I. Course Description:
Introduction to the teaching profession provides students with opportunities to examine the philosophical and historical foundations of U.S. education; ethical and legal issues in U.S. and Texas education; diverse learners and their needs; how to create a community of learners; understanding curriculum standards, assessment, and student learning; and integrating technology into teaching. There is a 16-hour field experience component that requires observations in PK-12 settings. This course 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, are expected to take quizzes, are required to complete a minimum of 16 contact hours of field experience in P-12 classrooms and submit reflections, and are required to submit multiple written assignments. James I. Perkins of College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR. Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) and Assessments
PLO 1 The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.
SLO 1.1 The prospective teacher candidate will describe teaching as a personal choice when considering societal expectations, outlook, and qualifications.
SLO 1.1.1 Assessment – Personal Discussion on Becoming a Teacher
SLO 1.2 The prospective teacher candidate will define the philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas.
SLO 1.1.2 Assessment – Critical Issue Paper relating to philosophical/historical foundations or the governance/finance issues of Texas (PPR 4.18k)
PLO 2 The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
SLO 2.1 The prospective teacher candidate will apply knowledge of Texas diverse school student population.
SLO 1.1.1 Assessment – Demographics Landscape Chart and Impact Discussion
SLO 2.2 The prospective teacher candidate will identify terms relating to student diversity (PPR 1.3k, 1.4k, 1.5k)
SLO 1.1.2 Assessment – Diversity Quiz (PPR 1.3k, 1.4k, 1.5k)
SLO 2.3 The prospective teacher candidate will demonstrate understanding of student diversity and differing learning needs.
SLO 2.3.1 Assessment – Diversity Implications to Learning Chart and Reflection (PPR 1.3k, 1.4k, 1.5k)
PLO 3 The prospective teacher candidate will demonstrate understanding of how to create an environment for a community of learners, alignment of state curriculum standards (TEKS) including the integration of technology standards, assessment, and student learning.
SLO 3.1 The prospective teacher candidate will define how to design a classroom which supports a caring, student-centered classroom
SLO 3.1.1 Assessment – Learning Community Classroom Chart and Student-centered Classroom Paper (PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
SLO 3.2 The prospective teacher candidate will demonstrate an understanding of the alignment of the state curriculum (TEKS) including the integration of technology standards, assessment, and student learning.
SLO 3.2.1 – Alignment Quiz (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30)
SLO 3.2.2 – Classroom Observation and Reflections (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
SLO 3.2.3 – Content Area Student Case Study (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
PLO 4 The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas to teaching in Texas and will demonstrate how to become a teacher professional.
SLO 4.1 The prospective teacher candidate will apply knowledge of Texas Code of Ethics.
SLO 4.1.1 Assessment – Ethics Scenario Quiz (PPR 4.13k, 4.14k, 4.15k)
SLO 4.2 The prospective teacher candidate will demonstrate how to become a teacher professional.
SLO 4.2.1 Assessment – Teacher Development Plan of Action and Reflection (PPR 4.7k, 4.8k, 4.12k)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Quizzes (30 pts each, total of 150 pts)
Five Reading Quizzes will be assigned over the course of the semester. The quizzes will access course reading and activities.
Discussions (10 pts each, Total of 100 pts)
Students will complete ten discussion boards over the course of the semester. Discussion boards will be facilitated through the D2L discussion board.
In order to earn full points students must post an original discussion and respond to two classmates, if prompted.
Dropbox Assignments (525 pts)
Observation Forms: 25 pts (In order to ensure you have secured permission to complete the observations you will submit the field experience observation agreement form prior to your first observation).
Code of Conduct 50 (You will complete a Code of Conduct activity to ensure you
understand the required professionalism.
Observation Plan: 50 pts (You will formulate a plan to complete your observation hours.)
Critical Issue Presentation – 100 pts (You will read and reflect upon the content related to philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas. Then you will choose a critical issue related to one of these topics and create a PowerPoint/Presentation with screencast)
Educational Law Assignment 100 pts (Students will research an educational law and create a presentation to explain the law and its impact on the field of education).
Student-Centered Classroom Design and Reflection 100 pts (You will create a chart that displays a classroom design that will support student-centered learning and write reflection of your design and how you propose to build a learning community in your future classroom.)
Classroom Observations and Reflections – 200 pts (You will complete 16 hours of classroom observations that include elementary, middle level, and secondary classrooms. You will consider what you learned from your module readings/lectures as you observe. After you observe each classroom, you will write a reflection that analyzes the assigned elements. You will complete four, at 50 points each)
Teacher Development Plan of Action and Reflection – 100 pts (You are to review the course content related to professional development and create an action plan for how you will develop during your university career into a knowledgeable, engaged teacher. Craft a reflection that describes your plan of action.)

