



EDUA/EDSR 3100 Teacher Education Seminar Fall 2026 Syllabus

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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.

Student Learning Outcomes: This course provides the foundation for the following Teacher Education Program (TEP) outcomes.

- **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.

Course Learning Outcomes: Upon successful completion of this course, students will:

- **CLO 1:** Become familiar with the Teacher Education Program (TEP) requirements and resources, including the key people who will support them 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.
- **CLO 3:** Become familiar with Student Learning & Licensure (SLL), the computerized management system utilized by the SRSU College of Education.
- **CLO 4:** Recognize vocabulary pertinent to all Texas educators, programs, and schools.
- **CLO 5:** 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 Textbook/Reading Materials: No textbook is required for this course. All assigned readings will be provided by the instructor in Blackboard.

Assignments & Grading

Grading Scale:

Your grade in this class will be determined by the number of points you earn by the end of the semester. The point distribution is listed below:

A	895-1000 points
B	795-894 points
C	695-794 points
D	595-694 points

F	Below 595 points
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You can track your progress by clicking on the “My Grades” tab in Blackboard. You can also view grading rubrics for each assignment in the “My Grades” tab. If I leave you additional feedback outside of the rubric, you will see a message bubble in the grading center. **PLEASE NOTE: As mentioned above, the grade for this class is based on POINTS, not the average Blackboard gives you.**

Point Distribution:

Attendance & Participation (10 x 10)	100 points
Meeting with Professor	50 points
6-Word Why Mini-Poster & Presentation	50 points
Discussion Boards (50 x 5)	250 points
Guest Speaker Notes (50 x 4)	200 points
Professional Email Assignment (50)	50 points
Teacher Identity Project	200 points
Final Exam–Presentation	100 points
Total	1000 points

Explanation of Assignments:

ATTENDANCE & PARTICIPATION/ENGAGEMENT: Attendance and participation are worth 100 points in this class. Each scheduled class meeting is worth 10 points. Please come prepared to participate. Being prepared to participate means:

- Your technology is ready—your camera is on, your mic is accessible, etc.
- You have necessary supplies
- You have completed any pre-work including reading and/or other assignments
- You have removed all distractions and are in a place that allows for full participation
- **You are on time, and you stay for the entire class**
- You fully participate in discussions and other activities

Your grade will be based on the items above.

Attendance will be taken via an activity at the beginning of class and engagement will be monitored throughout the class. Attendance is recorded in Blackboard.

MEETING WITH PROFESSOR: You need to schedule a meeting with me. The meeting must be completed by September 18. You will schedule the meeting by emailing the Administrative Assistant for the Department of Education. Further details will be provided in Blackboard.

6-WORD WHY MINI-POSTER & PRESENTATION: You will create your own 6-Word Why and will introduce yourself to the professional learning community as you present your 6-Word Why to the class.

DISCUSSION BOARDS: These discussions will provide opportunities for you to reflect on assignment readings and to provide opportunities to exchange ideas with members of the professional learning community. You will be completing 5 discussion boards. Instructions and rubrics are on Blackboard. All discussion boards have 2 due dates:

your post is due on Wednesday by 11:59 pm, and your replies are due on Friday by 11:59 pm. The sooner you post, the better!

GUEST SPEAKER NOTES: During at least 4 of our class meetings, we will have guest speakers to speak about topics relevant to the Teacher Education Program (examples include Applying to the TEP, Certification Testing Process, etc.). Students will be provided with a notetaking framework to be used during the guest speaker's talk.

PROFESSIONAL EMAIL ASSIGNMENT: To help you practice your professional email etiquette, you will be writing a professional email to one of our guest speakers. Instructions and rubrics are on Blackboard.

TEACHER IDENTITY PROJECT: This project will help you think about your identity as a learner and how that impacts your developing identity as a teacher. This will serve as a culminating assignment that we will build throughout the semester. You can choose to write a paper or create a vision board that will address elements including: your "why", aspirations and concerns, most important characteristics of a teacher, and both short- and long-term professional goals. Further details and a rubric are provided in Blackboard.

FINAL EXAM: The final exam for this class is a presentation of your Teacher Identity Project.

Weekly Course Schedule

Please note that a *** and bold font** in the Date column indicates that an attendance and participation grade (10 pts each) will be taken during the session. For example, Week 2, 9-2 includes a *** and bold font** meaning that for that particular class, a grade for attendance and participation will be taken.

