Department of Elementary Education  
ELE 302.001 Teaching Social Studies in EC-6  
Spring 2019

Instructor: Sarah Straub, Ed.D.  
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Course Time & Location: MW 12:30-1:45  
Office Hours: M (10-12pm), T (2-3pm), W (9-11am), R (12:30-1:30pm)  
*Virtual & by appointment*

Credits: 3 hrs.  
Email: straubsm@sfasu.edu

Prerequisites: Admitted into Educator Preparation: Enrollment in ECH 350 (Reference: SFASU General Bulletin)

I. Course Description

Teaching Social Studies in EC-6 is the examination of the social studies curriculum for grades EC-6 with emphasis on current practices, trends and research on effective practices for teaching social studies. This includes investigation of activities and materials appropriate for achieving social studies objectives. The syllabus, calendar of assignments, learning modules, forms for class assignments, and website links are all posted on the class website in Brightspace by D2L. All assignments are required to be submitted online in Brightspace by D2L and some to LiveText.

Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives (Vygotski, L.S., & Cole, M., 1981). Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning. Social studies are significantly more than a collection of facts for children to memorize; it is an understanding of how people, places, and events came about and how people can relate and respond to each other’s needs and desires, as well as how to develop respect for different viewpoints and cultural beliefs. In short, social studies is the study of cultural, economic, geographic, and political aspects of past, current, and future societies (Farris, Cooper, 1994, p. 6).

Note: You are expected to complete the Social Studies Content Knowledge Assessment in LiveText for this class.

II. Intended Learning Outcomes

This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of reading the world around us, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;</td>
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<tr>
<td>Life-long learning</td>
<td>continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;</td>
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</table>
Collaborating and shared decision-making
embrace the opportunity to work collaboratively in a learning community;

Openness to new ideas, to culturally diverse people, and to innovation and change
explore culturally responsive pedagogy and current trends in education;

Integrity, responsibility, diligence, and ethical behavior, and
include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;

Service that enriches the community
explore ideas about service learning and social justice ideas that can be implemented in the classroom.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, lifelong learning, collaboration, openness, integrity, and service as you learn to instruct early childhood to middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

Program Learning Outcomes & Student Learning Outcomes

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4)

SLO 2.1 The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
- SLO 2.1 Assessments – Social Studies Competency Exam, Quizzes, Virtual Field Trip Assignment and Final Exam [(SS 1.3k; 1.7s) (PPR 1.5k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b)].

SLO 2.2 The social studies teacher effectively integrates the various social science disciplines.
- SLO 2.2 Assessments – Integrated Mini Unit Assessment, Practica, Virtual Field Trip Assessment and Final Exam [(SS 2.3k; 2.2s) (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1.c, 1d, 3b, 3c; T7.18s-5b)].

SLO 2.3 The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.
- SLO 2.3 Assessments – Practica, Discussions, Integrated Mini Unit Assignment [(SS3.2k; 3.3k; 3.7k; 3.6k) (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a, 2b; T7.18s-5)].

SLO 2.4 History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
- SLO 2.4 Assessments – Social Studies Competency Exam, Quizzes, and Final Exam [(SS 4.2k, 4.3k; 4.9k; 4.12k; 4.1s) (ISTE T6.3s-3d)].
SLO 2.5 Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.
   - SLO 2.5 Assessments – Social Studies Competency Exam, Quizzes, and Final Exam ([SS 5.2k, 5.6k; 5.1s; 5.14k]).

SLO 2.6 Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
   - SLO 2.6 Assessments – Social Studies Competency Exam, Quizzes, and Final Exam ([SS 6.1k, 6.3k; 6.5k; 6.12s]).

SLO 2.7 Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
   - SLO 2.7 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam ([SS 7.1k; 7.2k; 7.3k, 7.2s; 7.3s]).

SLO 2.8 Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
   - SLO 2.8 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam ([SS 8.1k; 8.2k; 8.3k; 8.9s; 8.10s; 8.11s; 8.12s]).

