SED 3371.002
Curriculum and Instructional Design for All Learners
Spring 2024

Instructor: Michael Wicker, Ed.D.
Course Time: 1:00-2:15 pm
Location: ECRC 205
Credits: 3 semester hours
Email: wickermicha@jacks.sfasu.edu

Course prerequisites: SEED 3370, and admission to Teacher Education

I. Course Description: This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. This course 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 also involves a field experience in local schools over the course of the semester. Classwork includes 10 virtual field hours, weekly reading assignments, formative assessments, reflection papers, and an instructional design project including: a scope and sequence plan, a unit plan, and three lesson plans in students’ content area. Minimum average of coursework is 15 hours (3 hours a day) each week for 5 weeks. There is a critical assignment related to accountability and accreditation in this course which is collected in Livetext. This course is a prerequisite for SEED 4250, SEED 4150Lab, and SEED 4360.

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Program/Learner Outcomes
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

A. 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. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
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. (Training in TEKS)
B. Student Learning Outcomes

At the end of this course students will be able to:

1. Demonstrate an understanding of the connection between various components of the Texas assessment program, the state-mandated curricula (TEKS, ELPS, CCRS) and instruction.
2. Demonstrate effective instructional planning at both the long-term level (including scope and sequence and unit planning) and short-term level (weekly and daily planning). (Training in TEKS)
3. Plan lessons and structure units so that activities progress in a logical sequence and support the state-mandated curricula. (Training in TEKS)
4. Plan developmentally appropriate, meaningful instruction that encourages the use of higher-order thinking skills and that incorporate different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. (Training in TEKS)
5. Design various instructional strategies that promote active student engagement and learning based on students’ needs, and that incorporate varied activities and groupings appropriate to student levels. (Training in TEKS)
6. Write and use appropriate instructional objectives for effective teaching and learning. (Training in TEKS)

**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 at: http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf**

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Assessments, Instructional Strategies and use of Technology:

1. **Reading R&R Papers (650)** - Readings will be provided each week. Students will complete the readings and then create reflection and response papers each week. Regardless the number of readings each week, you will only need to create one reading and response paper each week. These are worth 50 pts. each. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking. (Training in TEKS)**

2. **Course Assignments and Participation: (300)** Students will complete various assignments within course modules and/or class activities including lesson plans, etc.
3. **Instructional Design Project (400 pts)**- Students will create the following parts of an instructional design project. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.**

*A scope and sequence for their content area, including relevant state standards (TEKS)  
*One unit plan that is part of their scope and sequence that includes TEKS, ELPS, and CCRS standards  
*Three detailed lesson plans that are part of the unit plan, that include TEKS, ELPS, and CCRS standards  
*A summative assessment  
*Answers to reflection questions about the entire planning

As part of the instructional planning format, students are required to list the appropriate standards from ALL of the following state of Texas educational standards: **Texas Essential Knowledge Skills (TEKS), English Language Proficiency Skills (ELPS) and Career and College Readiness Skills (CCRS)** and are available at:


5. **Classroom Observations/Tutoring of Special Needs Students plus Reflection Questions (100 points)**

Each SFA student will complete 10 hours of observations observing and reflecting teachers working with special needs learners as part of his/her field experiences for this course. 

**Supports the PCOE core value of Service that enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3.**

6. **Professional Development Opportunities EXTRA CREDIT (50 pts. each)**. Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events.

**Supports the COE core value of Life-long Learning.**

**Total Points**: 1500

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<tr>
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Attendance/Late Work Policy:

Attendance is expected, you are allotted 5 absences. If you have accumulated 6 unexcused absences in this course you will automatically earn an F.

Work submitted/completed in class may not be made up unless you are absent due to a university commitment.

Assignments’ dropboxes will remain open for 3 days. After 3 days the dropbox will close and assignments will not be accepted. Each day that the assignment is late will incur a 20% late penalty, unless previous arrangements have been made with the professor.

1. Failure Clause: You may immediately earn an “F” in SEED 3371 due to the following reasons:
   - You take, consume, buy, sell, provide or have in your possession alcohol or illegal drugs in any form, at any time on a school campus or at an event where you are receiving field experience hours or class credit.
   - You falsify any records or documents, including hour sheets
   - Your placement site teacher or administrator asks for you to be removed
   - You have violated state or federal law
   - You have violated The Code of Ethics and Standard Practices for Texas Educators
   - You have violated school and/or district policy
   - You have violated university policy
   - Any other egregious acts of non-professional behavior
   - You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
   - You have accumulated 5 unexcused absences in this course.

1. **Students who earn a “D” or “F” in any SEED 3371 course must re-take the course and make at least a “C” to move forward.**

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 assignments are to be submitted in a timely, professional manner. This includes proper use of Standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects the quality of your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**
V. Tentative Course Outline/Calendar:

VI. Readings.
There are texts required for your purchase. Readings will be provided to students via D2L and class time.

VII. Other Research-Based Readings Provided in Class:
Will be provided the first class meeting of each week.

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.
VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

**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.

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.

**Mental Health:**
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](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401
SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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

**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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Participation, Personal Responsibility and Professional Dispositions and Staying in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of leading a classroom, so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

I will return emails within 48 hours Monday-Friday.

Use of Personal Technology

Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time and will result in a reduction in your professional disposition grade.