Department of Elementary Education
ELE 352.502 Social and Environmental Foundations
Fall 2017

**Instructor:** Dr. Lauren Burrow  
**Office:** ECRC 201-N

**Course Location:** Online  
**Office Phone:** (936) 468-1628  
**Other Contact Information:** Course exclusive GroupMe (see sign-up in d2l)

**Course Location:** Online  
**Office Hours:**  
- FACE to FACE: Monday, 1030 – 1130am (by appointment)  
- Meetings at other time can be arranged with advanced request  
- VIRTUAL: Fridays, 10am – 100pm (via GroupMe)

**Credits:** 3 semester credits  
**Email:** burrowle@sfasu.edu

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**I. Course Description:**

This course is an exploration of the classroom-to-world view, social justice, the role of culture, and community in the classroom.

Note: You are expected to complete the My Cultural Awareness Profile in LiveText for this class. Please complete by September 17, 11:59pm.

Prerequisites: None

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
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<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of reading the world around us, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;</td>
</tr>
<tr>
<td>Collaboration and shared decision-making</td>
<td>embrace the opportunity to work collaboratively in a learning community;</td>
</tr>
<tr>
<td>Openness to new ideas, to culturally diverse people, and to innovation and change</td>
<td>explore culturally responsive pedagogy and current trends in education;</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence, and ethical behavior, and</td>
<td>include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;</td>
</tr>
</tbody>
</table>

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives
are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

Program Learning Outcomes & Student Learning Outcomes

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

- SLO 1.1 Candidates will develop an understanding of the intersectionality between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Environmentalism; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Eugenics; Globalization; Intersectionality of Sociocultural Variables and Schooling (ex: Race/Ethnicity, Gender, SES, Sexuality, etc.); Language (EL/ELL/ESL); Legal and Defacto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Re segregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/ Hierarchies; Structural Poverty] [EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.25k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eii, TS2Bi, TS2Bii, TS2Cii, TS2Ci, TS3Ai, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci] (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.1.1 Assessment—Critical Social Issues, Children’s Literature Assignment

  o NOTE: Candidates will create and submit a critical issues children’s literature book (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Final presentation will be a professional presentation (EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Ai, TS3Bii, TS6Dii)

- SLO 1.1.2 Assessment—Culturally Responsive Classroom Plan

  o NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eii, TS2Bii, TS2Bi, TS2Cii, TS3Ai, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.1.3 Assessment—Reaction Statements

  o NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, Times New Roman, single spaced) as a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s,
3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Ei, TS1Eii, TS2Bi, TS2Bii, TS2Ci, TS2Cii, TS3Ai, TS3Bi, TS3Ci, TS3Ei, TS3Eii, TS4Ai, TS4Aii, TS4Bi, TS4Ei, TS4Eii, TS4Bi, TS4Eii, TS5Eii, TS6Ci, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.23k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ci, TS1Di, TS1Ei, TS1Eii, TS2Ci, TS2Eii, TS4Ai, TS4Aii, TS4Bi, TS4Ci).

- SLO 1.2.1 Assessment—Critical Social Issues, Children’s Literature Assignment
  - NOTE: Candidates will create and submit a critical issues children’s literature book (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Final presentation will be a professional presentation (EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aii, TS3Bii, TS6Dii).

- SLO 1.2.2 Assessment—Culturally Responsive Classroom Plan
  - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Guy); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Ei, TS1Eii, TS2Bi, TS2Bii, TS2Cii, TS2Eii, TS3Ai, TS3Bi, TS3Ci, TS3Ei, TS3Eii, TS4Ai, TS4Aii, TS4Bi, TS4Ci, TS6Bi, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 1.2.3 Assessment—Reaction Statements
  - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, Times New Roman, single spaced) as a response to the course content, their prior experiences, and educational/social implications). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Ei, TS1Eii, TS2Bi, TS2Bii, TS2Cii, TS2Eii, TS3Ai, TS3Bi, TS3Ci, TS3Ei, TS3Eii, TS4Ai, TS4Aii, TS4Bi, TS4Ci, TS6Bi, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k,
2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Bi, TS1Ci, TS1Eiii, TS2Bi, TS2Bii, TS2Cii, TS2Ci, TS3Aii, TS3Bi, TS3Bii, TS3Ci, TS4Aii, TS4Aii, TS4Bi, TS4Ci)

