EDUA 3100 Teacher Education Seminar
Spring 2026 Syllabus

Instructor:
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Course Description: In this course, candidates are introduced to the details of the teacher education program. Candidates learn about educator preparation, state certification requirements, and application into the program for all EC-6, 4-8, and 7-12 teaching certification majors. Restricted to education majors. **Prerequisite:** 50 credit hours.

Textbook: No textbook is required for this course. All assigned readings will be provided by the instructor in Blackboard. Readings will include the following:

- TTESS Rubric
- Texas Teacher Standards
- Texas Essential Knowledge and Skills (TEKS) Standards
- International Society for Technology in Education (ISTE) Standards
- SRSU Education Webpage
- Selected articles & brief readings

Student (Program) Learning Outcomes: This course provides the foundation for each of these.
- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

- **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Course Learning Outcomes:
- **CLO 1:** Become familiar with the Teacher Education Program (TEP) requirements and the key roles in the TEP who will support students through the program.

- **CLO 2:** Gain an understanding of the requirements for teacher certification in the state of Texas, the instrument used to evaluate Texas teachers, and the Texas Teacher Standards (Ch. 149.AA).
- **CLO 4:** Become familiar with Student Learning & Licensure (SLL), the computerized management system utilized by the SRSU College of Education.
- **CLO 5:** Recognize, accept and acknowledge the Code of Ethics and Standard Practices for Texas Teachers.
- **CLO 6:** Recognize vocabulary pertinent to all Texas educators, programs, and schools.
- **CLO 7:** Recognize campus organizations and resources that are relevant to success in the TEP.
- **CLO 8:** Begin to formalize a teacher identity using a learner identity as a basis.

Marketable Skills:
1. Students will communicate verbally and in writing effectively and professionally.
2. Students will use organizational skills to effectively manage time and meet deadlines.
3. Students will use technology effectively.
4. Students will utilize multiple methods and strategies to achieve goals.
5. Students will use critical and creative thinking.

Course Policies, Expectations, and Assignments

Attendance: Regular and active participation is an essential aspect of this course. Attendance is taken at the beginning of each class meeting; students are expected to arrive on time and stay through the end of the class. Excessive tardiness or early departure will result in a loss of points for the professionalism grade. Two absences are allowed (but not encouraged). More than two absences will result in a loss of points for the professionalism grade. Please communicate with me in advance if you know you will not be in attendance.

Method of Communication: All communications regarding this class should be sent via Blackboard. In turn, I will communicate with you on Blackboard as well. In case of an emergency when you cannot reach me, please call the Teacher Education Program Office at 432.837.8170.

Assignment Submissions, Grading and Feedback: All assignments are to be submitted online on Blackboard in the appropriate drop box. Assignments sent via email will not be accepted. It is your responsibility to ensure that documents are submitted in a format that can be opened.

Written Assignments*:* To comply with course standards and requirements, all written assignments should be complete, free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman** font. All written assignments that contain references should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

Submissions made for a grade will generally be reviewed and graded within 5 to 8 business days and more quickly when possible. Please read and reflect upon any feedback provided as it will generally provide insight into making necessary improvements. Grades can be checked on Blackboard.

Late Work: No late work will be accepted <u>without prior approval from the instructor.</u> If you have an emergency and cannot get your work in by the deadline, please contact me as soon as possible. ALL late work grades will be reduced and will not receive the full points. If there is no communication about the late work, the grade will be 0.

The instructor is expected to:

⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
⇒ Be available for office hours by appointment.
⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00 AM-5:00 PM, Monday-Friday. Weekend communication will occur as available.
⇒ Provide grades/feedback to assignments within one week of the submission due date.
⇒ Provide clear and concise instructions on how to complete the course requirements.
⇒ Provide a range of opportunities to engage in the course content in a meaningful way.

The student is expected to:

⇒ Familiarize themself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
⇒ Complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
⇒ Engage in the course, with their peers, and the instructor with open communication and active participation.
⇒ Be respectful in their communication with the professor and classmates.
⇒ Respond to professor communication in a timely manner.
⇒ Will demonstrate integrity in all their work.
⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments:

**Please note that ALL assignments must be submitted to receive credit in the course.

Assignment	Description	Points	% of Grade
Professionalism	Professionalism is an important aspect for teachers to possess. This portion of the grade will include timely and regular attendance, professional communication with the learning community, and	10	10%

	active participation in class. The student will complete a self-assessment midway through the semester, and the professor will provide a final Professionalism grade at the end of the semester.		
6-Word Why	Students will introduce themselves to the learning community via their 6-Word Why, a statement summarizing their rationale for becoming a teacher.	5	5%
Discussion Boards	These discussions will provide opportunities for the student to reflect on biweekly assigned readings and to exchange ideas with members of the learning community.	25 (5 x 5 pts.)	25%
Guest Speaker Notes	Students will be provided with a notetaking framework to capture the gist of each speaker's message.	25 (5 x 5 pts.)	25%
Session Activities	These include a variety of activities connected to weekly class sessions.	10	10%
Final Project: Teacher Identity Paper & Vision Board	This project will focus on the student's identity as a learner as well as his/her developing identity as a teacher. This will serve as a culminating assignment and will include the following elements: your "why", aspirations and concerns, most important characteristics of a teacher, and both short- and long-term professional goals.	20	20%
Final Project Presentation	During the final week of class, students will present their final project to the learning community.	5	5%
TOTAL		**100**	**100%**