Date	Topics/Activities/Notes	Assignments & Due Dates **All assignments due by 11:59 pm, Central Time Zone**
Week 1 8-26	First Day of Class 😊 <i>So You Want to Be a Teacher?</i> → Course Introduction → Intro 6-Word Why assignment → Intro Meeting with Professor assignment	Review the syllabus & prepare questions in advance of your meeting with me. Email to set up your meeting with the professor is due by Monday, 8-31
*Week 2 9-2	<i>Learner Identity & Teacher Identity</i> → 6-Word Why Mini-Poster presentations → Intro Discussion Board assignment	6-Word Why Mini-Poster due by 9-1
Week 3 9-9	No Class, Dr. Landreth at AASCU Communication may be delayed	Participate in Discussion #1 ➤ Post due Wed, 9-9 ➤ Replies due Fri, 9-11
*Week 4 9-16	<i>All About TEP Admission & Applications</i> → Guest Speaker(s) Madison Owen, Asst. Director of Education & Brian Renteria, Certification & Testing Officer	Guest Speaker Notes due by Fri, 9-18 Meeting with professor due by 9-25
*Week 5 9-23	<i>Certification Requirements in Texas & the Certification Testing Process at SRSU</i> → Guest Speaker(s) Brian Renteria & Madison Owen	Guest Speaker Notes due by Fri, 9-25
*Week 6 9-30	<i>Student Learning & Licensure (SLL)</i> → Guest Speaker: Mr. Andy Oswald	Guest Speaker Notes due by Fri, 10-2
*Week 7 10-7	<i>Introduction to the TEKS & Other Standards</i>	Participate in Discussion #2 → Post due Wed, 10-7 → Replies due Fri, 10-9

Week 8 10-14	No Class, Dr. Landreth at CSOTTE *Communication may be delayed	Participate in Discussion #3 → Post due Wed, 10-14 → Replies due Fri, 10-16
*Week 9 10-21	Teacher Identity Project Workshop	Participate in Discussion #4 → Post due Wed, 10-21 → Replies due Fri, 10-23
*Week 10 10-28	<i>Goal Setting</i> → Guest Speaker TBD	Guest Speaker Notes due by Fri, 10-30 Connecting with Students for Success Survey (will launch October 26-November 6)
Week 11 11-4	No Class, Dr. Landreth at ALER *communication may be delayed	Participate in Discussion #5 → Post due Wed, 11-4 → Replies due Fri, 11-6 CSS Survey (will launch Oct 26-Nov 6)
*Week 12 11-11	<i>All About the Clinical Teaching Experience</i> → Guest Speaker: Dr. Jeanne Qvarnstrom	Guest Speaker Notes due by Fri, 11-13 Final Project due by Saturday, 11-14
*Week 13 11-18	Day 1: In-class Presentations of Teacher Identity Project	Email to guest speaker(s) due by Wed, 11-18
Week 14 11-25	No Class, University Holiday for Thanksgiving	
*Week 15 12-2	Last Day of Class 😊 Day 2: In-class Presentations of Teacher Identity Project	
Week 16	Exam Week	

Course Policies & Information

Shared Expectations:

The instructor is expected to:

- ⇒ I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- ⇒ I will provide grades and feedback for assignments within one week of the submission due date.
- ⇒ I will provide clear and concise instructions on how to complete the course requirements.
- ⇒ I will provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ I will approach this class and all interactions with you with since care and concern for you and your classmates.

The student is expected to:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes paper, writing utensils, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all coursework by assigned due dates.
- You will take the time to review feedback I provide to avoid repeating mistakes.
- You will engage in the course, with your peers, and with me, using open, appropriate, and respectful communication

- You will be diligent about using communication in a way that shows respect to me and your classmates.
- You will submit college-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself.
- You will reach out to me immediately if you are having trouble in the class or with access to course materials. For general access issues or technical help, please call the Help Desk--888.837.6055.

Attendance:

As noted in the course assignments section, attendance and participation are extremely important in this course; as such, 100 points (10%) of your grade is accounted for by your attendance and participation in class. If there is a reason you are unable to attend at the scheduled time, contact me immediately so that we can discuss implications and/or options.

Late Work:

All assignments in this class have due dates, and you are expected to submit work by the due dates. If you have extenuating circumstances, you need to communicate with me as soon as possible, and we will discuss any due date adjustments that are appropriate. If you submit late work without an approved extension from me, I reserve the right not to grade it. IMPORTANT NOTE: Since university-related travel (e.g., travel for athletics competition) is planned in advance (with a few exceptions), make sure to plan ahead. Please consult with me if you have concerns about how your university-related travel will impact a submission deadline. This needs to be done BEFORE you leave and before the deadline.

Method of Communication:

All communication regarding this class should be sent via Blackboard unless you are given other directions. 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:

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.

University Policies & Information

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 engaging 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. ***In this course, every element of the coursework must be fully prepared by the student. The use of generative AI for any part of your work will be treated as plagiarism.*** 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.

As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

If you have any questions about this, please ask!

GROUND RULES FOR DISCUSSION (VIRTUAL/IN-PERSON):

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.** If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.** Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.** Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.** Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.** Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.** Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.** Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.** Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.** Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.** If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.** Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible

COURSE BLACKBOARD RESOURCES:

There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

ACCOMMODATIONS FOR STUDENTS:

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 Tiffany Telesca, LPC-S, SRSU's Accessibility and Counseling Services Director at 432-837-8203 or email tiffany.telesca@sulross.edu or AccessibilityServices@sulross.edu. Office is located on the first floor of Ferguson Hall, room 112, 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.

COUNSELING SERVICES:

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://timelycare.com/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.

LIBRARY INFORMATION:

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 LoboID 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.

TECHNICAL SUPPORT:

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

TUTORING SERVICES:

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, they are available to provide support.

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.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

SRSU DISTANCE EDUCATION POLICY:

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.