Stephen F. Austin State University  
Department of Education Studies  
ELED 3330 (001) – Teach Social Studies in EC-6  
COURSE SYLLABUS  
Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Neal Nghia Nguyen, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Early Childhood Research Center (ECRC) Room 209L</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Nghia.Nguyen@sfasu.edu">Nghia.Nguyen@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-6608</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays 9am-12pm (ECRC/in-person); Wednesdays 9am-12pm (Virtual office hours via Zoom and/or in-person by appointment)</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>N/A</td>
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</tbody>
</table>
| Other Contact Info: | Department of Education Studies  
Phone: 936-468-2904 |

SECTION I: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Mondays &amp; Wednesdays – 1pm – 2:15pm – Early Childhood Research Center (ECRC) Room 204 (January 18 – May 10)</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>In-Person or F2F/On Campus</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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COURSE BULLETIN 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 on the specified due dates (see weekly tentative schedule below).

NOTE: There is no Q-Classroom requirement in this class.

COURSE JUSTIFICATION

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

- This is a synchronous course (class meeting in person on Mondays and Wednesdays/3-hour course).

### CO-REQUISITES (Courses taken with this course.)

ECED 3310; ECED 3320; READ 3300
C or higher required for all courses; failure to achieve a C or higher in ECED 3320 and/or failure of two or more corequisites will delay proceeding to Field II semester. Failure of ECED 3320 two times will result in removal from EPP

### PRE-REQUISITES (Courses that must be completed before taking this course.)

ECED 3301 and READ 3320

### PCOE DIVERSITY STATEMENT

N/A

### SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

**PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT**

Each assignment in ELED 3330 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

**VISION OF THE COLLEGE OF EDUCATION**

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

**MISSION STATEMENT OF THE COLLEGE OF EDUCATION**

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

**VALUES OF THE COLLEGE OF EDUCATION**

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.
Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of life-long continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 1**

**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)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td><strong>1. Weekly Content Group Discussions in D2L and In-Class Content Discussions/Weekly Attendance &amp; Participation (Total of 20 points)</strong></td>
<td>First, the instructor will post weekly content group discussions (10) for TCs to respond in D2L regarding the various social studies contents (specific contents/knowledge from the 13 chapters that TCs need to acquire for their own knowledge and for subsequent examination purposes). Each TC is to respond (critically/thoughtful/thought-provoking approach) to the instructor’s posting or prompt(s) and respond to at least one other teacher candidate’s response(s). Second, the instructor will read the posted weekly discussions and discuss/elaborate with TCs during each class meeting (in-person) to acknowledge, appreciate, dissect, and provide input(s) to teacher candidates’ understanding and knowledge acquisition of the pertinent social studies contents. Consistent weekly attendance/participation is required from each TC.</td>
<td></td>
<td><strong>20</strong></td>
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<tr>
<td><strong>2. Midterm &amp; Final Exams (15 points each-Total of 30 points)</strong></td>
<td>Each TC is expected to complete a midterm and a final exam (essay format) that covers readings from chapters and weekly content group discussions (see specific</td>
<td></td>
<td><strong>15 points (EACH)</strong></td>
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</table>
date in weekly tentative schedule below). Exam questions/responses will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics, and fluency (see midterm exam and final exam rubrics at the end of this syllabus). A study guide will be provided and discussed with TCs (in-class discussion) at least a week in advance prior to the scheduled exam. Each exam is worth 15 points. Missed exam will result in a score of zero.

