



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System
Course Syllabus: Teaching Social Studies Methods in Elementary School
Gordon T. & Ellen West College of Education
EDUC 4403-201 - Fall 2025

Contact Information

Instructor: Ms. Sabrina Bradley Office: Bridwell 212 Office Phone: N/a E-mail: sabrina.bradley@msutexas.edu	Office hours: Monday (Virtual) 3:00 pm -5:00 pm Tuesday 11:00 am -1:30 pm Thursday 2:00 pm -3:00 pm
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Instructor Response Policy

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

- Open educational resources provided throughout the semester.

Course Description

This field-based courses focus social studies in the EC-3 classroom setting, social studies 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 social studies.
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 social studies and technology applications.
8. Learners will be able to develop lesson plans/units that incorporate state standards in social studies 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.

Important Course Information

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (web discussions are not held to the high standard of a research project or other written assignment).

Written assignments should be:

- Done in Microsoft Word and turned in as an attachment in dropbox on D2L or
- Converted to a PDF and turned in as an attachment in dropbox on D2L.
- Discussions (if applicable) should be completed within the D2L discussion space and NOT uploaded as an attachment.

Assignments

There **will be written assignments and technology assignments in this course that will** build your understanding of thinking about how **students** assimilate social studies and also prepare you to become aware of research-based practices in teaching social studies especially understanding equity in a social studies 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 of social studies. 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 may be quizzes with varying grade points in this course that align with the materials discussed. Quizzes will consist of multiple choice and open-ended questions. Quiz details as well as a rubric for open-ended questions will be provided.

Homework

Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal. Unless noted, each written assignment will use a constructed response formatting. Almost all constructed responses can follow the same basic structure with variations based on the number of paragraphs or specific requirement. An outline is provided in Module 1 to provide the student with a starting point and to assist in organizing thoughts for a better flowing paper.

Key Assessments

The performance assessment for this course is a portfolio consisting of the foundations in inquiry-based instruction. Students will research, identify, and model instructional practices that are promote inquiry-based instruction in a mainstream social studies classroom setting

All grade levels are examined within the TEKs to determine what knowledge, skills, and abilities are addressed at the different grade levels. Students are to determine how the standards are connected.

Students will identify the basic ideas behind social constructivism. They will explore several resources on social constructivism and methods to scaffold learning in a social studies classroom.

Students will explore the content areas necessary to teach social studies. They will first explore the techniques and strategies of teaching history. They will next explore the techniques and strategies of teaching geography, civics, economics, anthropology, and sociology. Students will write an original C3 lesson plan and be observed teaching the lesson assessed by the T-TESS rubric. ***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).***

Students will write a comprehensive unit plan in social studies. They will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).

The Comprehensive Unit Plan is an assessment on your ability to synthesize and apply the concepts learned in the modules. ***These assignments are required to receive credit for this course.***

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.

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.

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.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program and Pearson MyLab 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. *Again, if you experience difficulties, please contact the technicians listed for the program or contact your instructor.* **Do not wait till the last minute to submit the assignment. Delays or sending through email will be counted late!**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Again, your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! 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 assure 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.

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong

competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Grading/Assessment

Table 1: Points allocated to each assignment.

Assignments	Grade 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	200 points
TOTAL	1000 points

Table 2: Total points for final grade.

Grade	Points
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 59%

MSU Texas Policies and Procedures:

Student Handbook

Refer to: 2025- 2026 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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. **Refer to:** Office of Student Conduct

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 TLC homepage for more information. Tutoring & Academics Supports Programs

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. 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 of 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.

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](#).

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) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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 will continue as scheduled, but please contact the professor if you are unable to complete assignments due to issues created from inclement weather.
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.

Online Computer Requirements

As mentioned above, 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 a 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!

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 an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (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](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

Campus Carry Rules/Policies

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 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.

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 [Safety / Emergency Procedures](#). 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.*"

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University

Refer to: MSU Catalog