Department of Education Studies  
SEED 5358 Transforming Education through Engaging Technologies  
Summer 2024

Instructor: Dr. Chrissy J. Cross  
Office: ECRC 209k  
Office Phone: 936-468-1274  
Course Time & Location: asynchronous  
Office Hours: by appointment virtually  
Credits: 3 semester credit hours  
Email: crossc1@sfasu.edu

Prerequisites: None

I. Course Description:
This course allows students to build skills in designing effective instructional experiences in distance and mobile learning environments.

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 design a transformative learning experience for diverse students based on innovative technology and research within the field of educational technology.  
2. The student will be able to design competency based instruction using culturally responsive pedagogy within a virtual learning environment.

A. GOALS AND OBJECTIVES:

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Competency Based Learning Technology Application: Students will design and implement a competency based virtual lesson, gather data from the lesson, and determine its efficacy. (SLO 1-2)
2. Teaching Presentation: Students will remotely present a transformative lesson utilizing technology and describe their resulting data from the lesson and how they will apply it to future technology integration and content application. (SLO 1-2)
3. Reflective Responses: Students will participate in weekly online discussions and reflections about course topics. (SLO 1-2)

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 proof read 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 Assessments (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
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Modules</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 14</td>
<td>Module 1 - Transformative Education and Technology Intro</td>
<td>Syllabus Reflection #1 - 50 pts. Introduction video – 50 pts</td>
</tr>
<tr>
<td>July 21</td>
<td>Module 2 - Why Transformative Teaching with Technology</td>
<td>Reflection #2 - 50 pts. Portfolio Assignment #2 - 50 pts</td>
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<tr>
<td>July 28</td>
<td>Module 3 - How we can use Technology to Teach Transformatively</td>
<td>Reflection #3 - 50 pts. Portfolio Assignment #3 - 50 pts (2 discussions)</td>
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<tr>
<td>Aug 4</td>
<td>Module 4 - Competency Based Education</td>
<td>Compare and contrast assignment 100 pts Portfolio Assignment #4 Reflection #4- 50 pts.</td>
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<tr>
<td>Aug. 7</td>
<td>Module 5</td>
<td>Portfolio Assignment #1 - 50 pts Final Project 200 pts 2nd 11:59pm</td>
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<td></td>
<td>Total points 750 pts</td>
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*Syllabus is subject to change.

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

Required text for the course is within each module ISTE documents and other assigned videos and readings.

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: Found at http://www.sfasu.edu/policies/

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. Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. If you get 5 or more absences, you will be dropped from the class with a grade of F. 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. 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.

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:**
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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texas.gov/tac/chapter-247.

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. 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
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.

IX. Other Relevant Course Information: