Stephen F. Austin State University
Department of Education Studies

ELED 4310. (section), Teaching Science in EC6
COURSE SYLLABUS
Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Christy Fox</th>
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<tbody>
<tr>
<td>Office Location</td>
<td>Virtual</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Christy.Fox@sfasu.edu">Christy.Fox@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>(936) 468-2904</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T-2:30-4:00 &amp; R- 5:00-6:00 or by appointment</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>Created upon request</td>
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<td>Other Contact Info:</td>
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</table>

SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Virtual- Online</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Online Only</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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COURSE BULLETIN DESCRIPTION

Examination of the science curriculum for grades EC-6 with emphasis on current practices, trends and research on effective practices for teaching science. Includes investigation of activities and materials appropriate for achieving science objectives.

COURSE JUSTIFICATION

Teaching Science in EC6 (3 credits) spans 16-weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on science content and methods of teaching science in the EC6 classroom. In addition, students are required to complete quizzes/exams over course content and complete multiple writing assignments that evaluate their ability to communicate science standards to students, identify and distinguish inquiry-based instruction, and compare/contrast appropriate science learning environments for EC6 students. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and written assignments. For a 3-hour course, you can expect to spend at least 6 hours beyond the class time on class related activities.

CO-REQUISITES (Courses taken with this course.)

ELED 4330, ELED 4320, and READ 4340
C or higher required for all courses; failure to achieve a C or higher in ELED 4330 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of ELED 4330 two times will result in removal from EPP.

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

ECED 3310, ECED 3320, ELED 3330, and READ 3330

SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
Each assignment in ELED 4310 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 James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

### MISSION STATEMENT OF THE COLLEGE OF EDUCATION

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

### VALUES OF THE COLLEGE OF EDUCATION

In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence and ethical behavior
- And service that enriches the community.
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 1:** Understanding and Addressing Each Child’s Developmental: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. (CAEP 1: AMLE 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1 Candidates will know and understand the history and nature of science.</td>
<td>SLO 1.1.1 Assessment – Chapter 1 Science and Science Education Quiz</td>
<td>(SCIENCE 6.2k, 6.3k, 6.7k, 6.10k, 6.3s).</td>
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<td></td>
<td>SLO 1.1.2 Assessment - NSTA Position Statement Discussion Board</td>
<td>(SCIENCE 6.2k, 6.3k, 6.7k, 6.10k, 6.3s).</td>
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<tr>
<td>SLO 1.2 – Candidates will understand how students learn in science and how science interacts with and influences personal and societal decisions.</td>
<td>SLO 1.2.1 Assessment – Chapter 4 Learning Science with Understanding Quiz</td>
<td>(SCIENCE 4.2k, 7.1k, 7.3k, 7.4k, 7.5k, 7.7k, 7.1s, 7.4s, 7.6s).</td>
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**PROGRAM LEARNING OUTCOME (PLO) 2:** Understanding and Applying Content and Curricular Knowledge for Teaching: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. (CAEP 2; AMLE 2)

