I. Course Description:

This course seeks to provide understanding and strategies that will empower pre-service 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 (Program/Student Learning Outcomes):

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 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.

The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at Texas Education Agency). SED 460 will specifically focus upon Competencies 002, 003, 004, 009, 010, and 011.

A. INTASC Standards (Interstate New Teacher Assessment Support Consortium):

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the professional.

B. CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions: Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

Standard 2: Clinical Partnership and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

C. ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning and creativity.
4. Promote and model digital citizenship and responsibility.

ELL Standards
a. II.003.2 Knows effective instructional methods and techniques for the ESL classroom and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
II.003.3 Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.
b. II.003.4 Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
c. II.004.2 Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.
d. II.004.3 Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
e. II.004.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
f. II.005.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.
g. II.005.7 Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
h. II.006.3 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
i. II.007.3 Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
j. II.007.5 Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
k. III.009.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
l. III.009.2 Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
m. III.010.1 Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).

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

Reading Logs (6 @ 50 pts)
Each candidate will participate in one reading log per module.
**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.

Discussion Blogs (6 @ 25 pts)
Each student will prepare questions and answers from case scenarios in the chapters of A Casebook for Exploring Diversity, participating in a Chat with members of their group. These readings will be about students and/or teachers who are involved in issues with certain aspects of their culture.
**Ties into SFASU value of Collaboration and Shared Decision Making.**

**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.**

**Cultural Identity Profile (3@50 pts.)** My Cultural Awareness Profile *LiveText*
Each candidate will submit a three part (50 pts) Cultural Identity spread out throughout the semester. Each section builds off the other. Students who are purchasing livetext for the first time need to complete "My Cultural Awareness Profile as well in livetext.

**Ties into SFASU value of Openness to New Ideas and Culturally Diverse People.**

**Teachers and the Law (100 pts)**
Candidates will think of a legal issue regarding one of the following subjects of diversity that could arise in their content area that they want to discuss. They will read an article provided, collaborate with peers in a Google Doc, create a case-study type discussion, and share with peers. This is one of the assignments that you need the Gmail Account. Subjects of Diversity - Bullying, Religion, Sexual Orientation, or Socio Economic Status

**Ties into SFASU value of Collaboration and Shared Decision Making.**

**Lesson Plan Presentation (200pts) *Livetext assignment**
Students will present a culturally diverse lesson using the strategies learned from 372, readings and discussions from all education courses. This will be presented in the classes they are working in with their mentor teacher submitting a comment sheet. The comment sheet will be in the form of a rubric file in the resource folder. This lesson will include a pre-assessment, post-assessment, graph with sub-group population, and reflections on the lesson, future plans, and sub-group population. This NCATE sample will be submitted through LiveText.

**Ties into SFASU value of Life-long Learning.**

**Lab Hours/Lab Checklist (100pts)**
Students are to document 50 hours over the semester inside the classroom. These hours should consist of observations, tutoring, working with groups, and teaching lessons. There will be a checklist in the Lab Module reflecting on what to do each module for observation.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking**

**Self-Checks/Quizzes (6@10pts.)**
Each module will contain a Self-Check or Quiz about the module content. There will be questions about the readings, discussions, and completion of module.

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking**

**CONFIANZA Quiz (50pts.)**
Each student will be required to learn about English Language Learners through lecture, readings, and research then complete an authentic and/or formal assessment.

**Ties in to SFASU value of Openness to New Ideas and Culturally Diverse People.**
Quality of Assignments
- All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be penalized at my discretion.
- All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting. All written assignments must be in 12-point Times New Roman, double-spaced, with 1" margins and in APA style. All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.
- These elements will be considered as part of your grade on each assignment. 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.
- Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

IV. Evaluation and Assessments (Grading):

Student grades will be determined by the following criteria:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 59% = F  

V. Tentative Course Outline/Timeline - See Timeline

VI. Textbooks:


- Multiple web sites and articles referring to diversity in schools
- The state adopted standards for Texas or TEKS and ELPS are available at:

TEKS - [Texas Essential Knowledge and Skills](#)
ELPS - [English Language Proficiency Standards](#)

Live Text - This course collects assessments for students who are Perkins College of
Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have any questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

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 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:

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, 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 Disability Services. Location: Human Services Building, room 325. Phone: (936) 468-3004.

I Care -
SFA has a program that allows professors to send their name and id number to an Early Alert System, if grades or attendance start to be a problem. If you start having anything that could possibly lower your grade, I will contact you first, then the program to let them know what is going on. This is not a violation of your privacy, it is a quick check to make sure SFA is doing all we can to help in your educational endeavors.
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. All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.

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 Academic Integrity

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 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 for the purpose of computing the grade point average.

Failure Clause
You can immediately earn an F in this course due to the following reasons:

- Your placement site asks for you to be removed
- You have more than 5 absences or 5 late arrivals/early departures
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- Failure to complete Intern Supervisor Assignments
- Any other egregious acts of non-professional behavior

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.) SED Certification
LiveText
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have any questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu

VIII. Other Relevant Course Information

SED 450 is a fully online course. It will be intense and require a considerable amount of reading and working in the classroom. You will need to be focused and self-motivated to be successful. The time you would normally spend in the classroom and commuting to campus must be used to complete your readings, assignments, and observations on site. I will be more than happy to work with you on any issues dealing with course content. Should you have any problems related to technology, please read the following (taken from http://sfa.onlin.sfasu.edu/studentservices.html):

As a student, you will have access to an Online Orientation that provides information about setting up your computer properly and teaches many of the skills you will need to succeed in an online course. Answers to questions about general computer and Internet issues, SFA email and mySFA are available online at the Technical Support Center (TSC) http://www.sfasu.edu/tsc/ and in person or by phone from 8:00 am to 10:00 pm, Monday through Friday at (936) 468-4357. Answers to technical questions about D2L are available in the Online Orientation, by email at d2l@sfasu.edu, and by phone at 936-468-1919. Live D2L technical support hours are: Monday through Friday 8-5

Students may also get D2L support in person at our office in the Steen Library, second floor, Room 206. mySFA is the official place for SFA faculty and students to see and update a variety of information and announcements in one convenient location, including e-mail and address information, registering and accessing classes online, paying your bill, viewing your grades, and getting a copy of your transcript. On the mySFA homepage, click Getting started with mySFA and e-mail to help you with many e-mail and other MySFA issues. After logging on with your mySFA User Name and PIN, at the top of your screen click myServices, then in the right column click toward the bottom of the page click PC Health Guidelines for help with virus, spyware, network connections, and other PC problems.

To complete a certification requirement related to public education in Texas 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, 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/ <http://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.

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.

Gound 2016