SLO 2.9 Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.
   - SLO 2.9 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam ([SS 9.1k; 9.2k; 9.3s] (PPR 1.5s)).

SLO 2.10 Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.
   - SLO 2.10 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam ([SS 10.1k; 10.4k; 10.7k; 10.10s] (ISTE T6.31s-3d; T7.18s-5b)).

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 Assessments – Quizzes, Integrated Mini Unit Assignment, Discussions and Final Exam ([TSSAii and TSSBii PPR 1.25s; PPR 1.27s; PPR 1.28k; PPR 2.21s] (STE 1.2k-2b)).
III. Course Assignments, Activities, and Instructional Strategies

1. **eBooks (15% - 15 points):** Each candidate will be responsible for creating an eBook and presenting one to the class (1 @ 10 points; 1 presentation @5 points). The students will also be posting the eBooks to the class Google folder. The folder site can be found at: goo.gl/aeVt26. The instructor will assign eBook topics and provide more guidelines in class.

2. **Practica (25% - 25 points):** Each candidate will conduct five project-based learning activities as a means of demonstrating competency in preparing effective age/grade appropriate plans for social studies instruction. Directions for completing each assignment are in Brightspace by D2L and templates for all practica are provided. The practica are also designed to help candidates make connections with the course readings.
   
   **Practica 1:** Our Interactive Resources (5% - 5 points): To demonstrate competency in finding quality interactive resources to teach social studies concepts, the candidates will evaluate the effectiveness of the resource, capture and save an image of the home page of a chosen interactive/simulation resource, and write an annotation about the interactive resource. 1.28k, InTASC 51 8r; ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.4s; ISTE 7.18s
   
   **Practica 2:** Our Primary Documents (5% - 5 points): Candidates will upload an image of a primary source document and write a short annotation about the document including an explanation about why they selected the document and how they will use it as a critical thinking tool. ISTE: 4.6s
   
   **Practica 3:** Our Geography Multimedia and Videos (5% - 5 points): Candidates will upload a link to a geography multimedia and/or video and write a short annotation about the document including an explanation about why they selected the document and why it will be useful in an elementary classroom. ISTE: 4.6s
   
   **Practica 4:** Our Civics Lesson Plans (5% - 5 Points) The purpose of this activity is to annotate and evaluate civics related lesson plans found on one of the three civic education websites explored. ISTE: 1.2k; ISTE 6.31s; ISTE 7.3s
   
   **Practica 5:** Our Global Competencies (5% - 5 Points) The purpose of this practica is to engage in a Global Education related activity. Candidates will share about why they chose the activity and how the activity connected to one of the four global competencies explored in the Mansilla and Jackson reading. ISTE: 1.2k; ISTE 6.31s; ISTE 7.3s; ISTE: 1.2k

3. **Exams/Quizzes (35% - 35 points):**
Quizzes (25% - 5 @ 5 points each): Each quiz will have questions on both social studies methods and social studies content. They will cover the material presented in the readings. Quizzes will be in multiple-choice and/or T/F format and will be taken online in Brightspace by D2L Quizzes. 1.9k, TS3Ai, InTASC 7g; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; 1.5s, InTASC 2a, 4m, 5g; ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.18s

Reading Quiz 1: Module 1 Readings  
Reading Quiz 2: Module 4 Readings  
Reading Quiz 3: Module 5 Readings  
Reading Quiz 4: Module 9 Readings  
Reading Quiz 5: Module 10 Readings

Exams (10% - 10 points): The Social Studies Content Competency Exam covers the social studies content that TExES expects each EC-6 candidate should know and be able to teach their students. The exam is in multiple-choice format and will be taken face to face with SFA’s Assessment Director. 1.9k, TS3Ai, InTASC 7g; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; ISTE: 4.6s

