I. Course Description: This course presents current research about human development among diverse students in grades EC-12, along with classic theories about human development. The human development of the student is studied through the lens of classroom application and culturally responsive pedagogy.

This course includes a critical assignment related to accountability and accreditation. The Field Experience assignment will be submitted in the D2L Dropbox and to the Field Experience Module (FEM) of LiveText, the data management system of the College of Education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A complete listing of the standards associated with this course and the MAT program is located on the Perkins College of Education (PCOE) website.

This course fulfills the following university and program learning outcomes:

**University Core Values**
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

**Program Learning Outcomes:**

- The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
- The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
- The candidate will design an effective classroom management plan for diverse learner centered educational settings.
- The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.
Student Learning Outcomes:
1. The candidate will design instruction based on developmentally appropriate and culturally responsive pedagogy. (TEKS Training)
2. The candidates will critically analyze, evaluate, and revise curriculum to determine its developmentally appropriateness and cultural responsivity. (TEKS Training)

A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found here.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Individual Research Project: Students will complete an instructional design project related to the course content. (SLO 1-3)
2. Teaching Presentation: Students will teach a developmentally appropriate and culturally responsive lesson in their content area. (SLO 1-3)
3. Reflective Responses: Students will participate in weekly online discussions and reflections about course topics. (SLO 1-3)
4. 30 hours of field experience required by TEA (SLO 1-3)

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F.

Students in the secondary education and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.
Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 30 hours of classroom observation</td>
<td>Students must complete 30 hours of classroom observation</td>
<td>Required to complete other assignments</td>
<td>TBA</td>
</tr>
<tr>
<td>Online discussion boards</td>
<td>Online discussion board about topic (9 x 50 pts per discussion)</td>
<td>450 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Developmentally appropriate instructional activities</td>
<td>The student will design a developmentally appropriate and culturally responsive lesson plan in their content area. (3 x 100 pts)</td>
<td>300 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Interview an elementary age student, a middle school student, and a high school student.</td>
<td>Each student must interview three children (elementary, middle, and high school ages) (with the permission of their parents) and ask them a series of questions about their engagement in their content area and how the content area connects to the real life of the students (3 x 100 pts)</td>
<td>300 pts.</td>
<td>TBA</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>The student will design a developmentally appropriate instructional activity that is designed to include family and community in learning the content.</td>
<td>150 pts.</td>
<td>TBA</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>Module 1 Essay (50 pts), Final Reflection (100 pts)</td>
<td>150 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Quizzes</td>
<td>The students will complete online quizzes about the readings from the book (4 x 100 pts)</td>
<td>400 pts.</td>
<td>TBA</td>
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<tr>
<td>Total</td>
<td></td>
<td>1750 pts</td>
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**SED 527 (The 21st Century EC-12 Student) (3 credits; fully online)** spans 5 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. (This timeline is accelerated during a summer session). Readings are woven into the content to support key concepts or provide perspective on child and adolescent development. In addition, students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, complete multiple writing assignments that evaluate their ability to think critically about child and adolescent development and its impact on school and classroom culture, instruction, and assessment. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.
V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Syllabi</td>
<td>Discussion Board- Intro</td>
</tr>
<tr>
<td></td>
<td>Watch Rita Pierson Ted Talk</td>
<td>Module 1 Discussion Board: Ted Talk</td>
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<tr>
<td></td>
<td></td>
<td>Module 1 Essay</td>
</tr>
<tr>
<td>Module 2</td>
<td>Chapters 7-8 in Development</td>
<td>Chapters 7-8 Quiz</td>
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<td></td>
<td></td>
<td>Module 2 Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Instructional Activity: Elementary</td>
</tr>
<tr>
<td>Module 3</td>
<td>Chapters 7-8 in Development</td>
<td>Module 3 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview Elementary Aged Child</td>
</tr>
<tr>
<td>Module 4</td>
<td>Chapters 9-10 in Development</td>
<td>Chapters 9-10 Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 4 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Activity: Middle School</td>
</tr>
<tr>
<td>Module 5</td>
<td>Chapters 9-10 in Development</td>
<td>Module 5 Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Interview Middle School Aged Child</td>
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<tr>
<td>Module 6</td>
<td>Chapters 11-12 in Development</td>
<td>Chapter 11-12 Quiz</td>
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<tr>
<td></td>
<td></td>
<td>Module 6 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Activity: Adolescents</td>
</tr>
<tr>
<td>Module 7</td>
<td>Chapters 11-12 in Development</td>
<td>Module 7 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview High School Aged Child</td>
</tr>
<tr>
<td>Module 8</td>
<td>Chapter 2 in Development</td>
<td>Chapter 2 Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 8 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family and Community Engagement Project</td>
</tr>
<tr>
<td>Module 9</td>
<td>Ted Talk by Chimamanda Ngozi Adichie</td>
<td>Module 9 Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Final Reflection</td>
</tr>
</tbody>
</table>
VI. Readings:

Required texts for the course:


Research-based literature supporting the course content:


*Additional readings will be assigned and/or distributed as the class progresses.*

Field Experience Requirements

Since TEA requires all people wanting to certify to get 30 hours of classroom observation before student teaching or during an internship, this class is the one that documents that for you all!!

1. Field Experience Plan (Due first week) instructions in Module 1
2. Complete 30 hours total (with at least 15 hours in a public school classroom and 15 hours may be done virtually)
3. Upload proof of hours and other documents to Livetext FEM
   a. criminal background check form or proof of employment
   b. observation log filled in and signed by school personnel
   c. field experience reflection document

**IF YOU DO NOT COMPLETE THE LIVETEXT PORTION OF THIS COURSE OR YOUR FIELD HOURS YOU WILL RECEIVE AN AUTOMATIC GRADE OF F AND YOU WILL FAIL THIS COURSE.**

LiveText

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Livetext Field Experience Module (FEM)

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. If you get 5 or more absences, you will be dropped from the class with a grade of F.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health,
family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Location:** Human Services Building, room 325. **Phone:** (936) 468-3004.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Code of Ethics for the Texas Educator:**

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

Teacher Certification: To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or Providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Students experiencing food insecurity:

**Food for Thought** is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

Students who are Parents:

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. *Please communicate with me via email as soon as the need to bring a child to class arises.* Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am
happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).