Instructor: Dr. Pamela Vaughn  
Email: pkvaughn@sfasu.edu. Emails will be replied to within 24 hours between Monday - Friday.  
Office: 201-G Early Childhood Research Center  
Phone: 936-468-5806  
Office hours: T/Th, 10:30-11:30 via Zoom  
Course Time & Location: online  
Credits: 3 Hours  
Prerequisites: None

**Educator Preparation Standards Assessments:** Texas Educator Preparation Standards EC-12 PPR.

**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.

**Course Justification:**
This course is an online course. Students have weekly reading assignments, are expected to take quizzes, to complete a minimum of 16 contact hours of field experience in P-12 classrooms, submit reflections, and are required to submit multiple written assignments. All course activities will require a minimum of 12 hours of work each week.

**PCOE Diversity Statement:**
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionality, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, 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.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):** PLOs and SLOs and corresponding Assessments in the Middle-Level Grades:
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 with the Association for Middle-Level Education (AMLE) and the TExES PPR and 4/8 Content Standards.

- **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 1.2 The prospective teacher candidate will define the philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas.
  - SLO 1.2 Assessment – Critical Issue Presentation relating to philosophical/historical foundations or the governance/finance issues of Texas, Quiz, Discussion Materials, and Education Law Assignment (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’s diverse school student population.
  - SLO 2.2 The prospective teacher candidate will identify terms relating to student diversity (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 – Discussions and Quiz Materials (PPR 1.3k, 1.4k, 1.5k)

- **PLO 3** The prospective teacher candidate will demonstrate an 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 that supports a caring, student-centered classroom.
  - SLO 3.1 Assessment – Student-Centered Classroom Design, Discussions & Quiz Materials (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 – Quiz (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k) o SLO 3.2.2 – Classroom Observation and Reflections (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 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 Assessment – Code of Ethics Assignment & Education Law Assignment (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 Assessment – Teacher Development Plan of Action and Reflection (PPR 4.7k, 4.8k, 4.12k)

### III. Course Assignments, Activities, Instructional Strategies, use of Technology (100 possible points):

- **Quizzes (25 points)**
  - Five Reading Quizzes will be assigned over the course of the semester. The quizzes will reflect course reading and activities.

- **Discussions (10 points)**
  - Students will complete five discussion boards over the course of the semester. Some discussion will be facilitated using FlipGrid and 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 (65 points)**
  - Observation Plan ~ Submit the field experience observation agreement form prior to your first observation.
  - Code of Ethics and Conduct ~ Complete a Code of Conduct activity to ensure you understand the required professionalism of being an educator.
  - Critical Issue Presentation ~ Read and reflect upon the content related to philosophical/historical foundations of the 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 a screencast.
  - Educational Law Assignment ~ 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 ~ Create a chart that displays a classroom design that will support student-centered learning and write a reflection of your design and how you propose to build a learning community in your future classroom.
  - Classroom Technology Lesson Plan ~ Create a lesson plan using a form of technology for your future students.
○ Classroom Observations and Reflections ~ Complete 16 hours of classroom observations that include elementary, middle-level, and secondary classrooms. Consider what you learned from your module readings/lectures as you observe. After you observe each classroom, you will write a reflection on your observations.
○ Teacher Development Plan of Action and Reflection ~ 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)

To ensure you learn the content of this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero.

V. Course Assignments, Activities, Instructional Strategies, use of Technology:
   A course tentative timeline can be found at the end of this document. In the event the timeline needs to be adjusted, you will receive an email and a message through the D2L Newsfeed.

VI. Required Readings
   • Content module texts, websites, articles, etc.

VII. Course Evaluations:
   Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:
   • Course and program improvement, planning, and accreditation;
   • Instruction evaluation purposes; and 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
   • 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, the 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 (including the first 12-day attendance report) and in 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, of 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 the responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
  o 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;
    ▪ helping or attempting to help another in an act of cheating or plagiarism.
  o 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;
    ▪ 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**
  Upon the request from a student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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 “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.