Grading Scale:

A= 90-100 points

B= 80- 89 points

C= 70- 79 points

D= 60- 69 points

F= less than 69 points

University Policies & Information

Americans with Disabilities Act (ADA) Statement:
SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. INT students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located

on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities Statement:
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement:
Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Use of Generative Artificial Intelligence (AI) Statement:
All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Academic Integrity:
Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect:
Importantly, this class will foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility,

and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling:
Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries:
The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Tentative Course Schedule

~Please pay close attention to due dates in the far-right column. These are also in Blackboard.
~This course syllabus is intended to be a guide and may be amended at any time.

Date	Class Content	Assignment Due Dates
1-14	~Introduction to the Course ~So You Want to Be a Teacher... & the 6-Word Why ~Discuss Discussion Board Assignment	**Sunday, 1-18:** ~Submit Syllabus Treasure Hunt (Session Activities Pts.)
1-21	~Present 6-Word Why ~Lecture: *Learner Identity & Teacher Identity* & connected activity	**Before class, 1-21:** ~Read assigned reading & participate in Discussion #1 ~Submit 6-Word Why
1-28	~Guest Speaker: Dr. Melissa Wesney, Coordinator of the Teacher Education Program: Introduction to the TEP & Education Coursework	**Sunday, 2-1:** ~Submit Guest Speaker Notes
2-4	~Lecture: *Introduction to the TEKS & ISTE Standard*s & connected activity	**Before class, 2-4:** ~Read assigned reading & participate in Discussion #2
2-11	**No class: Dr. Landreth is attending the US PREP Learning Tour in Little Rock**	**Before class, 2-11:** ~Submit Standards Assignment (Session Activities Pts.)
2-18	~Guest Speaker: Mr. Andy Oswald, Analyst and Watermark SLL Administrator: Introduction to Student Learning & Licensure (SLL) & the COE Webpage	**Sunday, 2-22:** ~Submit Guest Speaker Notes ~Submit SLL practice exercise (Session Activities Pts.)
2-25	~Lecture: *Professional Communication* & connected activity ~Discuss Final Project Assignment **(**DRAFT of Paper ONLY due 3-18)	**Before class, 2-25:** ~Read assigned reading & participate in Discussion #3
3-4	~Guest Speaker: Ms. Madison Owen, Assistant Director of Education: Applying to the TEP, the Certification Process & Testing	**Sunday, 3-8:** ~Submit Guest Speaker Notes ~Submit Mid-Term Professionalism Self-Assessment/Rubric ~Compose and submit a professional "thank you" email draft to one of the guest speakers; **after you receive feedback**, send the email to the guest speaker and copy Dr. Landreth (Session Activities Pts.)
3-11	**Spring Break**	
3-18	~Peer review of Final Project Paper DRAFT ~Small group discussion	**Before class, 3-18:** ~Prepare a DRAFT of your Final Project Teacher Identity Paper for peer feedback ~Read assigned reading & participate in Discussion #4

3-25	~Guest Speaker: 240 Tutoring Rep & Ms. Madison Owen	**Sunday, 3-29** ~Submit Guest Speaker Notes ~Continue to work on your Final Project Paper and apply feedback from peer review
4-1	~Lecture: *Introduction to the TTESS Rubric* & connected activity ~Small group discussion	**Before class, 4-1:** ~Read assigned reading & participate in Discussion #5
4-8	~Lecture: *Goal Setting & the Vision Board* & connected activity ~Small group discussion	Nothing due this week—but continue to refine your Final Project Paper and begin your Vision Board
4-15	~Guest Speaker: Dr. Jeanne Qvarnstrom & Student Teacher Panel	**Sunday, 4-19:** ~Submit Guest Speaker Notes ~Compose and submit a professional "thank you" email draft to one of the guest speakers; **after you receive feedback**, send the email to the guest speaker and copy Dr. Landreth (Session Activities Pts.)
4-22	~Guest Speaker TBD: Education Organizations & Opportunities	Finalize your Final Project for submission next week!
4-29	~Final Project Presentations	**Before class, 4-29:** ~Submit Final Project (Teacher Identity Paper & Vison Board)