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<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>SLO 2.1 Candidates will understand use of tools, materials, equipment, and technologies and manage classroom, field, and laboratory activities to ensure the safety of all students and ethical care and treatment of organisms and specimens</td>
<td>SLO 2.1.1 Assessment – Chapter 3 Creating a Positive Classroom Environment Quiz</td>
<td>(SCIENCE 1.1k, 1.2k, 1.4k, 1.5k, 1.7k, 1.8k, 1.9k, 1.5s, 4.12k, PPR 2.10k, 2.17k, InTASC 3d, 3k, 3o, 10o)</td>
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<td>SLO 2.1.2 Assessment – Chapter 10 Making Science Accessible for All Learners Quiz</td>
<td>(SCIENCE 2.3k, 4.8k, 4.9k, 4.10k; PPR 2.10k; InTASC 3d, 3k, 10o)</td>
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<td>SLO 2.1.3 Assessment – Science Safety PowerPoint</td>
<td>SCIENCE 1.1k, 1.2k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.5s</td>
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<td>SLO 2.1.4 Assessment – Implementation/Teaching</td>
<td>(SCIENCE 1.3s, 2.2s, 2.3s, 2.9s, 3.5s, 3.6s, 3.7s, 3.8s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.8s, 4.9s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 6.3s, 7.1s, 7.4s, 7.6s, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18s, Technology 4.11s [ISTE 7b, 7c])</td>
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<tr>
<td>SLO 2.2 Candidates will know and understand theoretical and practical knowledge of science teaching including the process of scientific inquiry and its role in instruction.</td>
<td>SLO 2.2.1 Assessment – Chapter 5 Engaging in Inquiry-Based Instruction and Using the 5E Model Quiz</td>
<td>(SCIENCE 3.1k, 3.2k, 3.4k, 3.5s, 3.6s, 3.7s, 3.8s; PPR 2.17k; InTASC 3o)</td>
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<td>SLO 2.2.2 Assessment – Chapter 9 Connecting Science with Other Subjects Quiz</td>
<td>(SCIENCE 4.3k, 4.4k, 4.7k, 4.13k, 4.14s, 4.16s; PPR 1.18k; InTASC 5p)</td>
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<td>SLO 2.2.4 Assessment – Raising Butterflies Activity</td>
<td>(SCIENCE 1.5k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 4.11s [ISTE 7b, 7c], 7.11s [ISTE 3d])</td>
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<td>SLO 2.2.5 Assessment – Project Learning Tree Training</td>
<td>(SCIENCE 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 4.6s, 4.16s, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k, 9.1s, 9.2s, 9.3s, 9.7s, 9.8s, 9.9s, 9.16s, 9.17s, 9.18s, 9.21s, 9.22s; PPR 1.18k, Technology 1.3s [ISTE 3d])</td>
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<tr>
<td>SLO 2.2.6 Assessment - Science Process Skills Assignments 1, 2, &amp; 3</td>
<td>1.18s, 4.14s; InTASC 5p 9n; Technology 7.11s [ISTE 3d]</td>
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<td>SLO 2.3 Candidates will know and understand the TEKS in physical science, life science, earth, and space science and will use unifying concepts and processes that are appropriate science content</td>
<td>(SCIENCE 3.4k, 3.5s, 3.6s, 3.7s, 3.8s, 4.5k, 4.7k, 4.12k, 4.2s, 4.5s)</td>
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<td>SLO 2.3.1 Assessment – Chapter 2 Getting Ready for Inquiry Instruction Quiz</td>
<td>(SCIENCE 4.5k, PPR 1.21k; InTASC 7c)</td>
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<td>SLO 2.3.2 Assessment – Science Diagnostic Assessment Quiz</td>
<td>(SCIENCE 2.5k, 2.6k, 4.3k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k, 9.1k, 9.2k, 9.4k, 9.5k, 9.6k, 9.7k, 9.11k)</td>
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<td>SLO 2.3.3 Assessment – 5E Lesson Plan addressing curriculum standards/alignment, TEKS, learning objective, ELPS and language objective</td>
<td>(SCIENCE 1.1s, 4.3k, 4.4k; PPR 1.21k; InTASC 7c)</td>
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<td>SLO 2.3.4 Assessment - Science Process Skill Assignments 1, 2, &amp; 3</td>
<td>(SCIENCE 3.4k, 3.5k, 3.5s, 3.6s, 3.7s, 3.8s)</td>
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<td>SLO 2.4 – Candidates will know and use varied and appropriate assessment practices (formative/summative) to monitor science learning.</td>
<td>(SCIENCE 3.2k, 3.2s, 3.5s)</td>
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<td>SLO 2.4.1 Assessment – Chapter 6 Effective Questioning Quiz</td>
<td>(SCIENCE 3.9s, 3.11s, 5.1k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k; PPR 2.17k; InTASC 3o)</td>
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<td>SLO 2.4.2 Assessment – Chapter 7 Assessing Science Learning Quiz</td>
<td>(SCIENCE 3.11s, 5.1s, 5.2s, 5.3s, 5.5s, 5.7s, 5.8s)</td>
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<tr>
<td>SLO 2.4.3 Assessment – 5E Lesson Plan/Outdoor Education Event Teaching and Reflection</td>
<td>(SCIENCE 2.5k, 2.6k, 3.9s; PPR 1.28k, 2.10k, InTASC 3d, 3k, 5l, 8r, 10; Technology 4.1s [ISTE 1c])</td>
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<td>SLO 2.5 - Candidates will demonstrate the ability to use appropriate technology for EC6 science instruction</td>
<td>(SCIENCE 2.6k; PPR 1.28, 2.10k, InTASC 3d, 3k, 5l, 8r, 10; Technology 4.1s [ISTE 1c])</td>
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<tr>
<td>SLO 2.5.1 Assessment – Chapter 8 Using Technology Tools and Resources for Science Learning Quiz</td>
<td>(SCIENCE 2.10s, 3.5k, 3.2s, 4.12k, 4.7s; PPR 1.18s, 2.17K, 4.16s; InTASC 3o, 9n; Technology 1.3s [ISTE 7c], 3.6s [ISTE 3b], 4.1s [ISTE 1c], 4.11s [ISTE 7b, 7c], 7.11s [ISTE 3d])</td>
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<tr>
<td>SLO 2.5.2 Assessment – The Role of E-Learning in Science Education Discussion Board</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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
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</tbody>
</table>

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.

