



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus: Teaching Math in Elementary Gordon T. & Ellen West College of Education

EDUC 4043-201

Spring 2026 - January 20 – May 15, 2026

Contact Information

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The best way to contact me is through email, however, you will also be a part of a Group Text App. I will answer all emails and texts within 24 to 48 hours (1-2 business days). Any emails or texts received during weekends will receive a response the following Monday. There will be constant communication throughout the semester. good for contacting me, however you will also be a part of class Group Text App. This will provide more flexibility in communication. I will try my best to answer all emails and texts within 24 hours, however you will definitely get a response within 48 hours (2 business days). Any emails or texts received during weekends will not receive a response till the following Monday.

Textbook & Instructional Materials

- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2010). *Elementary and middle school mathematics: Teaching developmentally*. Boston: Allyn & Bacon (10th edition)
- Open educational resources provided throughout the semester.

Course Description

These field-based courses focus on elementary and middle school mathematics, mathematics pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences

Required Technology

All students must have Internet access and the following technology applications: Google docs and Word Processing software

Course Objectives

1. Learners are able to describe learning and thinking in elementary and middle mathematics.
2. Learners will be able to develop curriculum and use effective instructional planning skills.
3. Learners will be able to develop appropriate assessment tools to assess students learning.
4. Learners will be able to use assessment data to design appropriate learning activities.
5. Learners will be able to develop lesson plans that involve students in an active learning environment.
6. Learners will be able to develop and implement effective teaching strategies.
7. Learners will be able to develop lesson plans/units that incorporate national standards in mathematics and technology applications.
8. Learners will be able to develop lesson plans/units that incorporate state standards in mathematics and technology applications.
9. Learners will be able to develop and implement learning environments that utilize various teaching/learning strategies.
10. Learners will be able to develop learning activities that involve the infusion of technology.

See Appendix A for a complete list of standards, competencies, and other expectations

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Must be able to use D2L, Microsoft Office, and Google Suites.

Field Hours

Preservice teachers should complete at least 20 cumulative math field hours. (You will also complete 20 hours in social studies, and 20 hours in science. Total field hours will be 60 hours for Block A.)

Students should record the field hours in TK20 under time logs. Please see the specific details provided through D2L for when and how to complete time logs.

During your field observations, you are required to submit time logs in TK20 to your cooperating teacher for attendance and participation verification. You must accumulate a minimum of 50 hours total prior to clinical teaching. This will need to be approved by the cooperating teacher. Submission of time logs should be done weekly, and you should periodically check TK20 to ensure that your time logs have been approved. For this course, a minimum of 15 hours in the classroom should be dedicated to engaging students in instructional or educational activities, although you will likely spend more than 15 hours doing so. Prior to your clinical teaching experience, you should have a minimum of 50 hours of field-based experience, 30 of which show active engagement in instructional or educational activities. All time log entries must have a detailed description/reflection explaining the instructional or educational activities. At the end of the course, on the date indicated on the calendar, you must upload a screenshot of every approved time log to the appropriate Dropbox in D2L.

Observations

Preservice teachers are required to have three teaching observations (one math, one social studies, and one science). The math observation for this class should be done in your mentor teacher's classroom. There are three essential components for each observation.

1) Pre-Conference

Preservice teachers should schedule a pre-conference with the math methods instructor at least one week before the observation. You must submit the lesson plan, teaching materials, evaluation instruments, documents, and technology applications that you plan for the lesson at least one day BEFORE the pre-conference. You may still amend your plan after the pre-conference, but it should be complete so we can discuss your plan. If you'd like to discuss ideas for the lesson, please contact me prior to your pre-conference to make an appointment. You will email the instructor to schedule the pre-conference. All details can be found in D2L.

2) Teaching

The preservice teacher should teach an appropriate grade level classroom lesson after getting approval from the instructor, as part of their pre-conference. All appropriate materials, evaluation instruments, documents, technology applications, and post lesson reflection will be due after the formal observation. The templates for the lesson plan and reflections can be found in D2L in the corresponding module. You will also find the rubric for the observation and the T-TESS evaluation instrument in the module.

3) Post-Conference

Preservice teachers should contact the Math Methods instructor via email to schedule a post-conference. The observation is not complete without a successful post-conference.

