



TEXAS A&M UNIVERSITY SAN ANTONIO

EDCI 4350—Social Studies Methods for Elementary Department of Curriculum and Instruction

Instructor: Adam Martinez	A&M-San Antonio email: amartinez16@tamusa.edu
Office Hours and Location: My office is in Madla 243. This semester I will be holding office hours Mon. 10:00 – 11:00am, Tu. 10:00 – 11:00am, and Wed 2:00 – 4:00	Course Location & Time: We will meet in Classroom Hall (CLH) 319 on Thursdays from 7:00 to 9:45pm.

COURSE DESCRIPTION

This course provides teacher candidates with a method of teaching and assessing social studies in the early childhood through elementary grade levels; including methods of selecting and organizing social studies programs, the sequence of the content of the social studies curriculum, adapting and enriching social studies programs to meet the needs of all students, and creating assessments aligned with the social studies curriculum.

REQUIRED TEXTS AND MATERIALS

- Agarwal-Rangnath, Ruchi. (2022). *Social Studies, Literacy, and Social Justice in the Elementary Classroom*. Teachers College Press.
- *Hollywood or History?: An Inquiry-Based Strategy for Using Cartoons to Teach Topics in Elementary and Secondary Social Studies*. Scott L. Roberts & Charles J. Elfer (Eds.)
- *Social Studies As New Literacies in a Global Society: Relational Cosmopolitanism in the Classroom* by Mark Baildon and James Damico
- The Social Studies Curriculum: Purposes, Problems, and Possibilities ed. by Wayne Ross
- Texas Essential Knowledge and Skills (TEKS) – Social Studies (EC–6)
- OpenStax – TExES Core Social Studies
- 240 Tutoring – Social Studies Module
- Library of Congress

Recommended Course Materials:

- Microsoft Office suite for a PC or Mac. All work must be submitted either as a Microsoft Word document or through the Bb word processor
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

STANDARDS

TExES EC-6 Social Studies Standards

The social studies teacher...

Standard I: has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world. (1.1k-1.5k and 1.1s-1.7s)

Standard II: effectively integrates the various social science disciplines. (2.1k-2.3k and 2.1s-2.2s)

Standard III: uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation. (3.1k-3.8k and 3.1s-3.7s)

Standard IV: applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future. (4.1k-4.18k and 4.1s-4.11s)

Standard V: applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world. (5.1k-5.12k and 5.1s-5.14s)

Standard VI: knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions. (6.1k-6.23k and 6.1s-6.12s)

Standard VII: knows how governments and structure of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems. (7.1k-7.13k and 7.1s-7.11s)

Standard VIII: understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices. (8.1k-8.10k and 8.1s-8.12s)

Standard IX: understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world. (9.1k-9.21k and 9.1s-9.12s)

Standard X: understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation. (10.1k-10.9k and 10.1s-10.10s)

TAC Standards

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- B. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - i. Teachers organize curriculum to facilitate student understanding of the subject matter.
 - ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- i. Teachers teach both the key content knowledge and the key skills of the discipline.
- ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

GRADING POLICIES

MAJOR ASSIGNMENTS

Assignment	Standards and Competencies	Points
Power Point Introduction		5 Points
Oral History Conversation		10 Points Presented orally in class. If you are absent, you need to turn in a one page summary to BB.
Paired Social Studies Content and Methods Presentation		50 Points
240 Tutoring Social Studies Quizzes & Practice Exam		60 Points (each module is worth 5 points)
Mini-Lesson on Government	1.5k; 1.2s; 1.4s; 1.6s; 8.1s-8.2s; 8.6s; 8.8s; 9.9s; 10.5s	50 Points
Library of Congress Assignment		60 Points (50 for assignment, 10 for presentation)
Historical Fiction Book Share	2.2s; 4.7s-4.11s; 6.1s-6.12s; 9.10s-9.11s; 10.6s-10.9s	100 Points This will be evaluated using a rubric.

