works best for viewing MP4 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 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 may need to find another place to watch videos in order to view them. The resource room in the ECRC at SFA has 12 computers you can use if you are near the area. They will be open M-R from 8:30 – 5:00 and 10:00 – 3:00 on Fridays. The SFA Library also has available computers if you are near the area. The SFA library also has computer use available 7 days a week.

Having technical trouble with your 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

Informational ROUTINE Classroom ASSIGNMENTS in Let’s Begin Module:

PERSONAL PROFILE/Nice to Meet You Discussion 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 online. Follow the directions you find in D2L.

BACKGROUND CHECK For Face-to-Face classes, each teacher candidate will complete the background check given in class. Each face-to-face student must submit a copy of their driver’s license along with the background check. Online/Completer students should have completed a background check last semester.

PERMISSION TO TAKE PHOTOS For Face-to-Face classes: form will be completed that will allow pictures or videos to be used while working with children at the lab or charter schools. For Online/Completer students: permission forms will be completed as needed per school campus policy or pictures may contain back of students’ head instead of faces for privacy factors.
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 at the beginning of the semester. Each teacher candidate will begin with all professionalism points. As the semester goes along professor will update these points as needed. Points will be lost for late/missed quizzes, late/missed assignments, late/missed discussions, lack of attendance online and/or at the campus visit, lack of participation at the campus visit, not responding to peers and/or professor in a timely manner, not conducting self in a professional way in person or online, etc...this grade can go into negative points).

PROGRAM GOALS OBSERVATIONS Teacher candidate will watch videos online to observe SFA Program Goals in action in various age classrooms. Teacher candidates will describe program goals seen and reflect on how these program goals are important to a child-centered environment. Plagiarism detections will be in place.

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. Plagiarism detections will be in place.

MATH PPT ANALYSIS AND REFLECTION Teacher candidates will read portions of the math textbook presented in PPT form. An analysis will then be made of all math strands to show the information covered and learned through the PPTS. Plagiarism detections will be in place.

MATH CONSERVATION INTERACTION ASSIGNMENT Teacher candidates will gather math manipulatives to help conduct and interact with a young child. Teacher candidate will document child behavior at math task(s) through an assessment/reflection assignment. Plagiarism detections will be in place.

INTERACTION ANALYSIS AND REFLECTION Teacher candidates will read about, reflect upon, and observe teacher interaction and teacher language through textbook reading, module readings, and videos.

INTEGRATION DISCUSSION Teacher candidates will integrate music, art, and/or gross motor movements into center based activities to see the value of integration among content areas when working with children. Teacher candidates will reflect on peers’ chosen activities as well. Plagiarism detections will be in place.

PROFESSIONAL DEVELOPMENT REFLECTION Teacher candidate will attend a professional development type meeting or research online an area of interest that will further the teacher candidate’s knowledge of education and submit a report in D2L. (OPTIONAL ASSIGNMENT FOR BONUS POINTS) Plagiarism detections will be in place.

LEARNING CENTER JUSTIFICATION PARENT LETTER Overview of Learning Center Activities in the form of a parent letter, “Learning Center Justification” format and explanation provided in D2L. Plagiarism detections will be in place.

Assignments will be given to increase instructional files: (assignments may be changed or altered as needed)
EXTRA CREDIT OPPORTUNITIES (optional) Teacher candidates will be given Extra Credit/Bonus Points opportunities during the semester through document submissions and/or quizzes. Examples or explanations will be given in D2L or face to face in the ECRC classroom. Extra credit will be at the discretion of the instructor and based on performance and professionalism throughout the semester.

IV. Evaluation and Assessments (Grading): 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. Some assignments may be assessed using rubrics, scoring guides, and/or grading forms. When this occurs, the grading forms, rubrics, and checklists will be located in D2L and should be printed off, by you, before completing the assignment. Looking at the grading form ahead of time will allow you to know what grade you want to work toward in that specific assignment. If these are used, it will be specified in the assignment directions. Late or missed work will cause professionalism grade to drop considerably as well.

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 your own average as the semester goes along, use the following equation: Total points earned to date divided by total points possible in course.

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

DAILY READINGS / D2L Quizzes (Open Book) Teacher candidates are expected to keep up with the assigned readings listed on the class calendar and/or course timeline. Teacher candidates will be responsible for taking quizzes (over readings in the textbooks and modules) in D2L. Dates for quizzes can be found on D2L, in the class calendar and on the course timeline. Readings in the assigned texts and course modules will allow all teacher candidates to create or add to their schema on the subject and participate intelligently in the campus visit discussions and online discussions. Missed and/or late quizzes will adversely affect your professionalism grade. Quizzes may be added during the semester, as needed, to help in the recalling of important information in the readings. (Check D2L Quizzes for exact point value for each quiz.)

The following quizzes will be used to assess knowledge of material in the modules. 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 or are taken late. All quizzes may not be on this list. Check D2L carefully to make sure no quizzes are missed.

- Use of Materials Agreement
- Chocolate Chip Cookie Quiz
- Purple Man Audio Quiz
- Syllabus Quiz
- Timeline Quiz
- Module Quiz – Whole Child
- LCA Background Information Quiz
- Picture Walk #1 Quiz
- Module Quiz – Discovery/Science
- Module Quiz – Assessment
TEXT Reading Quiz – Young Child and Mathematics
Module Quiz – Table Games
Math LCAs Younger Quizzes:
  Box Puzzle Quiz
  GEO Board Quiz
  Cuisenaire Rods Quiz
  Probability Dice
  Secret Socks
  Unifix Cubes
  Magnet Shapes
Module Quiz Teacher Interaction
Power of Our Words Ch 2 and 3 Text Reading QUIZ
Role Play Teacher Language QUIZ
Module Quiz – Dramatic Play
Block Video Quiz
Module Quiz – Blocks
Math Scenario Wrap It Up Quiz
Math Vocabulary Quiz
Module Quiz – Teacher Roles
Module Quiz – Literacy Younger
Module Quiz – Literacy Older
Picture Walk #2 Quiz
Module Quiz – Art/Muscle/Music

Professionalism points will be lost for late or missed quizzes. Professionalism points can go negative. You will be held accountable, and I do expect you to be responsible.

FINAL EXAM Each student will take 1 major Final Exam. Exam may consist of reflection thoughts over each day’s information including theorist support. May include multiple choice, matching, short answer, or essay questions. Final will be taken online. Students who miss a final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. Final exams MUST BE MADE UP within ONE WEEK of the original testing date and can only be made up for ½ credit maximum, unless approved otherwise by instructor. The student is responsible for arranging for the make-up exam.

Unannounced quizzes, in class quizzes, as well as scheduled quizzes in D2L will be given during the semester.

V. Tentative Course Outline/Calendar:
All dates and assignments are tentative. Alternate date changes may be given verbally in class, through D2L communications, or by revised calendar. Quizzes or assignment MAY be missing. It is your responsibility to double check with D2L for due dates and times.
You will find the official timeline for this course in D2L in the Syllabus and Timeline module. 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, as well as use it as a checklist to keep you on track each week. Changes in the timeline and/or calendar may be made, at any time. Changes will be communicated in class, by email, or in the news box on the course homepage in D2L. All quizzes, assignments, and discussions will also be posted on the course Calendar in D2L and the calendar will be updated if changes occur.

**GRADING (PLO 5 – SLO m)** 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 our products and interactions with our students. Specific requirements, scoring guides, checklists, and/or classroom examples will be used to ensure understanding of assignments.

Final course 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 the GRADES tab located on the course homepage of D2L. 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 ONLY RECEIVES 1/2 CREDIT, at the most, and is only accepted up to one week after the original due date.** Professionalism points will also be lost for EACH assignment/quiz/discussion missed or late.

Grades are based on the following: **PROFESSIONALISM --- QUIZZES/Final EXAM --- ASSIGNMENTS --- DISCUSSIONS**

**ATTENDANCE** 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. This is an online only course; therefore, attendance is based on D2L logins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. **Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours M-F will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected from you.** If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers are to notify their principal when absent. Notifying your instructor/professor prior to an absence prepares the teacher candidate for the future.) **In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face-to-face classes. Failure to manage time and provide evidence that you have attended ‘class’ online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face-to-face class. Success in this online class will be totally up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and discussions. You must be an autonomous self-directed online learner. You need to allow time for reading, watching videos, completing assignments and assessments.**

There will be a face-to-face meeting on campus where we can get to know one another, ask and answer questions, and visit the Early Childhood Research Center. Date and time will be sent in an email at the beginning of the semester either by your instructor or Dr. Griffin. Attendance will be expected at this meeting. Failure to attend will result in a loss of ALL professionalism grade points; those points can go negative as well. Any participation points and/or quizzes and reflection assignment points given at the campus visit will also be lost.
VI. Readings (Required and recommended—including texts, websites, articles, etc.).
See the Timeline in the course for lecture topics, readings, and assignment dates. The timeline is found in the Syllabus and Timeline module.
To order books, visit the following site: http://www.sfasu.bksr.com/

Textbooks: You will only be buying 1 new book for this class. You should have the other one from ECH 328.

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.

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

This comes with a DVD. **If buying used, do NOT buy this book if the DVD is missing, find another one.** You will also use this book and DVD for ECH 332 next semester.

![The Young Child and Mathematics](image)

**MUST be 2nd edition with DVD**
It is recommended to keep this book personally and not sell back, if you are planning on being a classroom teacher.

(used in ECH 328 and will be used in classes after 331) Recommended to keep this book and not sell it back if planning on entering a classroom teaching position.

![Power of Our Words](image)
Other materials needed to complete this course:

- DAILY access to a computer/printer for assignments and quizzes in D2L
- Digital camera to take pictures of certain assignment components to post in D2L
- materials needed for math conservation assignment
- 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 may be considered as 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
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 (2) 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 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. Possible consequences range from: deducted points on assignment, a zero given for an assignment plus loss of professionalism points, failing the course, turning in the teacher candidate’s actions to the Dean which also consists of a record on file for the teacher candidate’s actions of cheating/plagiarism. If severe enough, the teacher candidate may be asked by the Dean to leave the program. The other student involved, if another student’s work is involved, may also be contacted and could face consequences as well. Bottom line: don’t cheat or plagiarize or let anyone have access to your work.

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.

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 at the discretion of the public school campus/district . 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 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)
- checking in on D2L **EVERY 1-2 DAYS (Monday-Friday)** in the email and discussion board areas (**VERY** important)
- reading course outline/syllabus and following the course Timeline each week
- 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 only receives partial credit up to one week from original due date; professionalism grade points are lost if work is missed or late);
- submitting ALL WORK to complete this course using your best efforts to complete quality work;
- participating **appropriately** in all DISCUSSION BOARD assignments and face-to-face meetings;
- dressing **professionally** at all times when in the ECRC and on public school campuses for course assignments (campus visit—ECHL Dress Code will be sent to you prior to our meeting);
- being **professional in demeanor**, attitude; with teachers and peers – online, on campus, and in public schools
- maintaining confidentiality **at all times**
- communicating **effectively** with professor, teachers, and fellow classmates (when you are **sending an email** to me or another teacher candidate, 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 me in person or to the teacher candidate in person, you probably shouldn’t put it in an email. Chances are, it will not be considered professional by me or your peers).

**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.”  **Michelangelo**