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<tr>
<th>3. <strong>Two Social Studies Lessons and Two Presentations (15 points each/10 points for the lesson planning &amp; 5 points for the professional power-point presentation to the entire class)-Total of 30 points)</strong></th>
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<tr>
<td>First, TCs will choose <strong>TWO</strong> specific areas of social studies based on the above eleven student learning outcomes. Second, TCs will develop two thorough social studies lesson plans for two different age groups (EC-6) and prepare/present (via professional power-point slides) both social studies lessons to the entire class on specified dates (see weekly tentative schedule below). Third, the instructor and other TCs will have the opportunity to ask questions and provide input(s) during and after each presentation. Additionally, the instructor will work with each TC during the lesson plan development throughout the semester and to answer or clarify any questions that TCs might have prior to the completion of both lesson plans and the scheduled presentations.</td>
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4. **Article Reviews (10 points each- Total of 20 points)**

TCs will review **TWO peer-reviewed** articles of any social studies topic(s) for young children (with or without special needs) from birth to 8 years of age and provide written critiques summarizing its applicability to practice. The article must be a peer-reviewed article from a ranked/professional journal in education (e.g., Young Children, Journal of Social Studies Research, Teaching Exceptional Children, Young Exceptional Children, Early Child Development and Care, Intervention in School and Clinic, Early Childhood Education). As prospective educators of young children (EC-6), TCs should be familiar with the foundational literature on social studies/practical implications and the process of how to look for and synthesize research-to-practice and/or peer-reviewed articles relating to social studies topics to support their instructional planning and delivery in social studies during and after their teacher preparation program(s).

TCs also have the option to choose peer-reviewed articles from other peer-reviewed journals (other than the above recommended journals). However, these published articles **must be approved** (see weekly schedule above) by the instructor in the first few weeks of class. Peer-reviewed articles can also be found at ERIC or google scholar or other appropriate databases or websites (will be discussed by the instructor at the beginning of the course).

The written paper (1 ½ - 2 pages) should provide an outline of the article and summarizes its content in the following format as “Headings” in bold:

<table>
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<tr>
<th>4. Article Reviews (10 points each- Total of 20 points)</th>
<th>10 points (EACH)</th>
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<tr>
<td>TCs will review <strong>TWO peer-reviewed</strong> articles of any social studies topic(s) for young children (with or without special needs) from birth to 8 years of age and provide written critiques summarizing its applicability to practice. The article must be a peer-reviewed article from a ranked/professional journal in education (e.g., Young Children, Journal of Social Studies Research, Teaching Exceptional Children, Young Exceptional Children, Early Child Development and Care, Intervention in School and Clinic, Early Childhood Education). As prospective educators of young children (EC-6), TCs should be familiar with the foundational literature on social studies/practical implications and the process of how to look for and synthesize research-to-practice and/or peer-reviewed articles relating to social studies topics to support their instructional planning and delivery in social studies during and after their teacher preparation program(s).</td>
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</table>
SLO 2.1 The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the

- SLO 2.1 – Assessment - Weekly Content Group and In-Class Discussions; Exams; Article Reviews (See assignments’ descriptions above).

- [(SS 1.3k; 1.7s) (PPR 1.5k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b)].
value of the social sciences in society and the world.

• SLO 2.2 The social studies teacher effectively integrates the various social science disciplines.

• 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 2.4 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 2.2 – Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews *(See assignments’ descriptions above).*

• SLO 2.3 – Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Exams Article Reviews *(See assignments’ descriptions above).*

• SLO 2.4 - Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews *(See assignments’ descriptions above).*

• [(SS 2.3k; 2.2s) (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1.c, 1d, 3b, 3c; T7.18s5b)],

• [(SS3.2k; 3.3k; 3.7k; 3.6k) (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a, 2b; 7.18s-5)],

• [(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 2.6 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 2.7 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.

2. **SLO 2.5 – Assessment** - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews *(See assignments’ descriptions above).*

- **SLO 2.6 – Assessment** - Weekly Content Group and In-Class Discussions; Exams, Article Reviews *(See assignments’ descriptions above).*

- **SLO 2.7 – Assessment** - Weekly Content Group and In-Class Discussions; Exams, Article Reviews *(See assignments’ descriptions above).*

- *[(SS 5.2k, 5.6k; 5.1s; 5.14k)],*

- *[(SS 6.1k, 6.3k; 6.5k; 6.12s)],*

- *[(SS 7.1k; 7.2k; 7.3k, 7.2s; 7.3s)],*
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<tr>
<th>SLO 2.8 Citizenship: The social studies teacher understands citizenship in the United States, other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.</th>
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<tbody>
<tr>
<td>SLO 2.9 Culture: The social studies teacher understands cultures and how they develop, adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.</td>
</tr>
<tr>
<td>SLO 2.10 Science, Technology, and Society: The social studies teacher understands developments in science, technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific development.</td>
</tr>
<tr>
<td>2. SLO 2.8 – Assessment - Content Group and In-Class Discussions; Exams; Lesson Development and Presentations; Article Reviews (See assignments’ descriptions above).</td>
</tr>
<tr>
<td>SLO 2.9 – Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Exams; Article Reviews (See assignments’ descriptions above).</td>
</tr>
<tr>
<td>SLO 2.10 – Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations (See assignments’ descriptions above).</td>
</tr>
<tr>
<td>[(SS 8.1k; 8.2k; 8.3k; 8.9s; 8.10s; 8.11s; 8.12s)],</td>
</tr>
<tr>
<td>[(SS 9.1k; 9.2k; 9.3s) (PPR 1.5s)],</td>
</tr>
<tr>
<td>[(SS 10.1k; 10.4k; 10.7k; 10.10s) (ISTE T6.31s-3d; T7.18s-5b)],</td>
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</table>
discovery and technological innovation.

**PROGRAM LEARNING OUTCOME (PLO) 2**

**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).

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<thead>
<tr>
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<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SLO 4.1 Candidates understand assessment in the field of social studies including project-based learning assessment.</td>
<td>• SLO 4.1 – Assessment - Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Exams <em>(See assignments’ descriptions above).</em></td>
<td>• (EC6 Texas Social Studies ST III) [(TS5Aii and TS5Bii PPR 1.25s; PPR 1.27s; PPR 1.28k; PPR 2.21s) (STE 1.2k-2b)],</td>
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</table>
### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the D2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCLASSROOM REQUIREMENTS

This course does NOT require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.
A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

**SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)**

| GRADING SCALE FOR PREFIX/COURSE NUMBER |
|---------------------------------------|---|---|
| **Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.** |
| **Letter Grade** | **Point Value** | **Percentage** |
| A | 90-100 | 90%-100% |
| B | 80-89 | 80%-89% |
| C | 70-79 | 70%-79% |
| F | 69 or fewer | 0%-69% |

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).
You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

**PROFESSIONALISM**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain
positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

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<thead>
<tr>
<th>WORK POLICY EXPECTATIONS</th>
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<tbody>
<tr>
<td>• Late Work— Late work receives no credit unless there is prior approval from the instructor.</td>
</tr>
<tr>
<td>• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.</td>
</tr>
<tr>
<td>• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.</td>
</tr>
<tr>
<td>• Students must submit all assignments in the requested format found in the assignments.</td>
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<tr>
<th>TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS</th>
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<tr>
<td><strong>Academic Honesty:</strong> Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).</td>
</tr>
<tr>
<td>• Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.</td>
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<tr>
<td>• Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.</td>
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<tr>
<td><strong>Appearance:</strong> Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.</td>
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<tr>
<td><strong>Assigned Responsibilities:</strong> While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.</td>
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<tr>
<td><strong>Attendance:</strong> Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.</td>
</tr>
<tr>
<td><strong>Interpersonal Communication:</strong> Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.</td>
</tr>
<tr>
<td>• When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.</td>
</tr>
<tr>
<td><strong>Professionalism and Commitment:</strong> Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).</td>
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</tbody>
</table>
**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting one’s self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

### CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

### QCLASSROOM REQUIREMENTS

This course does NOT require that you submit designated assignments to Q Classroom.

Q Classroom is a 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.

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

- Support emails will come from qclassroom@sfasu.edu.

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course. (10% of the final grade for the course).

### SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L (Weekly Module/Announcement). Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by the following due dates (Subject to change with prior notice).
<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
</table>
| **Week 1** | Welcome to my class ELED 3330. I hope all of you have a great and restful winter break with your families. Be sure to purchase your textbook as soon as you can (cheapest format as possible/used or eText or rental). **Required Four Items for Week 1:** Briefly post in Week 1 Content Group Discussions in D2L:  
  - Who you are and your aspirations after this teacher preparation program at SFA?  
  - In your own words, please briefly define what is social studies in the field of Early Childhood/Elementary Education?  
  - What might be some of your perceptions/interpretations of social studies knowledge for young children?  
  - Why is it (social studies contents) important to you as a prospective educator of ALL young children and the field?  
  - Please read the course syllabus carefully and email me or request a Zoom meeting or speak to me during the first week meeting for any questions/concerns.  
  - Brief in-class discussions on identifying and selecting peer-reviewed articles on various social studies topics (specifically for Assignment # 4 “Article Review” of this course)  
  - Post your responses to the four required bullet points of week 1 in D2L Content Group Discussions. This activity will be counted 2 points toward the total # of 20 points for attendance/participation/weekly discussions of the course contents (10 Weekly Content Group Discussions)  
  - The above four required items are DUE in Content Group Discussions # 1 in D2L on January 28, 2023, by 11pm (will be discussed in class).  
  - Starting week 2, I will post weekly modules/announcements/weekly lecture notes in D2L by every Friday or Saturday (the latest). Therefore, all of you will have the entire week to read and complete the required/assigned assignment(s), or weekly content group discussions. **Part I: Introduction to Social Studies Education**  
  - Chapter 1 – *Social Studies Education: Why & What*  
  - Read/Synthesize Chapter 1  
  - Post your responses to the attached article on Learning Styles of week 2 in D2L |
(See attached lecture notes of chapter 1 in Week 2 Module/Announcement in D2L)

- Read my most recent published article “Learning Styles Are Out of Style: Shifting to Multimodal Learning Experiences”, (attached in week 2 module in D2L)

- From an educator’s perspective who would be teaching various social studies contents to young children (i.e., to have the ability to identify and effectively use up-to-date evidence-based instructional strategies to teach social studies or any other topics), share your thoughts about the article and its controversial issue in K-12 or even in Higher Education that you might know about, and/or your own knowledge/plan about it to date in Week 2 Content Group Discussions in D2L.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Content Group Discussions # 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5 &amp; February 7</td>
<td>The above article reading/synthesis/posting your response is DUE in Content Group Discussions # 2 in D2L on <strong>February 4 2023, by 11pm</strong>. Your synthesis (voluntarily) on the article in D2L will also be discussed in class this week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Bring hard copies or electronic versions of the two peer-reviewed articles (see “Article Reviews” assignment # 4 on page 6 of this syllabus) for approval before the write-up process of assignment # 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5 &amp; February 7</td>
<td>Read/Synthesize Chapter 2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 2 in week 3 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5 &amp; February 7</td>
<td>The above Week 3 Content Group Discussions # 3 in D2L is DUE on <strong>February 11, 2023, by 11pm</strong>. Your synthesis</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Part II: The Social Studies Curriculum</strong></td>
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<td>---------</td>
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</tr>
<tr>
<td>February 12 &amp; February 14</td>
<td>- Chapter 3: <em>Civics and Democratic Citizenship Education</em></td>
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<td></td>
<td>(See attached lecture notes of Chapter 3 in Week 4 Module/Announcement in D2L)</td>
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<td></td>
<td>- Begin to work (gradually) on your “Article Reviews”. Please come to class with questions. I will discuss (individually) with each of you in class regarding your “work-in-progress” of this assignment (# 4) this week (Please begin to work on this assignment this week. Procrastination will not work in my class. Thank you everyone for your hard work and professionalism).**</td>
</tr>
<tr>
<td></td>
<td>- Read/Synthesize Chapter 3.</td>
</tr>
<tr>
<td></td>
<td>- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 3 in week 4 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).</td>
</tr>
<tr>
<td></td>
<td>- The above Week 4 Content Group Discussions # 4 in D2L is DUE on February 18, 2023, by 11pm. Your synthesis (voluntarily) on Week 4 Content Group Discussion in D2L will also be discussed in class this week.</td>
</tr>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th><strong>Chapter 4: Civics: Current Events and Public Issues</strong></th>
<th><strong>Begin to work (gradually) on your “Two Social Studies Lesson Plans/Two Presentations”. I will discuss (individually) with each of you in class regarding your “work-in-progress” of this assignment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>February 19 &amp; February 21</td>
<td>(See attached lecture notes of Chapter 4 in Week 5 Module/Announcement in D2L)</td>
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18
(Please begin to work on this assignment this week. Procrastination will not work in my class. Thank you everyone for your hard work and professionalism).