• **Student Code of Conduct: Policy 10.4**
  Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct that violates the Student Code of Conduct. More information on the Student Code of Conduct can be found at [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

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 at SFA.

• **Mental Health**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **On-campus Resources:**
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202 • 936-468-1041

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

**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 the 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.


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

- 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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).
• Provide one of the following primary ID documents: passport, driver's license, state or providence ID card, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.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.

• 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. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

• Assignment Policy
  Students must read and complete ALL assignments to get credit for this course.

• Life Happens
  Of course, extenuating circumstances are always considered. In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

• Work Policies
  o Late work receives 0 points until its completion; 30% will be deducted from the final earned grade.
  o “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 will approach you to see if you want to redo an assignment.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Modules</th>
<th>Items Due to D2L by Sunday nights @ 11:59 PM</th>
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</table>
| 5/30-6/4 | • Module ~ Setting Up for Success  
• Complete Module 1 ~ Teaching as Your Chosen Profession  
• Complete Module 2 ~ Today’s Teachers  
• Complete Module 3 ~ Today’s Schools  
• **Begin** Module 14 ~ Classroom Observations & Reflections | • Module 1  
 o Discussion – Getting to Know You  
• Module 2  
 o Dropbox – Code Of Ethics Infographic  
• Module 3  
 o Discussion – Today’s Challenges for Students & Schools  
 o Quiz – Chapters 1-3  
• Module 14  
 Dropbox – Observation Plan |
| Week 2 | Modules | Items Due to D2L by Sunday nights @ 11:59 PM |
| 6/5-11 | • Complete Module 4 ~ Philosophical Foundations  
• Complete Module 5 ~ Historical Foundations  
• Complete Module 6 ~ Governance and Finance of Schools  
• **Continue** Module 14 ~ Classroom Observations & Reflections | • Module 4  
 o Discussion – Schools Around the World  
• Module 5  
 o Discussion – Historical Foundations that Influenced America  
• Module 6  
 o Dropbox – Critical Issues Presentation  
 o Quiz – Chapters 4-6  
• Module 14  
 Dropbox – Classroom Observation & Reflection |
| Week 3 | Modules | Items Due to D2L by Sunday nights @ 11:59 PM |
| 6/12-18 | • Complete Module 7 ~ Ethical & Legal Issues in US Education  
• Complete Module 8 ~ Today’s Students  
• Complete Module 9 ~ Addressing Learners’ Individual Needs  
• **Continue** Module 14 ~ Classroom Observations & Reflections | • Module 7  
 o Dropbox – Educational Law  
• Module 8 – Nothing due  
• Module 9  
 o Quiz – Chapters 7-9  
• Module 14  
 Dropbox – Classroom Observation & Reflection |
| Week 4 | Modules | Items Due to D2L by Sunday nights @ 11:59 PM |
| 6/19-25 | • Complete Module 10 ~ Creating a Community of Learners  
• Complete Module 11 ~ Curriculum Standards, Assessment, and Student Learning  
• Complete Module 12 ~ Integrating Technology into Teaching  
• **Continue** Module 14 ~ Classroom Observations & Reflections | • Module 10 – Nothing due  
• Module 11  
 o Quiz – Chapters 10-11  
• Module 12  
 o Discussion – Effective Technology Integration  
• Module 14  
 Dropbox – Classroom Observation & Reflection |
| Week 5 | Modules | Items Due to D2L by Sunday nights @ 11:59 PM |
| 6/26-30 | • Complete Module 13 ~ Becoming A Professional  
• Complete Module 14 ~ Classroom Observations & Reflections | • Module 13  
 o Dropbox – Educator Development Plan of Action & Reflection  
 o Quiz – Chapters 12-13  
• Module 14  
 Dropbox – Classroom Observation & Reflections |