- SLO 3.1.1 Assessment—Culturally Responsive Classroom Plan
  - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eiii, TS2Bi, TS2Bii, TS2Cii, TS2Ci, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Aii, TS4Aii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 3.1.3 Assessment – Reaction Statements
  - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) that is a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.41s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eiii, TS2Bi, TS2Bii, TS2Cii, TS2Ci, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Aii, TS4Aii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

- SLO 4.1 Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k)

- SLO 4.1.1 Assessment – Reaction Statements
  - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) as a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.41s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eiii, TS2Bi, TS2Bii, TS2Cii, TS2Ci, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Aii, TS4Aii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional
organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).

- SLO 5.1 Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aii)
  - SLO 5.1.1 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Ci, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Ciii, TS3Dii, TS3Eii, TS4Aii, TS4Aiii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.4s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 5.2 Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bi, TS6Cii)
  - SLO 5.2.1 Assessment – PD Experience + Reflection
    - NOTE: Candidates will participate in professional/personal experiences of approximately 10 hours. Candidates will submit a reflection as an artifact. (EC12 Texas PPR Standards: 4.11s, 4.17s; Texas Educator Standards (TS): TS6Cii, TS6Bii, TS6Dii)
  - SLO 5.2.2 Assessment – Critical Social Issues, Children’s Literature Assignment
    - NOTE: Candidates will create and submit a critical issues children’s literature book (APA Format citations, references; 8 page minimum) that explores the intersections of a critical social issue and/or economic issue at the local, state, national, or international level and education. Final presentation will be a professional presentation (EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aii, TS3Bi, TS3Cii, TS3Dii, TS4Aii, TS4Aiii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.4s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
  - SLO 5.2.3 Assessment—Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Ci, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Ciii, TS4Aii, TS4Aiii, TS4Bi, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.4s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
- **SLO 5.3** Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC) (EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k)
  - SLO 5.3.1 Assessment — Reaction Statements
    - NOTE: Candidates will submit weekly reaction statements (1-2 pages, 10-12 pt. font, single spaced) as a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Aii, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aii, TS4Bii, TS4Ci, TS4Bii, TS6Bii, TS6Cii, TS6Bii, TS6Cii.

- **SLO 5.4** Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC12 Texas PPR Standards: 1.5k, 1.2s, 1.5s, 1.18s, 3.2k, 4.1k, 4.2k, 4.8k, 4.12k, 4.14k, 4.15k, 4.18k, 4.11s; Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
  - SLO 5.4.1 Assessment — Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?); (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Aii, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aii, TS4Bii, TS4Ci, TS4Bii, TS6Bii, TS6Cii, TS6Bii, TS6Cii.

- **SLO 5.5** Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6A)
  - SLO 5.5.1 Assessment — Culturally Responsive Classroom Plan
    - NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?); (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Aii, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aii, TS4Bii, TS4Ci, TS4Bii, TS6Bii, TS6Cii, TS6Bii, TS6Cii (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage Points</th>
<th>Due Dates</th>
<th>Format</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where I'm From, Map of My Schooling, and Reflection --&gt; Action</td>
<td>3</td>
<td>(DB original posts: 08/31 @ 11:59 pm) (DB replies: 09/03 @ 11:59pm) (Dropbox Reflection --&gt; Action: 09/06, 11:59pm)</td>
<td>D2L</td>
<td>1.1</td>
</tr>
<tr>
<td>Weekly Reaction Statements/Discussion Postings</td>
<td>39</td>
<td>See Assignment Description</td>
<td>D2L</td>
<td>1.1.3; 1.2.3; 3.1.3; 4.1.1; 5.3.1</td>
</tr>
<tr>
<td>Culturally/Socially Responsive Classroom Plan</td>
<td>10</td>
<td>Wed, 12/06 @ 11:59 pm</td>
<td>Upload to D2L &amp; Post to Discussion Board</td>
<td>1.1.2; 1.2.2; 3.1.1; 3.1.2; 5.1.1; 5.2.3; 5.4.1; 5.5.1</td>
</tr>
<tr>
<td>Personal Growth through PD Experience</td>
<td>10</td>
<td>11/19</td>
<td>Upload to d2L</td>
<td>5.2.1</td>
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<tr>
<td>Critical Social Issue, Children’s Literature Assignment</td>
<td>6</td>
<td>11/17</td>
<td>Observation</td>
<td>1.1.1; 1.2.1; 5.2.1; 5.2.2</td>
</tr>
<tr>
<td>Exams</td>
<td>32</td>
<td>Exam 1: Week of Module 6</td>
<td>Upload to D2L</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 2: Week of Module 10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Final Exam: 12/11-12/13</td>
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</tbody>
</table>

*All assignments must be completed to receive an “A” in this course.*

- **Where I’m From/Map of My.../Reflection --> Action (3%)**
  Prompts for autobiographical shares will be provided as students create personal narratives to share through arts-based assignments. Please see d2L for due dates and descriptions.

- **Reaction Statements/Discussion Postings (39%)**
  Students will submit 13 reading reaction statements to D2L at various times throughout the semester. Please see d2L for due dates and descriptions.

- **Culturally/Socially Responsive Classroom Plan (10%)**
  Students will develop a Culturally Responsive Classroom Plan that includes. There will be a template provided later in the semester to guide this assignment. Please see d2L for due dates and descriptions.

- **Personal Growth through Personal/Professional Development Experiences (10%)**
  Students are expected to arrange and complete 10 hours of PD Experiences (Personal/Professional Development) for this course during this semester. You may choose from options to collectively complete 10 hours of experiences. Please see d2L for due dates and options.

- **Exams (32%)**
  Throughout this course, students will complete three exams. Exam 1 and 2 are worth 10 percent each and your final exam is worth 12 percent. The exam will be located on D2L. Please see d2L for due dates and descriptions.

- **Critical Social Issue, Children Literature Assignment: (6%)**
  Students will identify a current, critical social issue and prepare a children’s literature book (digital or physical). Please see d2L for due dates and options.

Detailed description of Assignments will be available in d2L and discussed by the professor upon their release.
IV. Evaluation and Assessments (Grading):

Class Attendance, Participation, Readings, and Discussions. Students are expected to have completed the assigned reading and viewed any assigned video clips prior to each class discussion. This will be a highly participatory class and preparation is essential.

- **Attendance Policy:** This course primarily meets online. You are expected to login often to view any course updates, emails, discussion postings, etc. that is associated with this course. The course week begins on Monday and ends on Sunday. You are expected review all content in the weekly modules and to actively participate in the discussion board.

Note: Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

- **Participation:** As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to receive an “A” in this course.

- **Late Assignments:** All work is expected by the assignment due date. I reserve the right, at my professional discretion, to:
  1. not accept assignments turned in after the assignment due date; and
  2. to deduct points for late assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All About Me</td>
<td>3</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Weekly Reaction Statements/Discussion Postings</td>
<td>39</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Culturally/Socially Responsive Classroom Plan</td>
<td>10</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>PD Experiences + Reflection</td>
<td>10</td>
<td>Below 70</td>
<td>F</td>
</tr>
<tr>
<td>Critical Social Issue Children’s Literature Assignment</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>All assignments must be completed to receive an “A” in this course.</td>
<td></td>
<td></td>
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<tr>
<td>Total Grade</td>
<td>____/100</td>
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</table>

*Note: All assignments must be completed to receive an “A” in this course. Any infringement of Academic Integrity may result in a grade of “F” in this course. You are also expected to complete the My Cultural Awareness form in LiveText.*

V. Tentative Course Outline/Timeline:

**Tentative Timeline of Topics, Due Dates, and Readings Assignment**

(Note: This schedule is subject to change. Notification will be provided if/when any changes occur.)