Important Note on Course Requirements

The Key Assessment for this course will be a 3-lesson sequenced Unit plan. **A score of 80 percent or higher on Unit Plan is required to demonstrate competency.**

Assignments related to Observation due the DAY OF Observation are:

- Completed Lesson plan for observation
- Completed General Reflection
- Link to video of the lesson taught

OBSERVATION LESSON PLAN

The pre-conference lesson plan is submitted prior to the preconference meeting. The final Observation lesson plan (with any needed changes) for your math lesson should be submitted by 11:59pm to the D2L Dropbox on the day of your observation/teaching.

You have learned how to plan a lesson. You will put the theory of lesson planning into practice during this semester when you teach the lesson plan in your classrooms. Details of the lesson plan requirements, template, and the rubric can be found in the corresponding module.

TEACHING REFLECTION

(DUE 11:59 pm ON THE SAME DAY of your observation class in D2L.) The prompts for the reflection paper will be provided. Use Times New Roman, 12-point font, and 2-line spacing. Length will not be considered but writing should explain/ reveal your thoughts and insights. It should also answer all questions and prompts that are provided.

FIELD HOURS

The preservice teachers should record 20 field-hours (along with Teacher approval) in TK20 when the Math Methods instructor advises (usually in the second/third month of the semester.)

Assignments

There **will be written assignments and technology assignments in this course that will** build your understanding of thinking about how **students** assimilate mathematics and also prepare you to become aware of research-based practices in teaching mathematics especially understanding equal opportunities for each student in the math classroom. Details for each **assignment** will be provided in class and also available on D2L. Integration of technology needs to be purposeful and intentional in teaching mathematics. During the semester, you will be exposed to numerous technologies and also have opportunities to demonstrate your understanding of integrating technology. The assignments will provide variety and space to express your understanding in different ways. Details about the assignment along with rubrics will be shared in class.

Quizzes

There are several quizzes with varying grade points in this course that align with the book chapters. Quizzes will consist of multiple choice and open-ended questions. Quiz details as well as a rubric for open-ended questions will be provided.

Mid-Term and Final Exam

There is no Mid-Term exam. You will have a final exam and paperwork to be submitted to TK20 as a key assessment. You cannot pass this class without submission of your key assessment requirements.

Presentation/Mini-Teaching

Students will be required to give presentations during the course to provide you with a space to practice teaching as well as receive peer and instructor feedback. These may vary from individual presentations to group presentations. These opportunities will provide students with different pedagogies in teaching. Details about the expectations, rubric, and implementation will be provided in class and also available on D2L.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of the Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")

3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Unit Plan is a WCOE key assessment. Teacher candidate's ability to demonstrate the ability to plan, assess, ~~and implement instruction~~ continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing. This key assignment should be submitted in TK20.

DISPOSITION AND READING FEEDBACK

It is crucial that you read the feedback for your assignments and exhibit professionalism. There are a lot of moving pieces in this course such as certification requirements, IRB requirements, participants and research location, data analysis and many other things. Your success will be supported throughout feedback and guidance during the course. However, you must read feedback, answer emails timely, show growth and professionalism as needed for a master's student and ask questions if/when you have them. The feedback will have instructions to improve your understanding of the topics discussed and to point out any areas for growth in the submitted assignments. If you would like to meet face to face or virtually at any point, please contact the Math Methods Instructor via email to schedule an appointment. I am happy to discuss any questions face to face, over the phone, or virtually.

Dispositions

- Candidates in the teacher education classes are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:
- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning. Candidates respect learners' strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of all learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. Tutoring & Academics Supports Programs

Student Handbook

Refer to: [Student Handbook](#) can be found on the [Office of Student Rights and Responsibilities Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly.

In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated. If AI is used, its use must be disclosed within the assignment. Ultimately, academic work should reflect your own thinking and writing.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137 = A.

Table 1: Points allocated to each assignment

Assignments	Points
Technology Assignments	100 points
Lesson Plan & Reflection	150 points
Classroom Observation	25 points
Written Assignments	200 points
Quizzes & In Class Presentation	175 points
Attendance, Professionalism, Disposition, Class Participation	150 points
Final Exam	100 points
Final Project Module – Unit Plan	100 points
Certify Teacher Requirements	Required Grade equivalent to % attained
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Instructor Drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The Math Methods Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Late Work

25% off per day per assignment (including Saturday and Sunday). So, if the assignment is worth 100 points, the maximum score is 75 for submission one day late, 50 for submission two days, 25 for submission three days late, and zero on the 4th late day. *Late work will not be accepted for discussion*

boards or quizzes! If there is an issue, contact me **BEFORE** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

Please note: Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and upload your assignments in D2L. Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.*

Extra Credit

Extra Credit opportunities may be given and will depend on the flow and needs of the class.