Assignment	Standards and Competencies	Points
Multiple Resource Lesson Plan	1.5s; 3.1k-3.3k; 3.7k; 3.1s-3.4s; 3.6s; 4.1s-4.6s	100 Points
Test #1: Content Exam	4.1k-4.18k; 5.1k-5.12k; 6.1k-6.23k; 7.1k-7.13k; 8.1k-8.10k; 9.1k-9.21k; 10.1k-10.9k	20 Points This will be evaluated using an answer key.
Posting Favorite Resources on Discussion Board	1.1k-1.5k; 2.1k-2.3k 3.1k-3.8k	5 Points
Test #2: Midterm		25 Points
Test #3: Final Exam		20 Points
Total Points for the Course		510 Points

Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

<u>Letter Grade</u>	<u>Range</u>	<u>Grade Points</u>
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

ATTENDANCE AND ABCENSE POLICY

Attendance is expected and important in this course because learning occurs through discussion, collaboration, and shared inquiry. However, this policy recognizes that students bring varied life responsibilities and experiences that may affect attendance.

Class Attendance

- Students are expected to attend class regularly and arrive prepared to participate.

- Because this course meets once per week, each class session is significant.
- More than two unexcused absences may impact the participation component of the course grade.

Excused Absences

Absences will be considered excused for reasons including, but not limited to:

- Personal or family illness
- Caregiving responsibilities
- Work schedule conflicts that cannot be adjusted
- Religious observances
- Military service or institutional obligations
- Transportation or housing instability
- Emergencies or unforeseen circumstances

Documentation is not required unless absences become frequent or patterns emerge.

Communication Expectations

- Students are encouraged to notify the instructor before class when possible.
- If advance notice is not possible, communication should occur within 48 hours after the absence.
- Communication will be handled with respect and confidentiality.

Making Up Missed Work

- Students are responsible for reviewing missed materials and contacting peers for notes.
- Reasonable opportunities will be provided to make up missed in-class work or participation when absences are excused.
- Extended or repeated absences may require a meeting with the instructor to create a success plan.

LATE WORK

This course values learning, growth, and accountability rather than punishment.

Assignment Deadlines

- Assignments are due on the dates listed in the syllabus or LMS.
- Due dates are designed to support reflection and learning progression.

Grace Period

- All major assignments include a 48-hour grace period beyond the listed due date.
- Work submitted within the grace period will be accepted without penalty.
- Students are encouraged to communicate if they anticipate needing this flexibility.

Late Submissions Beyond the Grace Period

- Assignments submitted after the grace period may be subject to a reasonable grade reduction (e.g., 10%).
- Work submitted more than one week late may not be accepted unless prior arrangements are made.

Extensions

- Extensions may be requested before the due date or during the grace period.
- Requests do not require disclosure of personal details.
- Extensions will be granted when requests are reasonable and communicated professionally.

End-of-Semester Policy

- No new work will be accepted after **May 4, 2026**, except in cases of documented emergencies or institutional obligations.
- Students experiencing significant barriers near the end of the semester are encouraged to communicate early.

Professional Responsibility & Equity Statement

As future educators, students in this course are expected to demonstrate professional responsibility, including communication, reflection, and respect for others' time and learning.

At the same time, this course is grounded in equity, care, and cultural responsiveness. Policies are designed to reduce unnecessary barriers while maintaining high expectations and mutual accountability.

Life circumstances vary, and this course recognizes that students may face challenges beyond the classroom. Please communicate early and often so that we can work together toward your success.

AI POLICY

EDCI 3320 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

COURSE SCHEDULE

WEEK:	TOPIC READING ASSIGNMENT (COMPLETED BEFORE CLASS)	ASSIGNMENTS (DUE ON WEDNESDAYS UNLESS OTHERWISE STATED)
1/22 WEEK 1	Course Syllabus and Assignments Conversations assignment introduced. Power Point Introduction assignment explained. Introduction to Social Studies	
1/29 WEEK 2	Historical Book Share assignment introduced and books selected Integrating literacy and social studies Introduction to Social Studies Citizenship test	Power Point Introduction 240 Diagnostic
	Reading: (Agarwal-Rangnath)Preface & Introduction; (Baildon & Damico) Ch. 1	
2/5 WEEK 3	Teaching Government Powerfully Mini-lesson Assignment introduced Teaching students to ask questions: analyzing resources Constructivism Reading: Chap. 1, Inspiring Wonder	Historical Conversation in class –if you are not present, you must turn in a one-page reflection in Blackboard. 240: Geography Themes and Skills

WEEK:	TOPIC READING ASSIGNMENT (COMPLETED BEFORE CLASS)	ASSIGNMENTS (DUE ON WEDNESDAYS UNLESS OTHERWISE STATED)
2/12	Teaching Citizenship Powerfully Students' prior knowledge, background, interests and community The Content Test will be completed as a group activity in class.	Soc. Studies Content Test If you are not present in class, you'll have to complete this as an assignment. 240: Human Geography
WEEK 4	Reading: Chap. 1, Inspiring Wonder	
2/19	Teaching about Culture (Anthropology) Making social studies local and relevant.	Mini-lesson on Govt. due Be prepared to informally explain your lesson to a small group.
WEEK 5	Explaining your lesson to a group Reading: Chap. 2, Painting the Picture	240: Early World History
2/26	Using Children's Literature Multiple perspectives	Midterm Exam (see Assignment Portal) 240: Early American History
WEEK 6	Reading: Chap. 2, Painting the Picture	
3/5	Role play and simulations Teaching economics actively Library of Congress	240: Revolution and Civil War
WEEK 7	Reading: Chap. 2, Painting the Picture	
3/12	SPRING BREAK	
3/19	Reading: Chap. 3, Application Cooperative Learning Groups Teaching Geography Instructions for the Historical Book Share assignment	240: Post Civil War History
WEEK 8		

WEEK:	TOPIC READING ASSIGNMENT (COMPLETED BEFORE CLASS)	ASSIGNMENTS (DUE ON WEDNESDAYS UNLESS OTHERWISE STATED)
3/26	Sharing Library of Congress work – be prepared to discuss what you found.	Library of Congress assignments are due
WEEK 9	Multiple Resource Lesson Plan explained Reading: Chap. 4, Connecting Past to Present	Be prepared to share what you found on the Library of Congress website 240: Economics
4/2	Teaching History Multiple Resource Lesson Plan explained	240: Origin and Types of Government
WEEK 10	Reading: Chap. 4, Connecting Past to Present	
4/9	No class. Prepare major assignments. I will be in my office during class time for individual questions.	No class. Work on your Historical Book Share and MRLP 240: Our Government
WEEK 11		
4/16	Social Studies Strategies	Bring MRLP for feedback Post Historical Fiction Book Share in Bb
WEEK 12		240: Social Studies Instruction
4/23		Multiple Resource Lesson Plans are due on BB Respond to three classmates' book shares
WEEK 13		240: Research Skills
4/30	Course Wrap-up	Final Exam due on Blackboard on 5/4 (see Assignment Portal) 240: Practice Test
WEEK 14		

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

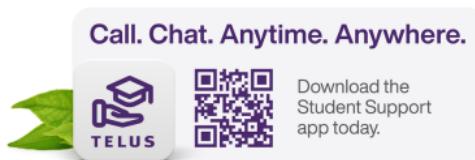
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information

with the university's Title IX Coordinator (titleix@tamus.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamus.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamus.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Spring 2026 Dates:

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class
February 4	Census date
February 23-March 6	Midterm grading period
March 9-March 14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic "W"
May 1	Last day to drop a course or withdraw from the University
May 4	Last day of classes
May 5	Study Day – No classes

Dates	Event
May 6-May 12	Final exams
May 19	Commencement

The complete [academic calendar](#) is available online