I. Course Description:
This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. It also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students.

This course includes a critical assignment (Instructional Design Plan) related to accountability and accreditation. The assignment must be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

II. Course Justification
SED 522 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.

III. Intended Learning Outcomes:
In support of the College of Education’s Conceptual Framework, this course seeks to instill in all candidates the notion that learning is a process of continuous transformation and teacher education is a lifelong process. Today’s schools offer many challenges to teachers seeking to implement effective, responsive instruction. To meet these challenges, teachers need to infuse learner-centered principles into all aspects of curriculum, planning, and assessment. They must create learning communities that foster critical thinking and life-long learning.

A full list of standards associated with the post baccalaureate, MEd, and MAT programs and associated coursework are available on the Perkins College of Education web page.

The 13 competencies tested by the TExES PPR

The content of the course will reflect the 13 areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities certification test of the Texas Examinations of Educator Standards (TExES). We will examine material in the context of how it applies to appropriate professional practice as well as its relationship to the 13 competencies.
Domain I: Designing Instruction and Assessment to Promote Student Learning

- Competency 003: B – H
- Competency 004: A, F, G, J-N

Domain II: Creating a Positive, Productive Classroom Environment

- Competency 005: D

Domain III: Implementing Effective, Responsive Instruction and Assessment

- Competency 007: A-D
- Competency 008: A-E
- Competency 009: D, G
- Competency 010: A-E

Full text available at the following website:
http://www.sbec.state.tx.us/SBECOnline/standtest/texes/allppr.pdf

TExES ELL Standards

In this course, the following Texas ELL standards/competencies are covered:

Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Competency 002: The ESL teacher understands the processes of first-language (L1) and second language (L2) acquisition andthe interrelatedness of L1 and L2 development. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

Competency 004: The ESL teacher understands how to promote students' communicative language development in English.

Competency 005: The ESL teacher understands how to promote students' literacy development in English.

Competency 006: The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and assesses results to plan and adapt instruction.

Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.

Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

Competency 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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 student will be able to: develop and adapt instruction and assessment based on the needs of diverse students.

- effectively manage a diverse learner-centered classroom.
- implement and modify instruction for all students incorporating technology as appropriate.
- understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
- use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes:

The student will be able to:

- critically analyze course readings as evidence by written reading logs
- create a scope and sequence for a course within his/her certification area
- design instruction around learner-centered principles
- design instruction around learner-centered principles that are culturally responsive
- understand and apply curricular theory for planning and instruction

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

There are 1000 points available to be earned in SED 522. These are made possible through a variety of instructional strategies.

All written assignments are due at midnight. You may submit the assignments up to 48 hours after the due date without penalty. After 48 hours, points will be deducted at 20% per day.

Module Reading Logs (40 points each, 240 points total). Students will compose a 2-3 page reflective summary on assigned readings. In addition to speaking to each reading’s major themes, students will also reflect upon specific topics that seem especially relevant to them or they feel are particularly critical for facilitating student learning in the public schools.

Module Discussions (20 points each, 120 points total). Students will participate in six module discussions over the course of the semester. Students are responsible for an individual post and responding to two classmates.

Unit Plan (100 points). Students will create a 2-3 week unit plan within their chosen content area (Math, Science, Social Studies, etc.) based on the Texas state-adopted curriculum (TEKS), English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS).

Lesson Plans (100 points). Using the unit plan created earlier in the course, students will create five consecutive lesson plans for one week of the unit.
Culturally Responsive Assessment (100 points). Students will construct a culturally responsive assessment to coordinate with their unit plan.

School-Community Profile (150 points total). Based on the unit and lesson plan assignments, students will construct evaluation instruments that may include: traditional formative assessment, authentic/performance formative assessment, summative assessment, modified summative assessment, rubric.

Final project (200 points). Students will put together a complete instructional design plan that includes the following: unit outline, school-community profile, lesson plans, assessments, unit reflection. Elements previously completed in class are to be revised and included in the final project. The final project must be submitted to LiveText.

200

V. Evaluation and Assessments (Grading):

Grades will be assigned on the following scale:

900 – 1000 points = A
800 – 899 points = B
700 – 799 points = C
600 – 699 points = D 599
or fewer points = F

Students in the secondary 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.

Attendance. Course is fully on-line. However, you must demonstrate online attendance. If you go more than 3 consecutive days without logging in to work on the course, that will constitute an official absence.

QUALITY OF ASSIGNMENTS
All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher. Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."
VI. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, June 28</td>
<td>Funds of Knowledge and Introduction to Standards</td>
<td>Reading Log One Due 7/3 11:59 PM</td>
</tr>
<tr>
<td>Week 2, July 5</td>
<td>Instructional Design Plan Introduced</td>
<td>Unit Plan Reading Log Two Due 7/11 11:59 PM Unit Plan Due 7/11 11:59 PM</td>
</tr>
<tr>
<td>Week 3, July 12</td>
<td>Lesson Planning</td>
<td>English Learners Lesson Plan One Due 7/18 11:59 PM Reading Log Three Due 7/18 11:59 PM</td>
</tr>
<tr>
<td>Week 4, July 19</td>
<td>Assessments: Formative and Summative</td>
<td>Lesson Plan Two Due 7/25 11:59 PM Reading Log Three Due 7/25 11:59 PM</td>
</tr>
<tr>
<td>Week 5, July 26</td>
<td>Creating a Rubric</td>
<td>Assessment Assignments Due 8/1 11:59 PM</td>
</tr>
<tr>
<td>Week 6, August 2</td>
<td>Optional Meeting for Instructional Plan Questions</td>
<td>Final Instructional plan Submitted by 8/6 11:59 PM</td>
</tr>
</tbody>
</table>

VII. Weekly Schedule

VIII.
IX. Readings (Required and recommended—including texts, websites, articles, etc.):  

Required:  

Required Readings will be posted via D2L.  

Live Text account.  

Additional readings as posted in the course.  

X. Course Evaluations:  

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 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.  

XI. STUDENT ETHICS AND OTHER POLICY INFORMATION  
(https://www.sfasu.edu/policies)  

A. 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.  

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/.

C. Student Academic Dishonesty: Policy 4.1

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. 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.

As per the SFASU policy on academic integrity, 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. A Report of Academic Dishonesty will be complete and will become part of the student’s official record. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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.

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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

F. Certification/Licensing Requirements

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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/) . 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.

G. 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.

This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.
H. D2L Help

As a student, you will have access to an Online Orientation that provides information about setting up your computer properly and teaches many of the skills you will need to succeed in an online course.

Answers to questions about general computer and Internet issues, SFA email and mySFA are available online at the Technical Support Center (TSC) http://www.sfasu.edu/tsc/ and in person or by phone from 8:00 am to 10:00 pm, Monday through Friday at (936) 468-4357.

Answers to technical questions about Desire2Learn (D2L) are available in the Online Orientation, by email at D2L@sfasu.edu, and by phone at 936-468-1919. Live D2L technical support hours are 8:00 a.m. – 5:00 p.m. Monday through Friday.

Students may also get D2L support in person at our office in the Steen Library, second floor, Room 206.

mySFA is the official place for SFA faculty and students to see and update a variety of information and announcements in one convenient location, including e-mail and address information, registering and accessing classes online, paying your bill, viewing your grades, and getting a copy of your transcript. On the mySFA homepage, click “Getting started with mySFA and e-mail” to help you with many e-mail and other MySFA issues. After logging on with your mySFA User Name and PIN, at the top of your screen click “myServices”, then in the right column click toward the bottom of the page click “PC Health Guidelines” for help with virus, spyware, network connections, and other PC problems.

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