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: SEED 5314 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/Goals/Objectives (Program/Student 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 complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

This course fulfills the highlighted college values and program learning outcomes:
College of Education 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:
1. The candidate will be able to evaluate technology usage in today’s school classrooms.
2. The candidate will be able to evaluate issues of cultural diversity, social justice, and critical pedagogy.
3. The candidate will be able to evaluate educational research.
4. The candidate will be able to analyze theories of curriculum, instruction, and assessment.

Student Learning Outcomes. Students in this course will:
- critically analyze course readings by completing 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

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.

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/testes/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 and the interrelatedness of L1 and L2 development.

Competency 003: 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 uses assessment 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.

IV. Readings:
• LiveText account
• Required readings will be posted via D2L.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Reading Logs</td>
<td>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 and analyze specific topics that seem especially relevant to them or they feel are particularly critical for facilitating student learning in the public schools.</td>
<td>15%</td>
</tr>
</tbody>
</table>
Module Discussions and Activities

Students will participate in module discussions. Students are responsible for an individual post and responding to at least two classmates. 20%

Unit Plan

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). 15%

Lesson Plans

Using the unit plan created earlier in the course, students will create five consecutive lesson plans for one week of the unit. 10%

Assessment Examples

Students will create assessment samples to accompany their lesson plans. 15%

Instructional Design Plan

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 should be revised and included in the final project. The final project must be submitted to LiveText and to the dropbox in D2L. 25%

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

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

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.
**VI. Tentative Course Outline/Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Intro &amp; Module 1</td>
<td>May 30-31</td>
<td>Read Syllabus + Post Introduction Learning Theory Comparison Chart</td>
<td>May 31</td>
</tr>
<tr>
<td></td>
<td>May 30-June 2</td>
<td>Reading Log One</td>
<td>June 2</td>
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<tr>
<td>Module 2</td>
<td>June 3-7</td>
<td>Reading Log Two</td>
<td>June 5</td>
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<td></td>
<td></td>
<td>Unit Plan</td>
<td>June 7</td>
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<tr>
<td>Module 3</td>
<td>June 8-12</td>
<td>Reading Log Three</td>
<td>June 9</td>
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<td></td>
<td></td>
<td>Module 3 Discussion Board</td>
<td>June 8-12</td>
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<tr>
<td></td>
<td></td>
<td>Lesson Plan One</td>
<td>June 12</td>
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<tr>
<td>Module 4</td>
<td>June 13-17</td>
<td>Formative Assessment Examples</td>
<td>June 14</td>
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<td></td>
<td></td>
<td>Rubric Example</td>
<td>June 15</td>
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<td></td>
<td></td>
<td>Lesson Plans Two &amp; Three</td>
<td>June 17</td>
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<tr>
<td>Module 5</td>
<td>June 18-21</td>
<td>Traditional Assessment Example</td>
<td>June 19</td>
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<td>Performance Assessment Example</td>
<td>June 21</td>
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<tr>
<td>Module 6</td>
<td>June 22-24</td>
<td>Module 6 Discussion Board</td>
<td>June 22-24</td>
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<tr>
<td></td>
<td></td>
<td>Differentiation Assignment</td>
<td>June 24</td>
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<tr>
<td>Module 7</td>
<td>June 25-27</td>
<td>Instructional Design Plan</td>
<td>June 27</td>
</tr>
<tr>
<td>Module 8</td>
<td>June 28-29</td>
<td>EdTPA Q &amp; A</td>
<td>June 28-29</td>
</tr>
<tr>
<td>Fri., June 30</td>
<td></td>
<td><strong>LAST DAY TO SUBMIT ALL WORK</strong></td>
<td></td>
</tr>
</tbody>
</table>

**VII. LiveText:** This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VIII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE 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 summarized data will not be available to the instructor until after final grades are posted.

IX. Student Ethics and Other Policy Information:

A. Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. 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.

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
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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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.

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

E. Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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.

F. Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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.

G. Mental Health Considerations
SFA 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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/human services/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

H. 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/registrar/bulletin/). 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.

X. Other Relevant Course Information:

A. Students Experiencing Food Insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

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