4. Virtual Field Trip Experience (10% - 10 points): On either March 25 or 27th, students will attend a Virtual Reality Field Trip in the SFASU VR Lab. Students will reflect on this experience and, implementing research on technology in a social studies classroom, develop a plan for a potential future field trip experience for students. 1.18k, 1.18s, InTASC 5p; 1.21k, InTASC 7c; 3.11s; ISTE 6.31s

5. Social Studies Mini Unit Plan (15% - 15 points): To demonstrate competency in effectively planning for integrated social studies instruction, each candidate will develop a mini unit plan that teaches one or more social studies TEKS. The plan must integrate a piece of children’s literature and technology with social studies. The Mini Unit Plan must use one of two formats (Workshop or 5 E). The candidate will present the plan in a technological format to the class. 1.21k, InTASC 7c; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; 1.28k, InTASC SI 8r; 1.5s, InTASC 2a, 4m, 5g; 1.26s, ISTE: 1.2k; ISTE: 4.6s; ISTE 7.3s

Standards Covered: (Standard I - Domain I. Competencies 001-004 Domain III. Competencies 007-010 -1.9k, TS3Ai, InTASC 7g, 1.15k, InTASC 7g; 1.15k; 1.18k, InTASC 5p; 1.21k, InTASC 7c; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; 1.28k, InTASC SI 8r; 1.5s, InTASC 2a, 4m, 5g; 1.18s, 1.25s, 1.26s, TS5Bi, InTASC 3b, 6q;) (Standard II - Domain III. Competency 007-010 - 3.11s) ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.4s; ISTE 7.18s

IV. Evaluation and Assessments (Grading):

A = 90-100 points | B = 80-89 points | C = 70-79 points | F < 70 points

See the section above for a detailed description of the assignment and the point totals for that assignment. See the PLO/SLO section above for alignment to the Educator Preparation Standards.

Grading Rubrics

There are rubrics for each assignment. They, too, are posted in the directions for the Dropbox assignments in the modules on Brightspace by D2L.

Revised January 2, 2019
Attendance Policy

Attendance to all class meetings is expected and required. If you must miss a class meeting, please contact me as soon as possible (preferably before your absence to discuss the issue). Your final grade will be lowered by 10 points once you have accumulated four absences, 10 more points for five absences (20 total point reduction), and 10 more points for six absences (30 total point reduction). Seven or more absences will automatically result in a grade of “F” for this course. Please note that unprepared and/or non-participatory students may be noted as absent.

LiveText

There is a LiveText assignment – the Social Studies Content Exam. It is your responsibility to complete this before the end of the semester. You will be given an Incomplete for the course if you fail to submit the assignment before the date that grades are due.

Textbooks

There are NO required textbooks for this class. All readings are posted in the course modules on Brightspace by D2L.