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

- Last day for term schedule changes: 1/23/26 Check due date on [Academic Calendar](#).
- Deadline to file for graduation: 2/16/26 Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W": 4/29/26 Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Attendance

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. *Candidates will receive a grade of F on the third absence. If a candidate is taking 'block' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.*

After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in the overall grade being lowered by one letter. It is the candidate's responsibility to make up any missed work. It is also expected that you will complete all course field experience hours in a professional manner.

Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with young people, parents, teachers, and staff).

If you must miss your field experience for any reason, you are expected to contact the school and the teacher you are working with before school begins for the day. You must also contact the course instructor by e-mail or text to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness can be defined as an absence and subject to the absentee policy.

Three instances of tardy arrival will be counted as one absence.

In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted for full credit.**

Class Participation

Students should participate in all the activities of this course. It is important that students meet all the deadlines as posted. In the case of any emergency situation (like death or illness in family, etc.) it is important that the student should report the same to the professor in a timely manner. It is your course, and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Generally, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.

Excessive tardiness or absence (as determined by the professor), disruptive attitude, or failure to consistently meet class requirements might result in instructor-drop, if required. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence.

Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, the course instructor may assign additional readings. *Participating in class discussions and following expectations is a part of your grade.* Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L. These opportunities are a very important part of this course.

Instructor Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed.

Other Expectations

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

Internship Experience – Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.

Participation – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

Classroom Observation - The student must achieve a Developing or Above on all criteria- failure to achieve a Developing or above will result in teaching a mini-lesson that specifically addresses the deficit(s).

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

Professional Development – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores.” Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu

You may also file an online report 24/7 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week #	Monday Date	Monday	Wednesday	Math Assignments See instructions for Due Dates *
1	1/19	Class at MSU	Class at MSU	Week 1 Assignments Child Protection Training FERPA
2	1/26	Class at MSU	Class at MSU	Week 2 Assignments
3	2/2	Field @ Burgess	Class at MSU	Week 3 Assignments
4	2/9	Field @ Burgess	Field @ Burgess	Week 4 Assignments
5	2/16	Class at MSU Staff Dev Day @ WFISD	Field @ Burgess	Week 5 Assignments
6	2/23	Field @ Burgess	Class at MSU	Week 6 Assignments
7	3/2	Field @ Burgess	Class at MSU	Week 7 Assignments
8	3/9	SPRING	BREAK	Spring Break
9	3/16	Field @ Burgess	Class at MSU	Week 9 Assignments
10	3/23	Field @ Burgess	Field @ Burgess	Week 10 Assignments
11	3/30	Field @ Burgess	Field @ Burgess	Week 11 Assignments
12	4/6	Class at MSU Teacher Planning Day @ WFISD	Field @ Burgess	Week 12 Assignments
13	4/13	Field @ Burgess	Class at MSU	Week 13 Assignments
14	4/20	Field @ Burgess	Class at MSU	Week 14 Assignments
15	4/27	Field @ Burgess	Field @ Burgess	Week 15 Assignments
16	5/4	Class at MSU	Class at MSU Last day of Class	Week 16 Assignments
Finals Week	5/11	Finals Week	Final Exam	Due 5/11 for Math

Assignments completed throughout the semester:

Child Protection Training
FERPA
Instructional Strategy Presentation
Notice/Wonder/Think
TEK Based Technology Lesson
Preconference Lesson Plan
Final Draft Lesson Plan (submit the day after your observation by 11:59pm)
Teaching Reflection
Station / Manipulative Assignment
Data Analysis Assignment
Other assignments based on the needs of the class
Chapter Quizzes
Key Assessment: Unit Plan

***Important note:** All assignments will be due on Tuesdays. The new week will begin on Wednesdays.

Appendix A: WCOE Standards

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

1. **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - understand individual differences to ensure learning environments that enable each learner to meet high standards.
3. **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Education Agency. [Texas Essential Knowledge and Skills \(TEKS\)](#).

Content Standards: [Nesinc Content Study Guide](#)

Appendix B: Required assignment/standard alignment matrix

Assignment	WCOE Standard (WCOE #)
Technology Assignment	WCOE #1,4,5
Quizzes	WCOE #1,4,5,6,8
Discussion Boards	WCOE #1,2,5,9,10
Written Assignments	WCOE #1,2,3,4,5,6,7,8,10
Final Assignment – Key Assessment	WCOE #1,2,3
Weekly Activities: class discussion, lecture, guided reading, guest speakers, peer practice, experiential learning, exploration, and role playing	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6