“As teachers, we deal with people, with children, adolescents, and adults. We participate in their development. We may help them or set them back in their search. We are intrinsically connected to them in their process of discovery. Incompetence, poor preparation, and irresponsibility in our practice may contribute to their failure. But with responsibility, scientific preparation, and a taste for teaching, with seriousness and a testimony to the struggle against injustice, we can also contribute to the gradual transformation of learners into strong presences in the world.”

(Freire, 2005, p.62)

Dispelling the myth that teaching is easy, that anyone can teach, or that teaching students is like babysitting, is difficult. More difficult still, is understanding that schools are not solely a place where students learn content knowledge; schools are powerful institutions that maintain and reproduce a society’s status quo (Ayon, 2014; Ladson-Billings, 1993; Kincheloe, 2003). The current “status quo” has historically been oppressive for marginalized groups of society. Schools do not exist in vacuums neither are they impenetrable to politics (Apple, 1995; Chomsky, 2000). As a matter of fact, teaching is a political act (Freire, 2000). The very way that a teacher chooses to place desks, arranges students, asks questions, how a teacher greets (or does not), the kind of stories that a teacher chooses to share (or chooses not to), and even the way a teacher moves around the room, is political. Schools play a key role in maintain existing relations of domination and exploitation (Apple, 1995).

A critical examination between the relationship of schooling, power, and society is crucial in order to understand the dynamic ways in which they work to systematically oppresses marginalized groups in society. It is with this knowledge that teachers can be agents of change and together with their students, parents, and community, make schools a place of liberation. For the present, this is a radical idea (though I do not think it is). For the meantime, it is my goal as the professor to engage students in these “radical” ideas about schooling in an effort to create change, social justice, and as an act of resistance. “Sectarianism, fed by fanaticism, is always castrating. Radicalization, nourished by a critical spirit, is always creative” (Freire, 2000, p. 37).

I write this statement about teaching and learning in order to conceptualize what the course will be about. Further, to be clear about my position on schooling and the critical perspective I will teach through. I hope that you will join in me in exploring schooling through a critical framework and that together we may expand our thinking in creative ways about what it means to teach and learn.
**Course Description**

Introduction to Special Populations is an integrated pre-service course and content course that requires 16-hours of field experience in P-12 classrooms with special populations. This course provides an overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.

This course is an 8-week online course. Each day of the 8 weeks will be used to the fullest! This means there will be extensive reading and multiple assignments due in short periods of time. Students will have weekly reading assignments and are expected to participate in Dropbox Assignments, Discussion Boards and are required to complete a minimum of 16 contact hours of field experience in P12 classrooms. Due to Covid19, these hours will be completed virtually. Students will reflect on their observations through multiple writing assignments addressing their observations. All course activities will require a minimum of 6 hours of work each week to prepare and engage in this online course.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionality, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**Prerequisites:** EDUC 1301, Introduction to the Teaching Profession

**Course Fees:** None

**LiveText/Watermark Assessments:** None

**Educator Preparation Standards Assessments:** Aligned to the Texas Educator Preparation Standards EC-12 PPR

**Theory & Pedagogy of Course**

This course has a heavy reading load. It is imperative that students complete each assigned reading listed on the schedule in order to keep up with the class discussions, lectures, and reflections. Reflecting on what is heard, read, or seen is crucial to learning. It is through the metacognitive act of reflection that one attains a clearer perspective on what is known (Dewey, 1997; Vygotsky, 1986). Therefore, among other methods, the course will use journaling to attain this indispensable component of learning. This course will also utilize lecture, and audio/visual materials such as Power Points and films, to present content material in class.

This course uses substantial group work. Knowledge that is co-constructed deepens meaning making (Gee, 2012; Vygotsky, 1986) and critical thinking skills (Boroditsky, 2011; Piaget, 1978) and therefore this pedagogical tool will also be used.

