<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Heather Olson Beal</th>
<th>Course Time:</th>
<th>Online via D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns:</td>
<td>she/her/hers</td>
<td>Credits:</td>
<td>3 hours</td>
</tr>
<tr>
<td>Office:</td>
<td>ECRC 201-O</td>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>T/Th 12-3</td>
<td></td>
<td></td>
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<tr>
<td>Email:</td>
<td>email only through D2L</td>
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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.

**Course Justification:** SEED 5312 (The 21st Century EC-12 Student) (3 credits; fully online) spans 6 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.

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:

**Perkins College of Education Core Values**

- 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.
Perkins College of Education Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online discussion boards (SLO 1-3)</td>
<td>Online discussion board about topic (9 x 50 pts per discussion). 8 of 9 grades will be counted.</td>
<td>400pts</td>
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<tr>
<td>Developmentally appropriate instructional activities (SLO 1-3)</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>
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<tr>
<td>Interview an elementary age student, a middle school student, and a high school student (SLO 1-3)</td>
<td>Each student must interview TWO children (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 (2 x 100 pts). There are 3 interview assignments; students have to complete TWO.</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Family and Community</td>
<td>The student will design a developmentally appropriate instructional activity that is</td>
<td>100 pts.</td>
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Engagement (SLO 1-3) designed to include family and community in learning the content.

Other Assignments Module 1 Essay (50 pts), Final Reflection (50 pts) 100 pts

Quizzes The students will complete online quizzes about the readings from the book (4 x 100 pts) 400 pts.

Total 1500 pts

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.

All Dropbox assignments have a 48 hour grace period during which students can submit work after the assignment due date and not be penalized. After 48 hours, late assignments may / may not be accepted at the discretion of the professor.

The 48 hour grace period does not apply to Discussion Boards. In order to be eligible for full credit in the Discussion Boards, students must:

1. Post an original response to the prompt within the first two days of the discussion board. You will not get full credit if you come in on the last day and try to do all your postings. That would be like being in a 10:00-10:50 am class and walking in late, at 10:45,
opening the door, and shouting your comments into the room and walking away. That would clearly not be considered thoughtful participation in an ongoing class discussion.

2. Respond thoughtfully and with respect for the contribution of at least two peers' discussion posts. Statements like, "This was good" or "I like this" are not thoughtful and may dismiss ALL of the work/words of the other person.

3. Use at least 3 sentences. Tell why you enjoyed reading the post, what else they could have included, ask a question or share an experience from your life that contributes to the discussion.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Module</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
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<tbody>
<tr>
<td>May 17-20</td>
<td>Module 1</td>
<td>Syllabi</td>
<td>Discussion Board: Intro (due 5/17)</td>
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<td></td>
<td></td>
<td>Ted Talk by Rita Pierson</td>
<td>M1 Discussion Board: Ted Talk (5/18-20)</td>
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<td>M1 Essay (5/20)</td>
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<tr>
<td>May 21-25</td>
<td>Module 2</td>
<td>Chapters 7-8 in Development</td>
<td>Chapters 7-8 Quiz (5/23)</td>
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<td>Instructional Activity: Elementary (5/25)</td>
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<tr>
<td>May 26-May 29</td>
<td>Module 3</td>
<td>Chapters 7-8 in Development</td>
<td>M3 Discussion (5/27-29)</td>
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<tr>
<td>May 30-June 3</td>
<td>Module 4</td>
<td>Chapters 9-10 in Development</td>
<td>Chapters 9-10 Quiz (6/1)</td>
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<td></td>
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<td></td>
<td>Instructional Activity: Middle School (6/3)</td>
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<tr>
<td>June 4-7</td>
<td>Module 5</td>
<td>Chapters 9-10 in Development</td>
<td>M5 Discussion (6/5-6/7)</td>
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<tr>
<td>June 8-12</td>
<td>Module 6</td>
<td>Chapters 11-12 in Development</td>
<td>Chapter 11-12 Quiz (6/10)</td>
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<td></td>
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<td></td>
<td>Instructional Activity: Adolescents (6/12)</td>
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<tr>
<td>June 13-16</td>
<td>Module 7</td>
<td>Chapters 11-12 in Development</td>
<td>M7 Discussion (6/14-16)</td>
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<tr>
<td>June 17-21</td>
<td>Module 8</td>
<td>Chapter 2 in Development</td>
<td>Chapter 2 Quiz (6/19)</td>
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<td>Family and Community Engagement Project (6/21)</td>
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</tbody>
</table>
VI. Readings:

Required texts for the course:

- Faber, A., & Mazlish, E. (2012). How to talk so kids will listen & listen so kids will talk. Simon and Schuster.

Research-based literature supporting the course content:


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

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:

A. Class Attendance and Excused Absence (Policy 6.7): Attendance (online) is mandatory. This course is fully on-line. However, online attendance is demonstrated by logging into D2L regularly. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.
B. 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/ Location: Human Services Building, room 325. Phone: (936) 468-3004.

C. 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).

D. 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.
If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

E. **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.

F. **Masks (cloth face coverings)** must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


G. **Mental health resources.** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

   **On-campus Resources:**
   SFASU Counseling Services
   [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
   3rd Floor Rusk Building
   936-468-2401

   SFASU Human Services Counseling Clinic
   [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
   Human Services Room 202
   936-468-1041

   **Crisis Resources:**
IX. Additional Information Specific to Educator Preparation

A. 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.


B. 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.

X. Other Relevant Course Information:

A. 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. Thanks to OWLE (Organization for Women’s Leadership and Equity), the newly formed professional women’s organization on campus, baby- and toddler-related items are also available for distribution. If you have need, fill out the form on the linked website and someone from OWLE will contact you about how to pick up items.

**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!**

B. 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).

C. Students with DACA status:

**Letter from President Pattillo, SFASU (Fall 2017)**

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,

Baker Pattillo

President