- Read/Synthesize Chapter 4.

- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 4 in week 5 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).

- The above Week 5 Content Group Discussions # 5 in D2L is DUE on February 25, 2023, by 11pm. Your synthesis (voluntarily) on Week 5 Content Group Discussion in D2L will also be discussed in class this week.

- Chapter 5: Economics, Anthropology and Sociology

(See attached lecture notes of Chapter 5 in Week 6 Module/Announcement in D2L)

- I will spend some class time this week to work with each of you to be sure that you are on the right track for your: (1) Article Reviews and (2) Two Social Studies Lessons/Presentations (Work-in-Progress). Please come to class this week with specific questions to clarify on the above two assignments (# 3 & # 4).

- Read/Synthesize Chapter 5.

- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 5 in week 6
| Week 7 | • Chapter 6: Geography  
(See attached lecture notes of Chapter 6 in Week 7 Module/Announcement in D2L) |
|--------|---------------------------------------------------------------|
| March 4 & March 6 | • Article Review # 1 is DUE in Drop Box (D2L).  
• Read/Synthesize Chapter 6.  
• Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 6 in week 7 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).  
• The above Week 7 Content Group Discussions # 7 in D2L is DUE on March 18, 2023, by 11pm. Your synthesis (voluntarily) on Week 7 Content Group Discussion in D2L will also be discussed in class this week. |
| Week 8 | • Chapter 7: History  
(See attached lecture notes of Chapter 7 in Week 8 Module/Announcement in D2L) |
| March 18 & March 20 | • Read/Synthesize Chapter 7.  
• Respond to my prompts and to at least one other teacher |
- Study Guide for Midterm Exam (Chapters 1-6). The instructor will discuss and go over the Study Guide with TCs in class this week.

**Midterm Exam: Week 9**

- Midterm Exam

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<table>
<thead>
<tr>
<th>Week 9</th>
<th>Part III: Planning and Teaching Social Studies</th>
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<tbody>
<tr>
<td>March 25 &amp; March 27</td>
<td>Chapter 8: <em>Assessing Student Learning</em></td>
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</tbody>
</table>

(See attached lecture notes of Chapter 8 in Week 9 Module/Announcement in D2L)

- Read/Synthesize Chapter 8.

- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 8 in week 9 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).

- The above Week 9 Content Group Discussions # 9 in D2L...
<table>
<thead>
<tr>
<th>Week 10</th>
<th>April 1 &amp; April 3</th>
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<tbody>
<tr>
<td><strong>Chapter 9: Planning Units, Lessons, and Activities</strong>&lt;br&gt;(See attached lecture notes of Chapter 9 in Week 10 Module/Announcement in D2L)</td>
<td><strong>Continue to work on your Two Social Studies Lessons/Presentations.</strong> Please come to class with questions.</td>
</tr>
<tr>
<td><strong>Read/Synthesize Chapter 9.</strong></td>
<td><strong>The above Week 10 Content Group Discussions # 10 (last one) in D2L is DUE on April 7, 2023, by 11pm. Your synthesis (voluntarily) on Week 10 Content Group Discussion in D2L will also be discussed in class this week.</strong></td>
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<thead>
<tr>
<th>Week 11</th>
<th>April 8 &amp; April 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 10: Five Great Teaching Strategies</strong>&lt;br&gt;(See attached lecture notes of Chapter 10 in Week 11 Module/Announcement in D2L)</td>
<td><strong>Midterm Exam is DUE</strong></td>
</tr>
<tr>
<td><strong>Bring the FINALIZED draft(s) of your Two Social Studies Lessons/Presentations.</strong> Be prepared to discuss with the instructor regarding your FINALIZED version of the above assignment(s). Please come to class this week with specific questions to revise your assignment(s).</td>
<td></td>
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</tbody>
</table>
| Week 12 | April 15 & April 17 | - Chapter 11: *The Literacy-Social Studies Connection*  
(See attached lecture notes of Chapter 11 in Week 12 Module/Announcement in D2L) | - Read/Synthesize Chapter 11.  
- Continue to work on your revised *Two Social Studies Lessons/Presentations*. I will reserve some class time this week for any additional questions/clarifications regarding the above assignment. |
|---|---|---|---|
| Week 13 | April 22 & April 24 | - Chapters 12 & 13: *Social Studies as the Integrating Core, Finding, Evaluating, and Using Great Resources*  
(See attached lecture notes of Chapters 12 & 13 in Week 13 Module/Announcement in D2L) | - Two Social Studies Lessons are DUE in Drop Box (D2L).  
- Read/Synthesize Chapters 12 & 13  
- Continue to work on the **TWO presentations** of your two Social Studies Lessons. Please come to class this week with questions to revise your two presentations. |
| Week 14 | April 29 & May 1 | - Study Guide for the Final Exam (Chapters 7-13). The instructor will discuss and go over the Study Guide with TCs in class this week.  
*** There is another option in place of the final exam toward the end of the course (The instructor will discuss with TCs regarding this option during the first few weeks of the course for TCs to consider and be prepared). | - Two Social Studies Lessons Power Point Presentations are DUE in Drop Box (D2L).  
- **Social Studies Presentations (1)**  
Each TC will present his/her TWO brief Social Studies Lessons during this week (via professional power-point presentation). Please be on time for your presentations. |
| Week 15 | May 6 & May 8 | - **Final Exam**  
- Course Summary/Concluding discussions of the course between the instructor and TCs. | - **Final Exam**  
- Course Summary/Concluding discussions of the course between the instructor and TCs  
- **Social Studies Presentations (2)**  
Each TC will present his/her TWO brief Social Studies Lessons during this week (via... |
SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

<table>
<thead>
<tr>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>REQUIRED READING:</strong></td>
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<tr>
<td><strong>RECOMMENDED READING:</strong></td>
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<tr>
<td><strong>Suggested Resource(s)</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE REFERENCES</th>
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<tr>
<td>N/A</td>
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</tbody>
</table>

SECTION 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:

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.

SECTION VIII: STUDENT ETHICS AND POLICY

<table>
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<tr>
<th>STUDENT ETHICS AND POLICY INFORMATION</th>
</tr>
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<tbody>
<tr>
<td>• <strong>Institutional Absences (HOP 04-110):</strong></td>
</tr>
<tr>
<td>An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.</td>
</tr>
</tbody>
</table>

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

<table>
<thead>
<tr>
<th>CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY</th>
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<tbody>
<tr>
<td>• <strong>The Code of Student Conduct and Academic Integrity (HOP 04-106)</strong> outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.</td>
</tr>
</tbody>
</table>

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or
semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grade/Semester Grade Policy (HOP 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

**OTHER IMPORTANT COURSE-RELATED POLICY**

Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

**DEPARTMENT STUDENT ACADEMIC DISHONESTY POLICY**

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;
- 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;
- 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.
- **1st Time** – Conference with course instructor and zero for assignment
- **2nd Time** – Conference with course instructor and chair of department (failure of course discussion)
- **3rd Time** – Conference with course instructor, chair of department and dean of college

**STUDENT APPEALS**

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

**SECTION IX: ON-CAMPUS RESOURCES**

**ON-CAMPUS RESOURCES**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - 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
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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

CERTIFICATION AND LICENSING REQUIREMENTS

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/).

1. 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.

2. 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 the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu

**SECTION XI: OTHER RELEVANT COURSE INFORMATION:**

**REPEATING THIS COURSE POLICY**

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

**NONDISCRIMINATION**

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www sfasu edu/humanservices/images/discrimination-complaints-sexual-harassment pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf))