Prerequisites: None

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.

Course Justification: SEED 5312 The 21st Century EC-12 Student (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

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 Family and Community Engagement Project (200 pts): Students will complete an project to engage family and community related to the course content. (SLO 1-3)
2. Discussion Boards (50 pts each): Students will participate in weekly online discussions and reflections about course topics (SLO 1-3)
3. Instructional Activities (100 pts each): Students will participate create instructional activities based on developmental levels. (SLO 1-3)
4. Interviews (100 pts each): Students will conduct interviews with children during the semester. (SLO 1-3)
5. Quizzes (100 pts): Students will complete quizzes based on readings. (SLO 1-3)
6. Zoom meetings (50 pts each): We will meet on 9/1, 10/21 and 12/9 at 7:00 PM.
7. 30 hours of field experience required by TEA (SLO 1-3) **If you do not complete the hours, you will fail the class.**

Total points=2150

**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 proof read 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>
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</thead>
<tbody>
<tr>
<td>Online discussion boards</td>
<td>Weekly online discussion board about topic (9 x 50 pts per discussion)</td>
<td>450</td>
</tr>
<tr>
<td>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</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</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 and present their idea in the virtual class meeting.</td>
<td>200</td>
</tr>
<tr>
<td>Zoom meetings</td>
<td>The class will meet 3 times in an online video chat room to discuss course content. (3 x 50 pts)</td>
<td>150</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>Module 1 Essay (100 pts) Zoom Room Presentation (100 pts), Final Reflection (100-pts)</td>
<td>300</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>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2150 pts</td>
</tr>
</tbody>
</table>
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;Aug. 23- 29</td>
<td>Syllabi&lt;br&gt;Watch Video- Rita Peirson, Ted Talk</td>
<td>Discussion Board- Intro&lt;br&gt;Module 1 Discussion Board –Ted Talk&lt;br&gt;Module 1 Essay- 100 pts</td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;Aug. 30-Sept. 12</td>
<td>Chapter 7-8 in <em>Development</em></td>
<td>Chapter 7-8 Quiz&lt;br&gt;Module 2 Discussion&lt;br&gt;Instructional Activity- elementary</td>
</tr>
<tr>
<td><strong>Module 3</strong>&lt;br&gt;Sept. 13-26</td>
<td>Chapter 7-8 in <em>Development</em></td>
<td>Module 3 Discussion&lt;br&gt;Interview Elementary Aged Child</td>
</tr>
<tr>
<td><strong>Module 4</strong>&lt;br&gt;Sept. 27- Oct. 10</td>
<td>Chapters 9-10 in <em>Development</em></td>
<td>Chapter 9-10 Quiz&lt;br&gt;Module 4 Discussion&lt;br&gt;Middle School Activity</td>
</tr>
<tr>
<td><strong>Module 5</strong>&lt;br&gt;Oct. 11-24</td>
<td>Chapters 9-10 in <em>Development</em></td>
<td>Module 5 Discussion&lt;br&gt;Interview Middle School Aged Child- 100 pts&lt;br&gt;ZOOM Meeting 10/21 @ 7:00 PM</td>
</tr>
<tr>
<td><strong>Module 6</strong>&lt;br&gt;Oct. 25- Nov. 7</td>
<td>Chapter 11-12 in <em>Development</em></td>
<td>Chapter 11-12 Quiz&lt;br&gt;Module 6 Discussion&lt;br&gt;Instruction for Adolescents</td>
</tr>
<tr>
<td><strong>Module 7</strong>&lt;br&gt;Nov. 8- Nov. 21</td>
<td>Chapter 11-12 in <em>Development</em></td>
<td>Module 7 Discussion&lt;br&gt;Interview High School Aged Child</td>
</tr>
<tr>
<td><strong>Module 8</strong>&lt;br&gt;Nov. 22-Dec. 5</td>
<td>Chapter 2 in <em>Development</em></td>
<td>Chapter 2 Quiz&lt;br&gt;Module 8 Discussion&lt;br&gt;Family and Community Engagement Project</td>
</tr>
<tr>
<td><strong>Module 9</strong>&lt;br&gt;Dec. 6- 10</td>
<td>Ted Talk by Chimamanda Adichie</td>
<td>Module 9 Discussion&lt;br&gt;Final Reflection&lt;br&gt;ZOOM Meeting 12/9 @ 7:00 PM</td>
</tr>
</tbody>
</table>
VI. Readings:
Required text for the course is:


Research-based literature supporting the course content:


Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

Field Experience Requirements

Since the 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**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This include: fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

**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
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
snyderkel@sfasu.edu.

IX. Other Relevant Course Information:

References


Ronald R. Musoleno & George P. White (2010) Influences of High-Stakes Testing on Middle School Mission
and Practice, RMLE Online, 34:3, 1-10, DOI: 10.1080/19404476.2010.11462076