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>Planned READINGS</th>
<th>Planned VIDEOS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0 08/28</td>
<td>Introductions/Becoming Familiar with ELE 352</td>
<td>Syllabus, Timeline</td>
<td>Syllabus, APA, LiveText Quizzes</td>
<td>Where I'm From/Map</td>
</tr>
<tr>
<td>Week 1</td>
<td>09/03</td>
<td>Construction of Identity, Culture, and Historical Narratives</td>
<td>PDF: Breaking the Silence by Knaus Sensoy &amp; DiAngelo: Ch. 1 Gorski: Ch. 1 (only pages 6-10)</td>
<td>Race: The Power of an Illusion</td>
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</tr>
<tr>
<td>Week 2</td>
<td>09/10</td>
<td>Early Education in the US/ The Common School</td>
<td>Sensoy &amp; DiAngelo: Ch. 2 and 3</td>
<td>The Common School: 1770-1890</td>
</tr>
<tr>
<td>Week 3</td>
<td>09/17</td>
<td>Schooling: Segregation in a Multiracial Society</td>
<td>PDF: Does the Negro Need Separate Schools? by Du Bois Gorski: Ch. 3</td>
<td>Scarred Justice: The Orangeburg Massacre 1968</td>
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<tr>
<td></td>
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<td></td>
<td>Weekly RS</td>
<td>My Cultural Awareness Form due in LiveText</td>
</tr>
<tr>
<td>Week 4</td>
<td>09/24</td>
<td>Industrialization, “Science” and the Progressive Era</td>
<td>Sensoy &amp; DiAngelo: Ch. 4 Gorski Ch. 4</td>
<td>As American as Public School: 1900-1950</td>
</tr>
<tr>
<td>Week 5</td>
<td>10/01</td>
<td>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part I</td>
<td>PDF: Scientific School Management: Testing, Immigrants, and Experts by Spring (pp. 270-295) Gorski: Ch. 5</td>
<td>Race and Intelligence: Science’s Last Taboo</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/08</td>
<td>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part II</td>
<td>PDF: Race, Politics, and Arab American Youth by El Haj Sensoy &amp; DiAngelo: Ch. 5 &amp; 6</td>
<td>Unnatural Causes (Choose 1)</td>
</tr>
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<td></td>
<td></td>
<td>Weekly RS</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/15</td>
<td>Equality, Equity, and Civil Rights: Exploration of Race and Schooling</td>
<td>Sensoy &amp; DiAngelo: Ch. 8 &amp; 9 PDF: Whose Culture Has Capital by Yosso</td>
<td>Cracking the Codes: The System of Racial Inequity And/or Mirrors of Privilege: Making Whiteness Visible</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/22</td>
<td>Equality, Equity, and Civil Rights: Schooling and Social Class</td>
<td>Gorski: Chapters 7 - 9 Sensoy &amp; DiAngelo Ch. 10 Video: What Poor Child Is This? Poverty and America’s Children</td>
<td>What Poor Child Is This? Poverty and America’s Children</td>
</tr>
</tbody>
</table>
### VI. Readings:

**Required:**


Other required readings will be posted on D2L.

**LiveText Statement:**

This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. 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 questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Note: You are expected to complete the My Cultural Awareness Profile in LiveText for this class. Please complete by September 17, 11:59pm.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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: Found at** [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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 http://www.sfasu.edu/disabilitieservices/.

Academic Integrity: Policy 4.1

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. Any infringement of Academic Integrity may result in a grade of “F” in this course.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- Using or attempting to use unauthorized materials on any class assignment or exam;
- Falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- Submitting an assignment as one's own work when it is at least partly the work of another person;
- Submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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 except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, 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; the completed information form is due _______________________. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.texes.ets.org/registrationBulletin/](http://www.texes.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 Martin 936-468-1740 or snyderke1@sfasu.edu.