



EDUA/EDSR 3300 Pedagogy & Professional Responsibilities Fall 2026 Syllabus

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Course Description

A course providing an overview of key aspects of the American Educational System including: Curriculum models and assessment, educator standards, the Texas Administrative Code, legal case studies, and the Educator Code of Ethics. Participants will review local, state, and national policies as they impact PK-12 education.

Required Text

Newman, Beatrice M. (2019). TexES PPR EC-12 (160). Research & Education Association: 6th Edition. ISBN 0738612545

Required Software

As part of this course, you are required to study for your PPR Exam by using 240 Tutoring. To help reduce expenses, the University provides students with a [discount code](#) that may be applied toward 240 Tutoring purchases. This discount code provides students with 50% off the total cost. Be sure to select TExES Pedagogy and Professional Responsibilities (PPR) (160). You will want to get started on studying right away. Additional information can be found in Blackboard.

Required TEA Trainings

All candidates seeking certification through the Sul Ross State University (SRSU) Educator Preparation Program (EPP) are required to successfully complete the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) required certification trainings and provide evidence of course completion. Additional information can be found in Blackboard.

Student (Program) Learning 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.

- **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:** Analyze learner development, diversity, and learning needs to create inclusive learning environments that support student success.
- **CLO 2:** Design and implement standards-based instruction, assessment, and engagement strategies that promote meaningful learning and achievement.
- **CLO 3:** Utilize technology, assessment data, and feedback to monitor student progress and make informed instructional decisions.
- **CLO 4:** Demonstrate professional, ethical, and collaborative practices through effective communication with families, colleagues, and the educational community.

Marketable Skills

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

Pedagogy and Professional Responsibilities EC-12 Standards Covered

- **Standard 1:** The teacher designs instruction appropriate for all students that reflects and understands relevant content and is based on continuous and appropriate assessment.
- **Standard 2:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard 3:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- **Standard 4:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Course Format

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through reading materials and video support.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, 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 online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will 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.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

Module Discussion Boards (6 @ 50 points each=300 points)

Candidates will participate in module discussion board reflections. Reflections will be focused on the PPR Competencies and Chapter Readings. Posts should be written in complete sentences and a response to at least one classmate's post should be completed.

Diagnostic Test (50 points)

Candidates will complete the TExES PPR Diagnostic Test. The purpose of a diagnostic test in education is to find out what a student already knows, what they misunderstand, and where they have learning gaps before a lesson. **Please do not look up answers.** This test is your baseline to help you know what areas you need to focus on to prepare for your PPR Teacher Certification Exam. Additional directions can be found in Blackboard.

Module Quizzes (6 @ 10 points each=60 points)

Candidates will take a short quiz for each module that covers the PPR Competencies.

240 Tutoring Progress Check (150 points)

Candidates will study for the PPR Exam by using 240 Tutoring. Evidence of work in 240 will be submitted throughout the semester for credit (diagnostic exam-25pts, progress-25pts, practice test-100pts). Additional directions can be found in Blackboard.

Final Exam (100 points)

The Final Exam will be a comprehensive exam over all material covered in this course.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

University and Course Policies

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on our website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

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.

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.

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.

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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.

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.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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 him/herself 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)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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 the 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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected 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.

Texas Administrative Code

§228.57. Educator Preparation Curriculum. (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences. (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include: (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students; (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b); (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice; (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities; (5) the importance of building strong classroom management skills; (6) the framework in this state for teacher and principal evaluation; (7) appropriate relationships, boundaries, and communications between educators and students; (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must: (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; (C) cover best practices in: (i) assessing students receiving virtual instruction, based on academic progress; and (ii) developing a virtual learning curriculum; and (D) include resources to address any deficiencies identified by

the digital literacy evaluation; Required Educator Coursework and Training §228.D. March 2025 Update Page 10 of 10 (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h). (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (1) the relevant TEKS, including the English Language Proficiency Standards; (2) reading instruction, including instruction that improves students' content-area literacy; (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards). (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3: (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards; (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and (3) Science of Teaching Reading Standards. (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date.

Module Description	Required Readings	Assignments & Assessments	
Module 1: Understanding Learner Development and Diversity <i>This module focuses on the foundational knowledge and skills teachers need to support the learning and growth of all students.</i> Aug. 24th – Sept. 13th	Chapter 1 & 2	• Syllabus Quiz Due Aug. 28th • Diagnostic Test Due Aug. 30th • Module 1 Discussion Board: Due Sept. 4th (response due Sept. 6th) • M1 Quiz Due Sept. 13th	<u>Domain I</u> Comp 001 <i>The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.</i> Comp 002 <i>The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.</i>
Module 2: Designing Effective Instruction and Assessment <i>This module examines the principles and practices of designing effective, standards-based instruction and assessment that support student learning.</i> Sept. 14th – 27th	Chapter 3 & 4	• 240 Tutoring Diagnostic Exam Due Sept. 16th • Module 2 Discussion Board: Due Sept. 18th (response due Sept. 20th) • M2 Quiz Due Sept. 27th	<u>Domain I</u> Comp 003 <i>The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</i> Comp 004 <i>The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</i>
Module 3: Creating Positive and Productive Learning Environments	Chapter 5 & 6	• Module 3 Discussion Board: Due Oct. 2nd (response due Oct. 4th)	<u>Domain II</u>

Module Description	Required Readings	Assignments & Assessments	
<i>This module focuses on developing classroom environments that foster equity, excellence, and student success</i> Sept. 28th – Oct. 11th		• M3 Quiz Due Oct. 11th	Comp 005 <i>The teacher knows how to establish a classroom climate that fosters learning equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</i> Comp 006 <i>The teacher understands strategies for creating an organized and productive learning environment and for managing students behavior.</i>
Module 4: Effective Communication and Student Engagement <i>This module examines the essential role of communication and active engagement in the teaching and learning process.</i> Oct. 12th – 25th	Chapter 7 & 8	• 240 Tutoring Progress Due Oct. 14th • Module 4 Discussion Board: Due Oct. 16th <i>(response due Oct. 18th)</i> • M4 Quiz Due Oct. 25th	Domain IV Comp 007 <i>The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning concepts.</i> Comp 008 <i>The teacher provides appropriate instruction that actively engages students in the learning process.</i>
Module 5: Technology Integration, Assessment, and Feedback <i>This module explores how teachers use technology, assessment, and feedback to enhance student learning and achievement.</i> Oct. 26th – Nov. 8th	Chapter 9 & 10	• Module 5 Discussion Board: Due Oct. 30th <i>(response due Nov. 1st)</i> • M5 Quiz Due Nov. 8th	<u>Domain IV</u> Comp 009 <i>The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.</i> Comp 010 <i>The teacher monitors student performance and achievement; provides students with timely, high-quality</i>

Module Description	Required Readings	Assignments & Assessments	
			<i>feedback; and responds flexibly to promote learning for all students.</i>
Module 6: Professional Responsibilities, Collaboration, and Ethics <i>This module focuses on the professional roles and responsibilities of educators as collaborative partners, lifelong learners, and ethical practitioners.</i> Nov. 9th – Dec. 4th Thanksgiving Break Nov. 25th – 27th	Chapter 11-13	• Module 6 Discussion Board: Due Nov. 13th (response due Nov. 15th) • M6 Quiz Due Nov. 22nd • 240 Tutoring Practice Test Due Nov. 30th • Final Exam Due Dec. 4th	Domain V Comp 011 <i>The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.</i> Comp 012 <i>The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.</i> Comp 013 <i>The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.</i>

This course syllabus is intended to be a guide and may be amended at any time.