ELE 302 Teaching Social Studies in EC-6
Spring 2020

Professor Information

<table>
<thead>
<tr>
<th>Name: Vicki Thomas</th>
<th>Email: <a href="mailto:Thomasv@sfasu.edu">Thomasv@sfasu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emails from students will receive a response within 48 hours between Monday – Friday.</td>
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<tr>
<td>Office: 201Q</td>
<td>Phone: 254-640-2025</td>
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<tr>
<td>Office hours:</td>
<td>Credits: 3 hours</td>
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<tr>
<td>Monday 2:15– 5:15 Online</td>
<td>Course Time &amp; Location: This is a face-to-face course that has online requirements.</td>
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<td>Wednesday 2:15 – 4:15 Online</td>
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Prerequisites


Course Description and Rationale

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 D2L. All assignments are required to be submitted online in D2L and some to Live Text.

Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives (Vygotskii, 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).

Justification: ELE 302 "Teaching Social Studies" (3 Credit Hours) typically meets twice each week in 75 minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have weekly reading assignments and quizzes over those readings.

These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
ELE 302.501 "Teaching Social Studies" (3 Credit Hours: Online) spans 15 weeks and contains 15 Modules for the students to compete. The teacher candidates receive instruction in each module for at least 75 minutes each week, where they engage in reading assignments via research based articles and online resources. They have 5 quizzes that will have questions on both social studies methods and social studies content. Candidates will conduct three project-based learning activities as a means of demonstrating competency in preparing effective age/grade appropriate plans for social studies instruction. The practica are also designed to help candidates make connections with the course readings. Candidates will be responsible for creating an eBook and presenting it to the class. Candidates will conduct three project-based learning activities as a means of demonstrating competency in preparing effective age/grade appropriate plans for social studies instruction. The practica are also designed to help candidates make connections with the course readings. Candidates will be taking the Social Studies Content Competency Exam. This exam covers the social studies content TExES expects each EC-6 candidate should know and be able to teach to their students. The exam is in multiple-choice format and will be taken face to face with SFA’s Assessment Director. Lastly, to demonstrate competency in effectively planning for integrated social studies instruction, each candidate will develop a unit plan that teaches one or more social studies TEKS. The candidate will present the plan in a technological format.

**Intended Learning Outcomes/Goals/Objectives**

The overall goal of ELE 302 is to prepare candidates to assume their roles as professional educators who positively impact the social studies learning of all students and who exhibit the core values of the SFASU College of Education. This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards and the Texas Education Agency (TEA) educator preparation standards. All content and assignments are also aligned to these standards.

James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)
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, Millard’s Crossing and Final Exam [(SS 1.3k; 1.7s) (PPR 1.15k; 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 Assignment, Practica, Millard’s Crossing and Final Exam [(SS 2.3k; 2.2s) (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1c,1d,3b,3c; T7.7s-2a,2b; 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 [(SS 3.2k; 3.3k; 3.7k 3.6s) (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a,2b; T7.18s-5b)].

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 T6.31S-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, 9.2s; 9.3s)
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, Discussions, 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).

S SLO 4.1 Candidates understand assessment in the field of social studies including project-based learning assessment (EC6 Texas Social Studies ST III).

- SLO 4.1 Assessments - Quizzes, Integrated Mini Unit Assignment, Discussions and Final Exam [(TS5Aii and TS5Bii PPR 1.25s; PPR 1.27s; PPR 1.27s; 1.28k; PPR 2.21s) (ISTE 1.2k-2b)].

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

Course Assignments, Activities, and Instructional Strategies

1. **eBooks** (15% - 15 points): Each candidate will be responsible for creating an eBook and presenting it to the class (1 @ 10 points; 1 presentation @5 points). The students will also be posting the eBooks on the class Google folder. The instructor may assign eBook topics. InTASC 5I; 8r; 1.28k, InTASC 5I 8r; ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.4s

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 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 5I 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 and 1 @ 10 points - points): All quizzes will have questions on both social studies methods and social studies content. They will cover the material presented in the readings and in class. Quizzes will be in multiple-choice and/or T/F format and will be taken online in D2L Quizzes. 1.9k, TS3Ai, InTASC 7g; 1.27k, TSSAii, 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

Social Studies Content Competency Exam (10% - 10 points): This exam covers the social studies content TExES expects each EC-6 candidate should know and be able to teach to 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, TSSAii, InTASC 3e, 6e, 6f, 6g, 6h; ISTE: 4.6s

**4. Millard's Crossing Experiential Learning (10% - 10 points):** Students will participate in an Experiential Learning Assignment where they develop and participate in a field trip for third graders for area schools. 1.18k, 1.18s, InTASC 5p; 1.21k, InTASC 7c; 3.11s; ISTE 6.31s

**5. Social Studies Mini Unit Plan (15% - 1 plan @ 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, TSSAii, InTASC 3e, 6e, 6f, 6g, 6h; 1.28k, InTASC 5l 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, TSSAii, InTASC 3e, 6e, 6f, 6g, 6h; 1.28k, InTASC 5l 8r; 1.5s, InTASC 2a, 4m, 5g; 1.18s, 1.25s, 1.26s, TSSAii, 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
Evaluation and Assessments (Grading): 100 Possible Points

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 the assignments. They, too, are posted in the directions for the dropbox assignments in the modules.

Class participation and professionalism: Candidates will actively participate in all classroom assignments.

