Instructor: Dr. Lauren Burrow  
Course Time & Location: ONLINE + 2 scheduled Synchronous Zooms  
Office Hours: Online Fridays, 9am – 2pm CST (or as scheduled by request)  
Credits: 3  
Email: burrowle@d2l.sfasu.edu

Prerequisites: None

I. Course Description:  
This course examines curriculum, instruction, and assessment within the virtual learning environment.

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

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:
1. The student will be able to create a virtual learning environment for diverse students by utilizing a variety of innovative technologies and research based educational technology methods.
2. The student will be able to adapt and modify virtual learning environments to meet the needs of diverse learners including adaptive technology, culturally responsive pedagogy, and English language learners.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS:  
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS  
https://www.iste.org/standards/for-educators

ESL STANDARDS:  
file:///C:/Users/crossc1/Downloads/FN_TX_ESL.pdf

INTASC STANDARDS  

iNACOL STANDARDS FOR TEACHERS  
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Portfolio evaluating different learning technologies within content curriculum, instruction and assessment: Students will evaluate a variety of used technology within content curriculum, instruction and assessment within PK-12 virtual learning environments and create a portfolio describing their efficacy according to students, research-base, accessibility, culturally responsiveness, and cost effectiveness. (SLO 1-2)
2. Teaching Presentation: Students will remotely present a technology innovation for a content lesson and present it to the class. (SLO 1-2)
3. Reflective Responses: Students will participate in weekly online discussions and reflections about course topics. (SLO 1-2)
4. Discussion Boards: Students will participate in discussion board posts and replies to build virtual course community and share ideas. (SLO 1-2)

• D2L ENGAGEMENT: Students are expected to work routinely (weekly) in d2L, engaging with all content / materials / resources presented. Students are encouraged to determine “coursework schedules” that work for them, while still submitting work by deadlines (usually weekly).

• ZOOM ATTENDANCE: Students must log in on time, attend, remain for the entirety of the meeting, and fully engage in all scheduled ZOOM meetings (2 per semester). Since the content of the ZOOMS is part of the overall course curriculum, students who do not / cannot meet during scheduled ZOOMS can contact the professor for recordings and a make-up assignment.

Late Work
There is an automatic, no grade penalty, 24-hr extension for all DROPBOX and DISCUSSION BOARD work.

I understand “life happens,” so if you need to submit late work after the automatic extension, let’s chat!
Ultimately, the professor’s decision about late work may be dependent upon the nature of the work (for example, late group work impacts OTHER learners), overall student performance, etc.

In order to record final grades on time, no make-up / late work will be accepted during the Final Week. All approved late work must be submitted no later than Saturday, July 29.

PLEASE NOTE: Making room for late submissions “throws off” the professor’s planned grading timeline, so late work will be last priority for grading and will probably not receive feedback from the professor.

QUALITY OF ASSIGNMENTS:
High professional standards are expected in all assignments. 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) and
V. Tentative Course Outline/Calendar:

Student grades will be determined by the following criteria:
To determine your grade, take the points earned and divide them 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

**ALL ASSIGNMENTS must be thoughtfully attempted to earn an “A.”**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Due Date</th>
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<tr>
<td>Week one: Virtual Learning Environments (VLEs)</td>
<td>Introductory Assignments (completion) DB Introduction to Virtual Community (50 pts.) Research Reflection #1 (50 pts.) Brightspace Assignment Brightspace Reflection (50 pts.)</td>
<td>July 08</td>
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<tr>
<td>Week two: VLE Culturally Responsive Curriculum</td>
<td>Zoom Attendance (or Make-Up assignment) (50 pts) -- <strong>ZOOM DATE TBD during week of July 10 - 14</strong> Research Reflection #2 (50 pts.) Google Classroom Assignment Google Classroom Assignment Reflection (50 pts.)</td>
<td>July 15</td>
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<tr>
<td>Week three: VLE Accessibility</td>
<td>Research Reflection #3 (50 pts.) Brightspace and Google Classroom Assignment Brightspace and Google Classroom Reflection (50 pts.)</td>
<td>July 22</td>
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<td>Week four: Alternative VLEs</td>
<td>Minecraft and Secondlife Assignment Reflection #4 (50 pts.)</td>
<td>July 29</td>
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<td>Week five</td>
<td>Final Presentation to Virtual Community on Zoom (100 pts.) <strong>ZOOM DATE TBD during week of July 31 - August 03</strong></td>
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<td>Total Points</td>
<td>550 points</td>
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**VI. Readings:**

Required text for the course is provided as OER in the research journal articles within each module.

**LiveText**

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure

**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. Weekly engagement in the online content and completion of assignments is expected. Attendance at two scheduled SYNCHRONOUS Zooms is expected. Those students who do not meet weekly submission deadlines, do not demonstrate active engagement in the online content, and/or do not attend the Zoom course meetings may not pass the course. PLEASE CONTACT the professor if you need to discuss the summer course timeline.

Students with Disabilities

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) 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.

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.

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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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 Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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.

Teacher Certification

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

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. 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.

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.

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 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

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PLEASE NOTE: While it is the intent of the professor for this syllabus to define expectations for student course performance and present the professor's commitment to a high-quality learning experience, any and all of these syllabus policies are subject to review and revision by the professor due to extenuating circumstances/emergencies communicated to the professors by the student. The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of the students to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each student’s overall course performance, taking into account assignment submissions and overall professional demeanor.

A letter to my students, by Dr. Burrow

originally written summer 2018, updated summer 2020

Dear ALL Students,
I am here to support and learn with each of you.

Dear Black Students,
Your life matters.

Dear Muslim Students,
Your beliefs deserve to be celebrated.

Dear Jewish Students,
You should never be harmed for your faith.

Dear agnostic, atheist, non-religious Students,
You owe us no explanation.

Dear Mexican Students,
You will not find walls here.

Dear Immigrant/International Students,
Your presence makes this space richer.

Dear neurodiverse/IEP Students,
You are not a burden.

Dear LGBTQIA+ Students,
You are perfect just as you are.

Dear Female Students,
You are respected and valued.

Dear Non-binary Students,
You are enough just as you are.

Dear Male Students,
You have the power to support each of these people, and I appreciate you doing so.

All my Students are welcomed and valued here!

If you do not see yourself represented in and/or do not feel directly included in this welcome letter ... please reach out to me and give me the chance to get to know you better.

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As your professor it is my intent to provide the most equitable, safe, and positive learning environment that I can for you. In my course I want to see, hear, respect, and value your unique existence and encourage you to share with me specific suggestions for improvement in order to ensure that my practices have their intended impact in your life. Knowing that I am sharing space with future teachers, I take seriously the responsibility to promote spaces, practices, and times for y’all to care for yourselves (after all, taking care of YOU is in the best interest for you AND your future students!) To that end, please be aware of the following policies, practices, and organizations meant to assist the multiple student identities who may be experiencing unique “life truths” while pursuing a degree of education at SFASU. If you ever find you (or others) experiencing any of the following, please take time to communicate with me (sooner! rather than later) and/or seek assistance as summarized here.

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For students experiencing food insecurity...
The Pantry is a food pantry at SFA to help alleviate hunger among students. Visit Tucker Building (Southeast corner of Raguet and East College streets)
https://www.sfasu.edu/thehub/food-pantry
For students with caregiver responsibilities...
Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of caregiver 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.

Additionally, all registered SFA students are eligible for food and baby supply distributions at The Pantry (see above). To request baby items, students need to complete the online form at sfasu.edu/studentaffairs/1319.asp.

For students wishing to submit a “chosen first name” to appear in University-related systems
Visit mySFA: personal information to submit a “chosen first name.” Details available here: https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines

For students seeking Safe Space Offices
A Safe Space is a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, and queer students, both my office (201N), and other offices throughout ECRC are designated safe spaces.

For students wishing to use gender-neutral restrooms
In the ECRC – there are single-use restrooms located in the 201 and 209 hallway suites of faculty offices. For a list of additional gender-neutral/single-use restrooms around campus: http://www.sfasu.edu/counselingservices/193.asp

For students with DACA status...
Letter from the late President Baker Patillo, 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 Patillo
President

For students in need of mental health services...
The profession of teaching / instruction (even at the higher education level) is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

“In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community.”
http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.