



SED 331.01B INSTRUCTIONAL DESIGN

SED 332.01B ENGAGING LEARNING ENVIRONMENT

COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Julie Mills
Office Location: EDS 222
Office Hours: By appointment
Office Phone: 903-886-5757
University Email Address: Julie.Mills@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook required
Software Required: Tk20 (should have been previously purchased)

Course Description

SED 331 - Instructional Design for Diverse Learners

Hours: 3

This course in the LeoTeach sequence includes active field experiences such as observing teachers and teaching collaboratively designed lessons to diverse learners. The teacher candidates will develop lessons using questioning strategies, apply teaching models, and design assessments. Lessons will involve data analysis, using student artifacts to prepare instruction for differentiation, and include practices for ESL, SPED, and diverse populations. Students seeking teaching certification in a STEM area will be enrolled in a STEM-specific section of the course. Prerequisites: Departmental approval.

The syllabus/schedule are subject to change.

SED 332 - Creating an Engaging Learning Environment

Hours: 3

This course in the LeoTeach sequence includes secondary field experiences. The teacher candidates will demonstrate competence with inquiry based teaching models such as project based or problem based learning. Lessons will involve whole group instruction, small group instruction, and individualized plans that meet the needs of each learner. Students seeking teaching certification in a STEM area will be enrolled in a STEM-specific section of the course. Prerequisites: Minimum overall GPA of 2.65 and TSI complete. Department approval required. Note: This is a field-based course that includes required professional field experiences.

Student Learning Outcomes

1. Develop and teach student centered inquiry-based mathematics and/or science lessons.
2. Design units of instruction with aligned assessments.
3. Use assessment data to inform instruction.
4. Create productive and safe learning environments for all students.
5. Demonstrate professionalism.

COURSE REQUIREMENTS

Students in this course are required to complete field experience (in their assigned school district) two to three days a week throughout the semester.

Instructional Methods

This course incorporates 7-12 field experience, inquiry-based activities, classroom discussions, and various other instruction methods.

Student Responsibilities or Tips for Success in the Course

1. Act like a teacher.
2. Complete field-based requirements.
3. Attend all classes (seminars).
4. Communicate regularly with field supervisor and course instructor.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

The syllabus/schedule are subject to change.

Assessments

Details of each assessment can be found in Tk20 and/or D2L.

POP Cycle 1
POP Cycle 2
Informal Observations (3)
In-class collaborative activities
Reflections

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The syllabus/schedule are subject to change.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

You can expect your instructor to respond to emails and phone calls within 24 business hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The syllabus/schedule are subject to change.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

The syllabus/schedule are subject to change.



Department or Accrediting Agency Required Content

Texas Administrative Code – Rule 235.61

- b) Instructional Planning and Delivery. Grades 7-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Grades 7-12 classroom teachers must:
- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
 - (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
 - (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
 - (7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
 - (8) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
 - (9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
 - (10) monitor and assess students' progress to ensure that their lessons meet students' needs;
 - (11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
 - (12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (c) Knowledge of Student and Student Learning. Grades 7-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking

The syllabus/schedule are subject to change.

into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Grades 7-12 classroom teachers must:

- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
 - (2) accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner;
 - (3) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
 - (4) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
 - (5) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and
 - (6) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (d) Content Knowledge and Expertise. Grades 7-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Grades 7-12 classroom teachers must:
- (1) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
 - (2) organize curriculum to facilitate student understanding of the subject matter;
 - (3) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
 - (4) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and
 - (5) teach both the key content knowledge and the key skills of the discipline.
- (e) Learning Environment. Grades 7-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Grades 7-12 classroom teachers must:
- (1) embrace students' backgrounds and experiences as an asset in their learning;
 - (2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (3) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (4) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
 - (5) maximize instructional time, including managing transitions; and
 - (6) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

The syllabus/schedule are subject to change.

- (f) **Data-Driven Practices.** Grades 7-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Grades 7-12 classroom teachers must:
- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
 - (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (g) **Professional Practices and Responsibilities.** Grades 7-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Grades 7-12 classroom teachers must:
- (1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
 - (2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
 - (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
 - (4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
 - (5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

The syllabus/schedule are subject to change.