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 16 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 6-9 hours per week. 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

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.
Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

SB 17 has additional exceptions that include scholarly research and creative works.

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 the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion boards (SLO 1-3)</td>
<td>Online discussion board about topic (10 x 50 pts per discussion). 8 of 10 grades will be counted.</td>
<td>400 pts</td>
</tr>
<tr>
<td>Developmentally appropriate instructional activities (SLO 1-3)</td>
<td>Design developmentally appropriate and culturally responsive lessons in their content area. (3 x 100 pts)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Teacher wellness assignments</td>
<td>Submit photos and captions depicting dimensions of wellness for your future career as a teacher (8 X 15), wellness quiz (20 pts), reflection (60 pts)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Family and Community Engagement (SLO 1-3)</td>
<td>Design a developmentally appropriate instructional activity that is designed to include family and community in learning the content.</td>
<td>100 pts</td>
</tr>
<tr>
<td>Other Assignments (SLO 1-3)</td>
<td>Module 1 Essay (50 pts), Final Reflection (50 pts)</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
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:

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.

USE OF GENERATIVE AI TOOLS:

Using artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance has the potential to undermine your ability to develop critical thinking, writing, or research skills that are essential for this course, for your academic success, and for your future career as an educator.

Therefore, students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. If you use AI in any way for work associated with this course, you must cite it properly using APA. See how to do so here.

Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy may be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

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.
2. Respond thoughtfully and with respect for the contribution of at least two peers' discussion posts.
3. Use at least 3 sentences.

More details are provided in D2L.

The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, you will not receive credit for late discussion board postings. Responses posted after the discussion is closed may be permitted with a grade penalty at the professor’s discretion.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 18-21</td>
<td>1</td>
<td>Intro. DB M1 DB</td>
<td>1/18-1/21</td>
</tr>
<tr>
<td>Jan. 22-28</td>
<td></td>
<td>M1 Essay</td>
<td>1/28</td>
</tr>
<tr>
<td>Jan. 29-Feb. 4</td>
<td>2</td>
<td>Teacher Wellness Assignment Chapters 7-9 Quiz</td>
<td>1/31 2/4</td>
</tr>
<tr>
<td>Feb. 5-11</td>
<td>2</td>
<td>M2 DB Instructional Activity: Elementary</td>
<td>2/8-11 2/11</td>
</tr>
<tr>
<td>Feb. 19-25</td>
<td>4</td>
<td>D#2: Emotional Wellness Photo Assignment Chapters 10-12 Quiz</td>
<td>2/21 2/25</td>
</tr>
<tr>
<td>Feb. 26-Mar. 3</td>
<td>5</td>
<td>D#3: Environmental Wellness Photo Assignment M4 DB Instructional Activity: Middle</td>
<td>2/28 2/29-3/3 3/3</td>
</tr>
<tr>
<td>Mar. 4-10</td>
<td>5</td>
<td>D#4: Intellectual Wellness Photo Assignment M5 DB Optional Zoom—M4 and M5 DBs (come prepared!)</td>
<td>3/6 3/7-3/10 3/7, 7-8 pm</td>
</tr>
<tr>
<td>Mar. 11-17</td>
<td></td>
<td>Sfasu spring break</td>
<td></td>
</tr>
<tr>
<td>Mar. 18-24</td>
<td></td>
<td>D#5: Physical Wellness Photo Assignment</td>
<td>3/20</td>
</tr>
<tr>
<td>Apr. 1-7</td>
<td></td>
<td>D#7: Spiritual Wellness Photo Assignment</td>
<td>4/3</td>
</tr>
<tr>
<td>Week</td>
<td>Activity/Assignment</td>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Apr. 8-14</td>
<td>M6 DB&lt;br&gt;Instructional Activity: Adolescents&lt;br&gt;Required Zoom: Teacher Wellness DB</td>
<td>4/4-4/7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M7 DB</td>
<td>4/7</td>
<td></td>
</tr>
<tr>
<td>Apr. 15-21</td>
<td>7 Ch. 2 Quiz&lt;br&gt;Optional Zoom—M6 and M7 DBs (come prepared!)&lt;br&gt;Family &amp; Community</td>
<td>4/11, 7-8 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engagement Assignment</td>
<td>4/11-4/14</td>
<td></td>
</tr>
<tr>
<td>Apr. 22-28</td>
<td>M8 DB&lt;br&gt;Self-Care Quiz + Reflection</td>
<td>4/25-28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/28</td>
<td></td>
</tr>
<tr>
<td>Apr. 29-May 5</td>
<td>M9 DB&lt;br&gt;Final Reflection</td>
<td>4/29-5/1</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>LAST DAY TO SUBMIT WORK</td>
<td>5/5</td>
<td></td>
</tr>
</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. Policy Information

A. **Institutional Absences: [HOP 04-110](#)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

B. Class Attendance:

**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.

C. Student Code of Conduct and Academic Integrity: [HOP 04-106](#)

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and
presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

D. Withheld Grades Semester Grades Policy: HOP 02-206

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 coursework 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. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

E. Academic Accommodations for Students with Disabilities

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/

F. Course Evaluations: Near the conclusion of each semester, students electronically evaluate courses taken. 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!
The course evaluation process 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.

G. Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

VIII. Resources

A. 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:

*The Dean of Students Office*
Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents
936-468-7249
dos@sfasu.edu

*SFASU Counseling Services*
Health and Wellness Hub (corner of E. College & Raguet)
www.sfasu.edu/counselingservices
936-468-2401

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

*The Health and Wellness Hub “The Hub”*
Corner of E. College and Raguet
www.sfasu.edu/thehub
936-468-4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
Alcohol and Other Drug Education

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

B. Students experiencing food insecurity and student-parents in need of baby- and toddler-related items:

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. Thanks to OWLE (Organization for Women’s Leadership and Equity), a professional women’s organization on campus, baby- and toddler-related items are also now available for distribution. The pantry currently has diapers, formula, pacifiers, and other miscellaneous items. Send an email to owle@sfasu.edu to access this resource.

**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!**

C. 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).

IX. Additional Information Specific to Educator Preparation:

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.


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. 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.