IV. Evaluation and Assessments (Grading):
Grading Scale:
A(100-90%)
B(89-80%)
C(79-70%)
F (69% or below)
In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned!

V. Tentative Course Outline/Calendar:
In this course we will meet Monday- Friday at Palestine High School. Students have weekly reading assignments, are expected to take quizzes, are required to complete classroom observations and submit reflections, and are required to submit 7 other written assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
Module/Chapter
Module One: Read Chapter 1 in your text and all course module material.
Submit Observation Plan and Code of Conduct assignment.
Complete Discussion One
Module Closes and assignments due 8-29-21
Today’s Teachers Module Two: Read Chapter 2 in your text and all course module material.
Complete Discussion Two,
Complete/Submit Code of Ethics and Conduct
Assignment Module Closes and assignments due 9-5-21
Today’s Schools Module Three: Read Chapter 3 in your text and all course module material.
Complete Discussion Three
Complete Quiz One (Chapters 1-3)
Due Observation Hours Form/Reflection One (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Module Closes and assignments due 9-12-21
Philosophical Foundations Module Four: Read Chapter 4 in your text and all course module material.
Complete Discussion Four
Begin work on your Critical Issue Presentation
Module Closes and assignments due 9-19-21
Historical Foundations
Module Five: Read Chapter 5 in your text and all course module material.
Continue work on your Critical Issue Presentation
Complete Discussion Five Complete Quiz One (Chapters 4-6)
Module Closes and assignments due 9-26-21
Governance and Finance of Schools
Module Six: Read Chapter 6 in your text and all course module material.
Complete/Submit your Critical Issue Presentation (PPR 4.18k)
Module Closes and assignments due 10-3-21
Today’s Students Module Seven: Read Chapter 7 in your text and all course module material.
Due Educational Law Assignment
Due Observation Hours Form/Reflection Two (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Module Closes and assignments due 10-17-21
Addressing Learners’ Individual Needs
Module Eight: Read Chapter 8 in your text and all course module material.
Complete Discussion Six
Module Closes and assignments due 10-24-21
Creating a Community of Learners Module Nine: Read Chapter 10 in your text and all course module material.
Complete Quiz Three (Chapters 7-9) Complete Discussion Seven
Module Closes and assignments due 10-31-21
Curriculum Standards, Assessment, and
Module Ten: Read Chapter 11 in your text and all course module material.
Student-Centered Classroom Design and Reflection 5
Student Learning (PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
Due Observation Hours Form/Reflection Three (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Complete Discussion Eight
Module Closes and assignments due 11-7-21
Curriculum Standards, Assessment, and Student Learning
Module 11: Continuing Reviewing Chapter 11 in your text and all course module material.
Complete Discussion Nine Complete Quiz Four (Chapters 10-11)
Module Closes and assignments due 11-14-21
Integrating Technology into Teaching
Module 12: Read Chapter 12 in your text and all course module material.
Module Closes and assignments due 11-21-21
Thanksgiving week November 22-28th
Becoming A Professional
Module 13: Read Chapter 13 in your text and course module content and review all course module material.
Due Teacher Development Plan of Action and Reflection (PPR 4.7k, 4.8k, 4.12k)
Complete Quiz Five (Chapters 12-13)
Due Observation Hours Form/Reflection Four (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Due Quiz Five
Complete Discussion Ten
Module Closes and assignments due 12-10-21

VI. Readings (Required and recommended—including texts, websites, articles, etc.
2. Content module texts, websites, articles, etc. (Required) Other Reading

Required Technology
• Students will need to have access to the internet and a computer with a microphone. Students will be required to utilize two internet programs: Screencastomatic.com and Edpuzzle.

VII. Course Evaluations:
Near the conclusion of each semester, students in the 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.
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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 PCOE, 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.

VII. Student Ethics and Other Policy Information:

Attendance
Active participation in classroom activities is very important in this class. All assignments must be attempted; one missing assignment will result in a ten-point deduction to the overall course grade.

Late Work Assignments are due as assigned. Late work will not be accepted except with prior arrangements from the instructor.

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 214 at PHS http://www.sfasu.edu/disabilityservices/

Academic Integrity (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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to a “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Semester Grades**

(Policy 6.5) 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.

**Acceptable Student Behavior (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.

When we observe you will be required to wear your Palestine ID badge at all times. You will not be allowed to be on a cell phone at any time.

**Assignment Policy**

All students are expected to complete assignments on the due date. In order to receive an “A” in this course, ALL assignments must be completed. Late work receives ‘0’ points and indicates incompletion. Of course, extenuating circumstances are always considered.

Drop Class Notify me immediately.
Work Policies

Late Work—late work receives no points unless there is prior approval from the instructor.
Make-up Work Policy—the decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
“Redo Work” Policy—some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.