Technology

This is a class that requires the use of Brightspace by D2L. You will navigate websites and video links. Additionally, you will use Google and/or Microsoft Office tools for your practica assignments. You should plan to bring a laptop to class OR reach out to the professor in advance so that a laptop can be provided to you for class use.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 20 - 27</td>
<td>Introduction to Course &amp;</td>
<td>Course syllabus, Introduction to eBooks assignment</td>
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<td>Major Assignments</td>
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<tr>
<td>Week 2</td>
<td>January 28 - Feb</td>
<td>Module 1 Welcome to Social</td>
<td>NCSS’ A Vision of Powerful Social Studies, Texas Social Studies Framework</td>
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<td></td>
<td>3</td>
<td>Studies</td>
<td>(Selected chapters)</td>
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<td><strong>DUE: Reading Quiz 1 (1/28)</strong></td>
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<tr>
<td>Week 3</td>
<td>February 4 - 10</td>
<td>Module 2 Celebrate</td>
<td>Parker Teaching Against Idiocy Reidel &amp; Draper Critical Literacy</td>
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<td>Citizenship</td>
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<td>Week 4</td>
<td>February 11 - 17</td>
<td>Module 3 Planning for</td>
<td>Brophy &amp; Alleman, Ch.14 Social studies planning tools pp. 278-289</td>
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<td></td>
<td></td>
<td>Social Studies Instruction</td>
<td>Lintner, Big Ideas in Social Studies</td>
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<tr>
<td>Week 5</td>
<td>February 18 - 24</td>
<td>Module 4 Planning for</td>
<td><strong>DUE: Reading Quiz 2 (2/20)</strong></td>
</tr>
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<td></td>
<td></td>
<td>Social Studies Instruction</td>
<td>Brophy &amp; Alleman, Ch.11, Integration in Social Studies Brophy &amp; Alleman, Ch.14 Social studies planning tools pp. 290-300</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 25 - 3</td>
<td>Module 5 Social Studies</td>
<td>Brophy &amp; Alleman, Ch. 12, Assessing social studies Texas Social Studies</td>
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<td></td>
<td></td>
<td>Assessment / MC</td>
<td>Framework, Ch. 5</td>
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<td>Week 7</td>
<td>March 4 - 10</td>
<td>Module 6 Competency Exam</td>
<td><strong>DUE: Social Studies Competency Exam Pretest (3/6)</strong></td>
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<td>Study Module</td>
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<tr>
<td>Week 8</td>
<td>March 11 - 17</td>
<td>Module 6 Competency Exam</td>
<td></td>
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<td></td>
<td></td>
<td>Study Module</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>March 18 - 24</td>
<td>SPRING BREAK</td>
<td>NO CLASSES</td>
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NO FACE TO FACE CLASSES THIS WEEK. DR. STRAUB AT CQIE CONFERENCE.
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Activity</th>
<th>DUE</th>
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<tbody>
<tr>
<td>10 - March 25 - March 31</td>
<td>7</td>
<td>Celebrate Technology Resources Class in SFASU VR Lab</td>
<td>Dropbox: Interactive Resources (4/2) Devlin-Scherer, R., &amp; Sardone, N. B., Digital Simulation Games for Social Studies Prensky, M., Simulation nation: the promise of virtual learning activities The Cycle of Interactivity</td>
</tr>
<tr>
<td>11 – April 1 – April 7</td>
<td>8</td>
<td>Celebrate History / Integrated Mini Unit Work Week</td>
<td>Dropbox: Our Primary Documents (4/3) Faithful, B. Reading primary source documents. Waring &amp; Robinson, Developing historical thinking skills through primary sources.</td>
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<tr>
<td>12 - April 8 - April 14</td>
<td>9</td>
<td>Celebrate Geography</td>
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<td>13 - April 15 - April 21</td>
<td>10</td>
<td>Celebrate Economics</td>
<td>Reading Quiz 4 (4/10) Dropbox: Geography Multimedia and Videos (4/10) Bednarz &amp; Bednarz, Importance of Geospatial Thinking Joint Committee on Geographic Education, Geography awareness Selected web links</td>
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<tr>
<td>14 - April 22 - April 28</td>
<td>11</td>
<td>Celebrate Civics and Government</td>
<td>Reading Quiz 5 (4/17) Ray &amp; Ballard, A Classroom Economy Read chapters 1, 2, 3 Selected web links</td>
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<tr>
<td>15 - April 29 - May 5</td>
<td>12</td>
<td>Celebrate Global Competencies</td>
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<tr>
<td>16 - May 6 – May 12</td>
<td>13</td>
<td>Integrated Mini Unit</td>
<td>Dropbox: Integrated Mini Unit (4/25)</td>
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<tr>
<td>17 - May 13 – May 19</td>
<td>14 &amp; 15</td>
<td>Growing as a Professional</td>
<td>Take the Content Exam with Karla by 5/15</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Note: You are expected to upload your Social Studies Content Exam document in LiveText for this class.

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.

VIII. Student Ethics and Other Policy Information (http://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in

Revised January 2, 2019
determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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. 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.

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

IX. Other Relevant Course Information
Course syllabus subject to change.