Candidates will actively participate in classroom assignments and activities including: Discussions, Quizzes, Practica, and Formal Assessments. If candidates fail to actively participate in classroom assignments and activities or complete any assignment, an automatic lowering of one letter grade will occur. Active participation is critical to the success of the candidates and assignments are chosen with care and relate to standards set by the state of Texas.

*Computer and phone use will be monitored and used for ELE 302 classroom activities only. If used for other purposes, a candidate's grade may be lowered by one letter grade for every offense. Computers and phones may be used for classroom activities, but only when the instructor specifically states to do so. Candidates will be responsible for keeping a notebook dedicated to the course and hand written notes are the only acceptable means of taking notes. Notebooks may be checked any time during the semester.

Required Text and Other Required Materials

LIVETEXT – The social studies content exam will be the Live Text assignment for this course. The instructor will input the grade. 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. Failure to submit the three Livetext components required by the professor, will result in an automatic failure of the course.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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.

Textbooks - There are NO required textbooks for this class. All readings are posted in the course modules.

Technology - This is a class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will use Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.
**Course Evaluations**

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

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

Students in the COE electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, 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.
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<tr>
<th>Week &amp; D</th>
<th>Modules</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1 - January 15 - 19</td>
<td>Module 1 Welcome to Social Studies</td>
<td>Course syllabus, NCSS’ A Vision of Powerful Social Studies, Texas Social Studies Framework (Selected chapters)</td>
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<tr>
<td>Week 2 - January 20 - 26</td>
<td>Module 2 Celebrate Citizenship</td>
<td>DUE: Reading Quiz 1 Parker Teaching Against Idiocy Reidel &amp; Draper Critical Literacy</td>
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<tr>
<td>Week 3 - January 27 - February 2</td>
<td>Module 3 Planning for Social Studies Instruction</td>
<td>DUE: Drobox eBook Brophy &amp; Alleman, Ch.14 Social studies planning tools pp. 278-289 Lintner, Big Ideas in Social Studies</td>
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<tr>
<td>Week 4 - February 3 - 9</td>
<td>Module 4 Planning for Social Studies Instruction</td>
<td>DUE: Reading Quiz 2 Brophy &amp; Alleman, Ch.11, Integration in Social Studies Brophy &amp; Alleman, Ch.14 Social studies planning tools pp. 290-300</td>
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<tr>
<td>Week 5 - February 10 - 16</td>
<td>Module 5 Social Studies Assessment / MC</td>
<td>DUE: Reading Quiz 3 Brophy &amp; Alleman, Ch. 12, Assessing social studies Texas Social Studies Framework, Ch. 5</td>
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<td>Week 6 - February 17 - 23</td>
<td>Module 6 Competency Exam Study Module</td>
<td>DUE: Social Studies Competency Exam Pretest</td>
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<td>Week 7 - February 24 - March 1</td>
<td>Module 7 Celebrate Technology Resources</td>
<td>DUE: Dropbox: Interactive Resources 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>
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<tr>
<td>Week 8 - March 2-8</td>
<td>Spring Break!</td>
<td>DUE: Rest and Relaxation or Fun and Adventure</td>
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<tr>
<td>Week 9 - March 9 -</td>
<td>Module 8 Celebrate History / Integrated Mini Unit Work Week</td>
<td>DUE: Dropbox: Our Primary Documents Faithful, B. Reading primary source documents. Waring &amp; Robinson, Developing historical thinking skills through primary sources</td>
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<tr>
<td>Week 10 -</td>
<td>Module 9 Celebrate Geography</td>
<td>DUE: Reading Quiz 4 Dropbox: Geography Multimedia and Videos Bednarz &amp; Bednarz, Importance of Geospatial Thinking Joint Committee on Geographic Education, Geography awareness Selected web links</td>
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<tr>
<td>Week 11 -</td>
<td>Module 10 Celebrate Economics</td>
<td>DUE: Reading Quiz 5 Ray &amp; Ballard, A Classroom Economy Read chapters 1, 2, 3 Selected web links</td>
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<tr>
<td>Week 12 - November 11 - November 17</td>
<td>Module 11 Celebrate Civics and Government</td>
<td>DUE: Dropbox: Our Civics Lessons Schwartzman, Education for Civic Education Selected web links</td>
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<tr>
<td>Week 14 - November 25 - December 1</td>
<td>Module 13 Integrated Mini Unit</td>
<td>DUE: Dropbox: Integrated Mini Unit</td>
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<tr>
<td>Week 15 - December 2 - December 8</td>
<td>Module 14 &amp; 15 Growing as a Professional</td>
<td>Take the Content Exam with Karla</td>
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Tentative Course Calendar of Assignments

Student Ethics and Other Policy Information

Class Attendance and Excused Absences

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in 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 determining final grades. If there are excessive absences (over 3), a letter grade will be dropped. Also, excessive tardies and early exits will also count as absences. 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 (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course 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 Dishonesty

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

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.

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

**Student Appeals**

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

**Withheld Grades Semester Grades (Policy 5.5)**

At the discretion of the 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 they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct (Policy 10.4)**

Classroom behavior should not interfere with the 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Certification/Licensing Requirements in Texas related to public education, indicates 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, 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 Martin 936-46-1740 or snyderke1@sfasu.edu

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

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=1Y.

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

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

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

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

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

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

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

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 http://www.tx.vesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**Course Reference Information (These are NOT required textbooks)**


