Department of Elementary Education  
ELE 352.501 Social and Environmental Foundations  
Spring 2018

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

Course Location: Online  
Office Hours: Fridays 900am - 200pm  
(Virtual on GROUPME): f2f by appointment

Office Phone: (936) 468-1628  
Other Contact Information: Course  
GroupMe and d2l email

Credits: 3 semester credits  
Email: d2L

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 within the first three weeks of this course.  
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>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative</td>
<td>pursue academic excellence through developing and implementing the skills of reading</td>
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<tr>
<td>thinking</td>
<td>the world around us, continuously critically reflecting on our praxis, and continuously attemptin</td>
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<tr>
<td>Life-long learning</td>
<td>continuously attempting to be innovative facilitators;</td>
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<tr>
<td>Collaboration and shared decision-making</td>
<td>embrace the opportunity to work collaboratively in a learning community;</td>
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<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>
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<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>
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<tr>
<td>Service that enriches the community</td>
<td>explore ideas about service learning and social justice ideas that can be implemented in the classroom.</td>
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</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 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; International Perspectives; 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/Resegregation; 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, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 1.23k, 2.22k, 2.23k, 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Dii, TS1Eiii, TS2Bii, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Ai, TS4Bi, 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
    - EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Biii, TS6Diii
  - SLO 1.1.2 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
    - 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, TS2Bii, TS2Cii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Ai, TS4Bi, TS4Ci, TS6Bi, TS6Ci) (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 and Response Works
    - 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, TS1Dii, TS1Eii, TS1Eii, TS2Bii, TS2Bii, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Ai, TS4Bi, TS4Ci, TS6Bi, TS6Ci) (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: 1.2s, 1.10s, 1.16s, 1.3k, 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): TS1Cii, TS1Di, TS1Ei, TS1Eii, TS2Ci, TS2Cii, TS3Aii, TS3Bii, TS4Ai, TS4Bi, 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 1.2.1 Assessment—Critical Social Issues, Children’s Literature Assignment
    - EC12 Texas PPR Standards: 1.1k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Biii, TS6Diii
  - SLO 1.2.2 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
    - 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):
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, 1.24s, 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, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Ci, TS2Cii, TS3Aii, TS3Bi, TS3Ci, TS3Bii, TS3Ci, TS3Cii, TS3Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.8s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 3.1.1 Assessment — Culturally/Socially Responsive Citizen and Teacher Plan
  - 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, 1.1s, 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, 1.2k, 2.1k, 2.2k, 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, TS1Aiii, TS1Ci, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Ci, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS3Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.8s (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 and Response Works
    - 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, 1.1s, 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, 1.2k, 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, TS1Aiii, TS1Ci, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Ci, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS3Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.8s (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): TS3Aiiii)
  - SLO 5.1.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
    - EC12 Texas PPR Standards: 1.1k, 1.11k, 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, 2.1s, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 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, TS1Aiiii, TS1Ci, TS1Di, TS1Diiii, TS1Eiiii, TS2Biiii, TS2Ciiii, TS2Ci, TS3Aiiii, TS3Bi, TS3Ci, TS3Eiiii, TS4Aiiii, TS4Ai, TS4Bi, TS4Ciiii, TS4Diiii, TS6Ciiii, TS6Biiii, TS6Diiii) (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 5.2 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): TS4Aiiii, TS6Bi, TS6Diiii)
  - SLO 5.2.1 Assessment— Personal Growth through PD Experiences
    - EC12 Texas PPR Standards: 4.11s, 4.17s; Texas Educator Standards (TS): TS6Ciiii, TS6Bi, TS6Diiii)
  - SLO 5.2.2 Assessment— Critical Social Issues, Children’s Literature Assignment
    - EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiiii, TS3Bi, TS3Ciiii)
  - SLO 5.2.3 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
    - 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, 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, TS1Aiiii, TS1Ci, TS1Di, TS1Diiii, TS1Eiiii, TS2Biiii, TS2Ciiii, TS2Ci, TS3Aiiii, TS3Bi, TS3Ci, TS3Eiiii, TS4Aiiii, TS4Ai, TS4Bi, TS4Ciiii, TS4Diiii, TS6Ciiii, TS6Biiii, TS6Diiii) (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 5.3 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 and Response Works
    - 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, 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, TS1Aiiii, TS1Ci, TS1Di, TS1Diiii, TS1Eiiii, TS2Biiii, TS2Ciiii, TS3Aiiii, TS3Bi, TS3Ci, TS3Eiiii, TS4Aiiii, TS4Ai, TS4Bi, TS4Ciiii, TS4Diiii, TS6Ciiii, TS6Biiii, TS6Diiii). (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 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; Texas Educator Standards (TS): TS2Ci)
  - SLO 5.4.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
    - 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,
SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (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, TS1Aiii, TS1Ci, TS1Di, TS1Iii, TS1Eii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bi, TS4Bii, TS4Cii, TS6Bii, TS6Ci, 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:

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<tr>
<th>Assignment*</th>
<th>Percent of total course grade</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reaction and Response Works</td>
<td>50%</td>
<td>1.1.3; 1.2.3; 3.1.3; 4.1.1; 5.3.1</td>
</tr>
<tr>
<td>Culturally/Socially Responsive Citizen and Teacher Plan</td>
<td>10%</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 Experiences</td>
<td>10%</td>
<td>5.2.1</td>
</tr>
<tr>
<td>Critical Social Issue, Children’s Literature Assignment</td>
<td>10%</td>
<td>1.1.1; 1.2.1; 5.2.1; 5.2.2</td>
</tr>
<tr>
<td>Exams</td>
<td>10%</td>
<td>All</td>
</tr>
</tbody>
</table>

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

Total Course % Grade: Final Course Letter Grade:
100 – 90% A
89 – 80% B
79 – 75% C
Below 75% F

Description of Assignments**
**Detailed descriptions of and additional guidance for all assignments will be made available in d2L and discussed by the professor upon their release; students are responsible for keeping up with d2L posted descriptions/changes to any and all assignments.

- **Reaction and Response Works (50%)**
You are expected to submit 14 reaction and response works to D2L discussion board (and dropbox, when indicated). Each reaction and response work will be grade on a 100-pt scale and collectively contribute to 50% of your total course grade. The typical requirements*** for reaction and response works are as followed:

**REACTION**: (50 pts)
Each week you are to read/watch the required content; this is known as your "readying" work. The "readying" work gives us common experiences from which to speak about as a class community. After reading/viewing all required content, you will write an original reaction statement about all of the readings/viewings you have engaged with for that week. Your reaction statement will be guided by prompts for creative outputs and/or specific questions posed by your professor. This is your chance to bring YOUR VOICE to what we have all just read/viewed. Please do not provide a mere summary of the readings/viewings (for we will have all read/viewed the same content :-)); instead, please offer a thoughtful, scholarly reaction to the readings/viewings that shows evidence to me (your professor) that you completed required readings/viewings and took the time to reflect, research (as necessary), and react to the themes/questions presented. You can reference past weeks’ content, too, but you are required to specifically reference, by name (use APA in-text citation), at least two of the "readying" materials and offer two questions to prompt critical responses from your peers. ADDITIONAL DETAILS for reaction statement requirements will be made available in d2L. Original reaction statements are expected to be posted by the d2l deadline (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0"points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade).

RESPONSE: (50 pts)
Once all members of your group have posted (or by the initial post deadline), you are to respond to EACH group member's initial post with an original reply. Your responses should be respectful and respond to what the original post is saying/asking. We will NOT attack each other or shame each other for any thoughts shared****. Keep your replies MUCH shorter than the original posts to keep conversations going (if there is too much to read, we won't have time to reply to replies). A great way to reply would be to use the Comment, Connect, Question ...and now ANSWER method (described in d2L). Answering the question(s) they pose in their initial post (these could be direct questions or implied questions), demonstrates to them that you are listening to their shares and are invested in helping them learn with you. You will also be required to make efforts to respond, at least once, to replies posted to your original post. ADDITIONAL DETAILS for response statement requirements will be made available in d2L. Response replies are expected to be posted by the d2l deadline (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0"points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade).

If, at any time, you would like to "step out of the class" due to a sensitive topic/conversation ... please do so. Do NOT engage in arguments or get angry at peers do who do not "see it your way." This class is more about YOUR journey, rather than making others walk the same path as you. You do not have to "convince" anyone else. We are not psychologists, counselors, etc. so do not attempt to diagnose each other. I will monitor the DBs as best I can, but if you are concerned for a peer or yourself, please reach out to me, and I can contact the appropriate experts to help you/us work through any issues.

***Specifics will be given each week for the reaction and response works; it is your responsibility to adjust your output, accordingly
****"Community Guidelines" for respectful discussion will be covered in Week 1 of the course.

- **Culturally/Socially Responsive Citizen and Teacher Plan (10%)**
This is a two-part assignment in which you will be expected to take steps to speak up to create a positive, safe, and responsive Community for your future Students and their Families ... NOW! and then develop a Classroom Community Plan that creates a positive, safe, and responsive Classroom for your future Students and their
Families ... for LATER! ADDITIONAL DETAILS for this assignments' requirements will be made available in d2L. This assignment is expected to be submitted by the d2l deadline (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0" points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade). This assignment will be graded on a 100-pt scale and collectively contribute to 10% of your total course grade.

- **Personal Growth through PD Experiences (10%)**
  This is a long-term assignment in which you are expected to arrange and complete 10 hours of PD (Personal/Professional Development) Experiences for the purpose of personal growth (which will translate into future teacher growth). You may choose from any of the approved categories (see d2L for details) to collectively complete 10 hours of experiences. You are expected to document experiences on a documentation sheet (in d2L) and offer summary and reflections for each experience that includes thoughts and historical information that reflect the current context of the debates under consideration in this course as well as other pressing themes that we will consider this term in the context of the Personal/Professional Development you have experienced previous to and during this class. You may document experiences via video, podcasts, or traditional hand-written/typed journaling. Finally, after completing all 10 hours of PD Experience you will post a 60 second video of "support" to GROUPME about your favorite PD experience that you would recommend your peers participate in, too, and why. ADDITIONAL DETAILS for this assignment's requirements will be made available in d2L. This assignment is expected to be submitted by the d2l deadline (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0" points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade). This assignment will be graded on a 100-pt scale and collectively contribute to 10% of your total course grade.

- **Critical Social Issue, Children Literature Assignment:** (10%)
  You will identify a current critical social issue/event and prepare a song, poem, spoken work, children’s text, or multi-media creation to appropriately present the issue to students in grades 3-5. Your final product must contain at least the following content:

  1. explicit and clear identification of the chosen critical social issue/event
  2. discussion/acknowledgement of fears, fiction, feelings commonly associated with/anticipated with the chosen critical social issue/event
  3. clear, thorough (but succinct) presentation of the FACTS of the chosen critical social issue/event
  4. a final thought/tip/advice/take-away to guide students towards more awareness or to encourage students to take positive action(s)
  5. at least one resource for follow-up (this must be grade-level appropriate and can be included as a separate Word Doc if it does not logically fit within your chosen format for the assignment product)
  6. at least 3 APA reference citations (this can be included as a separate Word Doc if it does not logically fit within your chosen format for the assignment product)

This assignment is expected to be submitted by the d2l deadline (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0" points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade). This assignment will be graded on a 100-pt scale and be 10% of your total course grade.

- **Exams (10%)**
Throughout this course, you are expected to complete three exams: Exam 1 (Weeks 1-5), Exam 2 (Weeks 6-10), and a Final Exam (Comprehensive). These exams are expected to be submitted by the d2l deadline within the Quiz section (there will be a 24-hour grace period for each deadline; after that time, work received will earn "0" points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade). Each exam will be graded on a 100-pt scale and collectively contribute to 10% of your total course grade.

PLEASE NOTE: There is a syllabus quiz that you must complete during Week 1 of the course. This quiz does NOT count for a grade, but students may not move on to Week 2 and beyond until they complete the quiz (late work policies will apply during the "wait time" for the quiz to be completed).

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Total Course % Grade:</th>
<th>Final Course Letter Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90%</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80%</td>
<td>B</td>
</tr>
<tr>
<td>79 – 75%</td>
<td>C</td>
</tr>
<tr>
<td>Below 75%</td>
<td>F</td>
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</table>

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. Weekly modules will typically be opened Sundays, 1230pm, with previous weeks closing on Sundays, 11:59pm. 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; a grace period of 24-hours will be given for all assignments (after that time, work received will earn "0" points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade).

  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 expected to complete the My Cultural Awareness form in LiveText.
### V. Tentative Course Outline/Timeline:

**Timeline of Topics, Due Dates, Readings, and Assignments**
(Note: This schedule is subject to change. Notification will be provided if/when any changes occur; students are responsible for keeping aware of any changes posted.)

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>Video</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;08/27 (600am) - 09/02 (11:59pm)</td>
<td>Introductions/Becoming Familiar with ELE 352</td>
<td>Syllabus, Timeline</td>
<td></td>
<td>Weekly RR Works&lt;br&gt;Syllabus Quiz due 09/02 (11:59pm)</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;09/02 (12:30pm) - 09/09 (11:59pm)</td>
<td>Construction of Identity, Culture, and Historical Narratives We will be exploring ideas related to identity development and critical family history.</td>
<td>PDF: Breaking the Silence by Knaus&lt;br&gt;Sensoy &amp; DiAngelo: Ch. 1&lt;br&gt;Gorski: Ch. 1</td>
<td><em>Race: The Power of an Illusion (Choose 1 Part)</em></td>
<td>Weekly RR Works</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;09/09 (12:30pm) - 09/16 (11:59pm)</td>
<td>Early Education in the US/ The Common School We will explore ideas related to: What/Who impacted the early structure of schooling in the United States.</td>
<td>Sensoy &amp; DiAngelo: Ch. 2 and 3&lt;br&gt;Gorski Ch. 2</td>
<td><em>The Common School: 1770-1890</em></td>
<td>Weekly RR Works&lt;br&gt;My Cultural Awareness Profile in LiveText due by 09/16, 11:59pm</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;09/16 (12:30pm) - 09/23 (11:59pm)</td>
<td>Schooling: Segregation in a Multiracial Society We will explore the history of schooling as it relates to certain ethnic/racial groups in the US.</td>
<td>PDF: Does the Negro Need Separate Schools? by Du Bois&lt;br&gt;Gorski: Ch. 3</td>
<td><em>Scarred Justice: The Orangeburg Massacre 1968</em></td>
<td>Weekly RR Works</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;09/23 (12:30pm) - 09/30 (11:59pm)</td>
<td>Industrialization, “Science” and the Progressive Era We will explore the ideology and political economy that influenced and emerged from the progressive era.</td>
<td>Sensoy &amp; DiAngelo: Ch. 4&lt;br&gt;Gorski Ch. 4</td>
<td><em>As American as Public School: 1900-1950</em></td>
<td>Weekly RR Works</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;09/30 (12:30pm) -</td>
<td>Constructing Difference: Politics,</td>
<td>PDF: Scientific School</td>
<td><em>Race and Intelligence:</em></td>
<td>Weekly RR Works</td>
</tr>
</tbody>
</table>
| Week 7 | 10/07 (12:30pm) - 10/14 (11:59pm) | Economics, and the “Science” of Inequality, Part I  
We will explore the emergence and persistence of the ‘scientific’ in education as well as meritocracy and intelligence. | Management: Testing, Immigrants, and Experts by Spring (pp. 270-295)  
Gorski: Ch. 5 | Science’s Last Taboo | Exam 1 |
|---|---|---|---|---|---|
| Week 8 | 10/14 (12:30pm) - 10/21 (11:59pm) | Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part II  
We will explore ideas related to social impact of various groups of marginalized students. | PDF: Race, Politics, and Arab American Youth by El Haj  
Sensoy & DiAngelo: Ch. 5 & 6 | Unnatural Causes (Choose 1) | Weekly RR Works |
| Week 9 | 10/21 (12:30pm) - 10/28 (11:59pm) | Equality, Equity, and Civil Rights: Exploration of Race and Schooling  
We will explore ideas related to the interaction of race and schooling in the United States. | Sensoy & DiAngelo: Ch. 8 & 9  
PDF: Whose Culture Has Capital by Yosso | Cracking the Codes: The System of Racial Inequity  
And/or Mirrors of Privilege: Making Whiteness Visible | Weekly RR Works |
| Week 10 | 10/28 (12:30pm) - 11/04 (11:59pm) | Equality, Equity, and Civil Rights: Schooling and Social Class  
We will identify and explore class structure in the US as well as the interaction of class and schooling. | Gorski: Chapters 6-8  
Sensoy & DiAngelo Ch. 10 | What Poor Child Is This? Poverty and America’s Children | Weekly RR Works |
<p>| Week 11 | 11/04 (12:30pm) - | Educational Law, School Finance, and the | Gorski: Ch. 9-10 | A Struggle for Educational | Weekly RR Works |</p>
<table>
<thead>
<tr>
<th>Date/Range</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11 (11:59pm)</td>
<td>Desire for ‘Excellence’ We will explore key legislation related to education, equality, equity, and school finance.</td>
</tr>
<tr>
<td>11/11 (11:59pm)</td>
<td>PDF: Texas Association of School Boards Overview of Religion in Schools</td>
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<tr>
<td>11/11 (11:59pm)</td>
<td>Exam 2</td>
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</tbody>
</table>

**Week 12**

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<thead>
<tr>
<th>Date/Range</th>
<th>Activity/Assignment</th>
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<tbody>
<tr>
<td>11/11 (12:30pm) - 11/18 (11:59pm)</td>
<td>Environmentalism and Education We will explore ideas related to sustainability through education.</td>
</tr>
<tr>
<td>11/11 (12:30pm) - 11/18 (11:59pm)</td>
<td>PDF: Rethinking Diversity and Democracy for Sustainable Communities by Martusewicz Sensoy &amp; DiAngelo: Ch. 11</td>
</tr>
<tr>
<td>11/11 (12:30pm) - 11/18 (11:59pm)</td>
<td>Green</td>
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<tr>
<td>11/11 (12:30pm) - 11/18 (11:59pm)</td>
<td>Weekly RR Works Children’s Literature Assignment Due 11/18 (11:59pm) Personal Growth through PD Experiences Due 11/18 (11:59pm)</td>
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</table>

**Week 13**

<table>
<thead>
<tr>
<th>Date/Range</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/26 (6:00am) - 12/02 (11:59pm)</td>
<td>International Perspectives and Globalization We will explore various perspectives and frameworks related to internationalism, globalization, and education.</td>
</tr>
<tr>
<td>11/26 (6:00am) - 12/02 (11:59pm)</td>
<td>PDF: Citizenship Education and Diversity by Banks PDF: Dimensions of Multicultural Education by Banks</td>
</tr>
<tr>
<td>11/26 (6:00am) - 12/02 (11:59pm)</td>
<td>Harvest of Empire AND Life &amp; Debt</td>
</tr>
<tr>
<td>11/26 (6:00am) - 12/02 (11:59pm)</td>
<td>Weekly RR Works Culturally/Socially Responsive Citizen and Teacher Plan due 12/02, 11:59pm</td>
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</table>

**Week 14**

<table>
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<tr>
<th>Date/Range</th>
<th>Activity/Assignment</th>
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</thead>
<tbody>
<tr>
<td>12/02 (12:30pm) - 12/09 (11:59pm)</td>
<td>The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement, Part I We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity</td>
</tr>
<tr>
<td>12/02 (12:30pm) - 12/09 (11:59pm)</td>
<td>PDF: What is Caring-Centered Multicultural Education by Pang PDF: Toward a Conception of Culturally Responsive Classroom Management by Weinstein</td>
</tr>
<tr>
<td>12/02 (12:30pm) - 12/09 (11:59pm)</td>
<td>Precious Knowledge The War on Kids</td>
</tr>
<tr>
<td>12/02 (12:30pm) - 12/09 (11:59pm)</td>
<td>Weekly RR Works</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 within the first three weeks of this course.

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/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**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](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 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 www.texas.ets.org/registrationBulletin/ <http://www.texas.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.

XI. Other relevant course information

Course References:


Students experiencing food insecurity:
Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.
**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

**Students with DACA status:**
*Letter from President Patillo, SFASU (fall 2017)*

*Dear SFA Community,*

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

*Sincerely,*

*Baker Patillo*

*President*