WORK POLICY EXPECTATIONS

- Late Work — Late work receives no credit 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.
- “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.
- Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

**Academic Honesty:** 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).

- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
• 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.

**Appearance:** 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.

**Assigned Responsibilities:** 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.

**Attendance:** 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.

**Interpersonal Communication:** 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.

- 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.

**Professionalism and Commitment:** 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).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ 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 Professional 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 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.

### 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.
**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. 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 11:59pm.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Read the following modules:</td>
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<tr>
<td>Jan. 18-21</td>
<td>A: Before Class Begins – instructor bio, required texts, intro to course, and technology requirements&lt;br&gt;B: Syllabus &amp; Timeline – specific program and course requirements/due dates&lt;br&gt;C: Getting Started</td>
<td>• Purchase textbook.</td>
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<td>Week 2</td>
<td>Read the following modules:</td>
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<td>Jan. 22-28</td>
<td>Module 1: Science Diagnostic Assessment - guidelines for successfully completing a multiple choice assessment of current science content knowledge.</td>
<td>Cont. Assignments: • Purchase textbook. Quizzes (located in module or under Course Tools tab): • Getting Started • Science Diagnostic Assessment</td>
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<td>Week 3</td>
<td>Read the following module:</td>
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<td>Jan. 29-Feb. 4</td>
<td>Module 8: Course Discussions – guidelines and resources for successfully completing discussions during the semester&lt;br&gt;Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree/Outdoor Education Training</td>
<td>• Science and Me Discussion Board #1</td>
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<td>Week 4</td>
<td>Read the following modules:</td>
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<tr>
<td>Feb. 5-11</td>
<td>Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION&lt;br&gt;Continue to complete: Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree/Outdoor Education Training</td>
<td>Quizzes (located in module or under CourseTools tab): • Chapter 1 Science and Science Education Assignments: • PLT History and Overview Quiz</td>
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<tr>
<td>Week 5</td>
<td>Read the following Module:</td>
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<td>Feb. 12-18</td>
<td>Module 4: Raising Butterflies – guidelines and resources for raising butterflies in the EC6 science classroom. Teacher candidates will gain first-hand knowledge about the life cycle of butterflies through daily observations&lt;br&gt;Continue to complete: Module 8: Course Discussions – guidelines and resources for successfully completing discussions during the semester. Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION&lt;br&gt;Continue to complete: Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree Tree/Outdoor Education Training</td>
<td>Quizzes (located in module or under Course Tools tab): • Chapter 2 Getting Ready for Inquiry Instruction • PLT Overview Discussions: #2 – Role of E-Learning in Science Education Dropbox Assignments: • Purchase Butterfly caterpillars and begin Raising Butterflies</td>
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<tr>
<td>Week 6</td>
<td>Read the following Module:</td>
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<td>Feb. 19-25</td>
<td>Module 9: Virtual Field Trips -guidelines and resources for successfully completing a Virtual Field Trip for use in the elementary science classroom. Continue to complete:</td>
<td>Quizzes (located in module or under Course Tools tab): • Chapter 3 Creating a Positive</td>
</tr>
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</table>
| Week 9 | Mar. 18-24 | Continue to complete:
Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing discussions during the semester.
Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION
Module 4: Raising Butterflies – guidelines and resources for raising butterflies in the EC6 science classroom. Teacher candidates will gain first-hand knowledge about the life cycle of butterflies through daily observations
Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree/Outdoor Education Training |
|---|---|---|
| Mar. 25-31 | Continue to complete:
Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION
Module 3: Safety in the EC6 Science Classroom - Review state science safety standards. Apply new knowledge of standards to the EC6 science classroom. |
| Spring Break | | Quizzes (located in module or under Course Tools tab):
- Chapter 6 Effective Questioning Discussions: #4 – 5th Grade Science, Yes or No? |
| Week 10 | Mar. | Continue to complete:
Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION
Module 4: Raising Butterflies – guidelines and resources for raising butterflies in the EC6 science classroom. Teacher candidates will gain first-hand knowledge about the life cycle of butterflies through daily observations
Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree/Outdoor Education Training |
| | 11-17 | | Quizzes (located in module or under Course Tools tab):
- Chapter 7 Assessing Science Learning Discussions: NSTA Position Statements |
| Week 7 | Feb. 26-March 3 | Continue to complete:
Module 8: Course Discussions – guidelines and resources for successfully completing discussions during the semester.
Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION
Module 4: Raising Butterflies – guidelines and resources for raising butterflies in the EC6 science classroom. Teacher candidates will gain first-hand knowledge about the life cycle of butterflies through daily observations
Module 5: Outdoor Education – guidelines and resources for successful completion of Project Learning Tree/Outdoor Education Training |
| | | Quizzes (located in module or under Course Tools tab):
- Chapter 4 Learning Science with Understanding Discussions: #3 – NSTA Position Statements |
| | | Continuing Assignments:
- Raising Butterflies Dropbox Assignments:
- PLT Lesson Plan |
<table>
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<tr>
<th>Week 11 Apr. 1-7</th>
<th>Read the following module: Module 6: Science Process Skills - Investigate the process skills used in EC6 science instruction and learning: observing, measuring, inferring, classifying, questioning, communicating, analyzing data, predicting, hypothesizing, and experimenting. Compare and analyze process skills across Earth &amp; Space, Life, and Physical science activities. Continue to complete: Module 8: Course Discussions – guidelines and resources for successfully completing discussions during the semester. Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION. Quizzes (located in module or under Course Tools tab): ● Chapter 8 Using Technology Tools and Resources for Science Learning Discussions: ● #5 – Outdoor Science Education Dropbox Assignments: ● Science Process Skills #1</th>
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<tr>
<td>Week 12 Apr. 8-14</td>
<td>Continue to complete: Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION. Module 6: Science Process Skills - Investigate the process skills used in EC6 science instruction and learning: observing, measuring, inferring, classifying, questioning, communicating, analyzing data, predicting, hypothesizing, and experimenting. Compare and analyze process skills across Earth &amp; Space, Life, and Physical science activities. Quizzes (located in module or under Course Tools tab): ● Chapter 9 Connecting Science with Other Subjects Dropbox Assignments: ● Science Process Skills #2</td>
</tr>
<tr>
<td>Week 13 Apr. 15-21</td>
<td>Continue to complete: Module 2: Teaching Science as Inquiry – guidelines and resources for successfully completing weekly readings and quizzes utilizing the textbook, TEACHING SCIENCE THROUGH INQUIRY-BASED INSTRUCTION. Module 6: Science Process Skills - Investigate the process skills used in EC6 science instruction and learning: observing, measuring, inferring, classifying, questioning, communicating, analyzing data, predicting, hypothesizing, and experimenting. Compare and analyze process skills across Earth &amp; Space, Life, and Physical science activities. Quizzes (located in module or under Course Tools tab): ● Chapter 10 Making Science Accessible for All Learners Dropbox Assignments: ● Science Process Skills #3</td>
</tr>
<tr>
<td>Week 14 Apr. 22-28</td>
<td>Read the following Module: Module 7: Final Project – guidelines and resources for successfully completing the ELED 4310 Final Project. Assignments: Begin to prepare Final Project</td>
</tr>
<tr>
<td>Week 15 Apr. 29-May 5</td>
<td>Read the following Module: Module 7: Final Project – guidelines and resources for successfully completing the ELED 4310 Final Project. Dropbox Assignments: ● Final Project Additional Assignments: Complete Course Evaluation through MySFA</td>
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<tr>
<td>Week 16 May 6-10</td>
<td>Finals Week</td>
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**SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING**
**SECTION VII: COURSE EVALUATIONS**

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

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

*As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**SECTION VIII: Student Ethics and Policy**

**STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)**

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<tr>
<th>INSTITUTIONAL ABSENCES (HOP 04-110)</th>
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<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 co-curricular, 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>
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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.

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<tr>
<th>CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY (HOP 04-106)</th>
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<tr>
<td>The Code of Student Conduct and Academic Integrity (HOP 04-106) 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>
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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.

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<th>WITHHELD GRADES SEMESTER GRADES POLICY (HOP 02-206)</th>
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<td>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 <a href="https://www.sfasu.edu/docs/hops/02-206.pdf">https://www.sfasu.edu/docs/hops/02-206.pdf</a>.</td>
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**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.

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<th>SECTION IX: RESOURCES</th>
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**ON-CAMPUS RESOURCES**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
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
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

**CODE OF ETHICS FOR THE TEXAS EDUCATOR**

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

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

**CERTIFICATION/LICENSEING 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.

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
• 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 a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

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

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**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)