Department of Secondary Education and Educational Leadership
SED 450 – Meeting the Needs of Diverse Learners
(Special section for music majors)
Spring 2016

Instructor: Mark L. Seaman, Ed.D.  Time/Location: McKibben
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Office Hours:  
  Tues & Thurs  10:30 AM - 1 PM

Prerequisites: Must be admitted to the Teacher Education Program and maintain all admission standards.
Concurrent enrollment in or completion of SED 450L

I. Course Description
This course seeks to provide understanding and strategies that will empower preservice teacher candidates to assume the responsibility for the creation of a classroom learning environment wherein students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds may attain maximum academic, social, and emotional success. Major topics of instruction and investigation include the role of culture and language in schooling, traditions and value systems of culturally diverse individuals, culturally responsive teaching, diverse world views, and theoretical underpinnings of diversity pedagogy.

II. Intended Learning Outcomes/Goals/Objectives
This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes 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 student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes:

The objectives for this course, as with the intended learning outcomes, conform to the College of Education’s Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College’s Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; incorporation of openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

Course goals that seek to frame the course context and provide guidance for the attainment of the aforementioned objectives include:

- The candidate will develop an understanding of the traditions and value systems of culturally diverse individuals.
- The candidate will develop a heightened awareness of and appreciation for culture’s role in the learning environment.
- The candidate will develop insights, understanding, and an appreciation for the implementation of culturally relevant teaching.
- The candidate will develop a base of information and a repertoire of strategies related to meeting the needs of all students in the twenty-first century classroom.
- The candidate will develop an appreciation for and an understanding of a wide range of diversity topics, to include: GT, AP, adolescents, SES, special needs, gender, and religion.
- The candidate will examine various theories of learning and instructional strategies, in particular the application of differentiated instruction and assessment and culturally relevant teaching.
- The candidate will gain a heightened awareness of legal and ethical issues related to diverse learners.
• The candidate will develop an appreciation for and an understanding of the vital need for collaboration and interaction with family and community.

This course aligns with other Secondary Education courses in that it seeks to contribute to the academic base essential for the development of professional educators who are well-grounded in the current knowledge and research in the field of teaching and learning.

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

Online exams (4): At the completion of each course unit, students may be required to take a brief, multiple choice exam to check for understanding. If a student does not complete each online exam at the designated testing time, he/she may schedule a time to meet with the professor and take an oral make-up exam.

Lesson presentation: Students will not actually present a lesson, but may give a brief (5-10 minutes) presentation in which they will explain the various parts of a lesson they have prepared (objectives, lesson plan, technology integration, modifications, assessment, etc). A lesson plan will be submitted for LiveText.

Additional assignments and/or assessments may be required as needed.

All assessments will be taken through Desire@Learn at https://d2l.sfasu.edu/ except the lesson plan which will be submitted through LiveText at https://livetext.com/

IV. Evaluation and Assessments (Grading)

The professor ultimately determines the course grade based on quality of work, timeliness, effort, progress, attendance, and participation. Grades on coursework may be used as guidelines to help the professor determine a course grade, but course grades are not simply averages of grades on course assignments.

Students in the secondary and EC-12 education certification programs 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.

A grade of WH (incomplete or grade withheld) may be given at the discretion of the instructor and 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 an F. Students that are granted a grade of WH cannot receive an A for the course.
Late work policy: The professor is under absolutely no obligation to accept late work. As professional educators, you are expected to take of your responsibilities in a timely manner. Should late assignments be accepted by the professor, these assignments may not receive feedback and will receive a reduction in grade.

Attendance policy: More than two unexcused absences may result in the loss of a letter grade for the course. Additional absences will further lower the course grade. Students with 5 or more absences will not pass the course. Excessive or habitual tardiness may be viewed as absences at the discretion of the instructor. Students who enroll in the course after the first course meeting are considered absent for classes missed even when not enrolled.

Quality of assignments: All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher. All submitted work should be typed unless otherwise noted. Assignments may be submitted as file attachments to the instructor’s email address (see page 1).

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to internship, ethics, &amp; law</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Planning &amp; Instruction</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Diversity, school culture &amp; climate</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Communication &amp; Career</td>
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There is no final exam for this course. All assignments will be submitted through Desire@Learn at https://d2l.sfasu.edu/ except the lesson plan which will be submitted through LiveText at https://livetext.com/
VI. Texts and Other Resources

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 you 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.

You might also find the following resource handy:


VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 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 the 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

UNDERGRADUATE TEACHER CERTIFICATION
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

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 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.

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, 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/disabilities/.

STUDENT ACADEMIC DISHONESTY: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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; and/or;
• 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; and/or,
• 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

At the discretion of the instructor of record and with the approval of the academic unit head, 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 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.

STUDENT CODE OF CONDUCT: Policy 10.4

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.

ADDITIONAL INFORMATION:

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.
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, drivers license, state or
providence ID cards, a national ID card, or military ID card to take the TExES exams (additional
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 concerning this matter, contact Katie Snyder 936-468-1740 or
snyderke1@sfasu.edu.