Finally, the course will explore social justice issues and cultural and sociopolitical issues, that relate to education in order to gain a more coherent view of the educational system and the vast power that it holds in society (Anyon, 2014; Apple, 1978; Chomsky, 2000; Darling-Hammond &
Bradsford, 2005; Freire, 2001).

**Course Goals**

This course is aligned with the mission of the PCOE, which is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the PCOE at Stephen F. Austin State University, we are committed to the following core values:

- *Academic excellence* through critical, reflective, and creative thinking
- *Life-long learning*
- *Collaboration* and shared decision-making
- *Openness* to new ideas, to culturally diverse people, and to innovation and change
- *Integrity*, responsibility, diligence, and ethical behavior; and
- *Service* that enriches the community.

The Program Learning Outcomes and Student Learning Objectives in this course align with the mission of preparing competent professionals who value academic excellence, life-long learning, collaboration, openness, integrity, and service. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR.

**Program Learning Outcomes (Student Learning Objectives)**

1. **PLO 1** The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.
   
   **PLO 1- Video Analysis paper**

2. **PLO 2** The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
   
   a. **SLO 2.1** 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; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Globalization; International Perspectives; *Intersectionality of Sociocultural Variables and Schooling* (ex: Race/Ethnicity, Gender, SES, Sexuality, etc…); Language (EL/ELL/ESL); Legal and De facto 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, 1.15s, 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, TS1Aiii, TS1Ci, TS1Diii, TS1Eiii,
TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Ai, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci).

i. **SLO 2.1.1 Assessment** – Observation Reflection Portfolio

ii. **SLO 2.1.2 Assessment** – Discussion facilitation

iii. **SLO 2.1.3 Assessment** – Discussion Boards

b. **SLO 2.2** 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): TS1Ci, TS1Di, TS1Ei, TS1Eiii, TS2Ci, TS2Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci).

i. **SLO 2.2.1 Assessment** – Observation Reflection Portfolio

ii. **SLO 2.2.2 Assessment** – Journal Reflections

iii. **SLO 2.2.3 Assessment** – Discussion Boards

3. **PLO 3** The prospective teacher candidate will demonstrate understanding of how to create an environment for a community of learners, alignment of state curriculum standards (TEKS) including the integration of technology standards, assessment, and student learning.

   a. **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, TS1Eii, TS2Bii, TS2Bii, TS2Ci, TS2Cii, TS3Ai, TS3Bi, TS3Bi, TS3Cii, TS4Aii, TS4Aii, TS4Bii, TS4Ci)

   i. **SLO 3.1.1 Assessment** – Course Reflection Paper

   ii. **SLO 3.1.2 Assessment** – Student Lesson Plan Project

4. **PLO 4** The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas to teaching in Texas and will demonstrate how to become a teacher professional.

   a. **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)

   i. **SLO 4.1.1 Assessment** – Journal Reflections

5. **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 children (ACEI 5; InTASC 9, 10).
a. 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): TS3Aiii)
   i. SLO 5.1.1 Assessment – Course Reflection Paper
   ii. SLO 5.1.2 Assessment – Student Lesson Plan Project
b. 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, TS6Bii, TS6Cii)
   i. SLO 5.2.1 Assessment – Course Reflection Paper
   ii. SLO 5.2.2 Assessment – Student Lesson Plan Project
c. 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)
   i. SLO 5.3.1 Assessment – Journal Reflections
d. 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): TS2Ciii)
   i. SLO 5.4.1 Assessment – Digital resource about a critical issue in education
   ii. SLO 5.4.2 Assessment – Journal Reflections
e. SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi)
   i. SLO 5.5.1 Assessment – Professional Development Quizzes

Assignments

Discussion facilitation (20 points) - Each student will be responsible for facilitating a discussion on a course reading through Zoom. Students will be in groups of five and each member of the group will take turns facilitating a discussion based on the readings for the week. The Zoom meetings must be recorded and the link to the recording will be submitted through D2L. Each member of the group is responsible for uploading their own link on the day they facilitated. Groups can negotiate times and days that work best for everyone. All members of the group must be present in all group meetings.

Rubric for facilitation (20 min facilitation)

| The topic is clearly stated. Student shows insight and careful preparation. | 3 points |
Clear summary of the readings main points and purpose. | 3 points
---|---
Student effectively engages classmates in discussion of topic. Responds well and appropriately. Uses follow-up questions to expand discussion. Encourages all students to participate. | 5 points
Questions are insightful and appropriate. In-depth questions lead to a thorough and useful discussion of the topic. | 5 points
Attendance on at all meetings | 4 points

**Video analysis (15 points, 5 points each)**- Students will respond to three documentaries. The professor will upload reflection questions on each of the films. Students will respond and submit their answers online.

**Reflection Paper (10 points)**- As part of this course, you will reflect on what you learned throughout the semester. You should use classroom content and your learning experiences to inform your reflection. Your journal entries will serve as documents to look back on and inform your critical reflection. As a class, we will create a rubric for this assignment.

**Digital resource about a critical issue in education (20 points)**- Students will select a critical topic discussed in the course. Students will delve deeper into the topic through research. Students will create a digital resource about the particular topic. Students can create a TikTok video, a YouTube video, or any other presentation on a digital platform, to present about the topic. The audience for this presentation will be geared towards educators, parents, and other members of the community.

<table>
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<tr>
<th>Rubric</th>
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<tr>
<td>Topic is clearly presented</td>
<td>3 points</td>
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<tr>
<td>The resource is engaging.</td>
<td>3 points</td>
</tr>
<tr>
<td>Information presented is accurate. Resources are used to support presentation. Resources are listed in APA and submitted on a Word doc.</td>
<td>3 points</td>
</tr>
<tr>
<td>Video is between 3-5 min. (this may vary depending on the digital platform chosen)</td>
<td>1 points</td>
</tr>
<tr>
<td>A call to action. The presentation offers resources or a call to action about the topic.</td>
<td>3 points</td>
</tr>
<tr>
<td>Peer evaluation. Each student will evaluate each presentation according to the rubric.</td>
<td>3 points</td>
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</tbody>
</table>
Clear description of how your topic relates to successful teaching and learning. 4 points

**Journal (10 points)** - Students will keep weekly digital journals. There will be a total of eight entries (one for each week). The journal will be submitted on D2L. The professor will provide you with weekly prompts.

**Lesson Plan (18 points)** - Students will create a lesson plan that reflects a critical, culturally relevant teaching. The professor will provide you with a lesson plan template. The lesson plan will have several steps:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Due date</th>
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<tbody>
<tr>
<td>1. Submit a TEK. It can be from any content area or grade level</td>
<td>3 points</td>
<td>10-23</td>
</tr>
<tr>
<td>2. Submit a draft for your completed lesson plan</td>
<td>8 points</td>
<td>11-20</td>
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<tr>
<td>3. Submit final draft that reflects feedback from the professor</td>
<td>6 points</td>
<td>12-4</td>
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**Observation log (7 points)** - Students will submit their 16-hour observation time sheet along with their reflection paper at the end of the semester. Students must complete 16 hours of observations to pass the course. Not completing these hours automatically will result in a failing grade.

**Required Technology**
This course will be delivered through D2L and Zoom. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

**Technical Support**
If at any point during the course you experience technical difficulties, please let your instructor know immediately. You will also need to contact the SFASU Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

**Participation:**
Active and informed participation is expected of all students. In order to contribute to our class’ learning community, you must be prepared. This means you have done all the readings and work assigned. As part of the learning community you must be respectful of other member’s opinions, perspectives, and critiques.
You are encouraged to challenge your thinking, as well as others, but do so respectfully; valuing each person’s dignity and insights. You are also welcome to share material, news, and ideas pertaining to the class. There is zero tolerance for actions or language that disrespects or denigrates a person based on their national origin, sexual identity, ethnicity, or race.

**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.

**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 (936.468.3004) 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 SFASU Disability Services.

**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. All ratings and comments are anonymous and confidential, and will not be available to the instructor until after final grades are posted.
Student Ethics and Other Policy Information
All policies can be accessed in their entirety at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual participation, and 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 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.

Most of what you will learn in this course will result from your active participation/involvement in each class. Therefore, you must attend every class. Attendance will be taken every class period. After two absences, final grades drop half a letter grade for each day missed. If you are absent, make sure that you contact a fellow peer to share notes and share any updates on assignments and class announcements. While I can provide you with the materials you were not present in class to receive, I cannot go over entire lectures, discussions, or ideas discussed in the class. Therefore, make sure to find a reliable and willing peer to fill review anything you will miss.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA). 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.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**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.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Schedule

*Note- the schedule may change due to adjustments in the course flow of teaching and learning. If changes are made, the professor will make a written statement and update the schedule on D2L.

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<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>October 12-16</td>
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<td>*Introductio to the course</td>
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<td>Introduce yourself on Discussion thread</td>
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<td>Week 2</td>
<td>“Preface” and “Prologue”, in <em>Is Everyone Really Equal: An</em></td>
<td>Chapter 1, “How to Engage Constructivelly in Courses That</td>
<td>Zoom class 5:00-6:00</td>
<td>Read “The Hidden Curriculum of Work”, Jean Anyon (online reading)</td>
<td>Video analysis: The Eye of the Storm</td>
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<td>October 19-23</td>
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*Digital Journal 3*  
“The Dangerous Consequences of Growing Income Inequality”, by Chuck Collings, Felice Yeskel, with United for a Fair Economy and Class Action. (Blackboard reading). | Video analysis: The Chicano Movement: Taking back the schools |
|---|---|---|---|---|
“Classism”, by Mauranne Adams (online) | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Reading Material</th>
<th>Digital Journal</th>
<th>Zoom Class</th>
<th>Additional Reading Material</th>
<th>Digital Resource Due</th>
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<tbody>
<tr>
<td>Week 6 Novembe r 16-20</td>
<td>Chapter 8, “Understanding the Structural Nature of Oppression Through Racism”, in <em>Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education.</em></td>
<td>“Racism and White Privilege”, by Lee Anne Bell, Michael S. Funk, Khyati Y. Joshi, and Marjorie Valdiva (online) <strong>Digital Journal 5</strong></td>
<td>Zoom class 5:00-6:00</td>
<td>“Defining Racism: ‘Can We Talk?’”, by Beverly Daniel Tatum (online) OR Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing”, by Andrea Smith. (online)</td>
<td><strong>Item 2 of lesson plan due</strong></td>
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<td>Week 7 Novembe r 30-December 4</td>
<td>Chapter 7, “Understanding the Invisibility of Oppression Through Sexism”, in <em>Is Everyone Really Equal: An Introduction to Key</em></td>
<td>“Violence Against Women Is A Men’s Issue”, by Jackson Katz. (Online) <strong>Digital Journal 6</strong></td>
<td>Zoom class 5:00-6:00</td>
<td>“Sexism, Heterosexism, and Trans* Oppression: An Integrated Perspective”, by D. Chace, J. Catalano, and Pat Griffin OR</td>
<td>“Federal Policies that Keep People Poor” by Jean Anyon (Online) <strong>Digital Resource Due</strong></td>
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<td>Item 3 of lesson plan due</td>
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<td>Week 8 December 7-11</td>
<td>Chapter 9 “Understanding the Global Organization of Racism Through White Supremacy” in <em>Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education</em>.</td>
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<td>Chapter 11, “‘Yeah, But…’: Common Rebuttals”, in <em>Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education</em>.</td>
<td>Zoom class 5:00-6:00</td>
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<td>&quot;Developing a Liberatory Consciousness” by Barbara J. Love.</td>
<td>Digital Journal 8</td>
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<td>“Allies”, by Gloria Anzaldúa.</td>
<td>Reflection Paper</td>
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References


