Department of Education Studies – Secondary Education  
SEED 3370-sections 502 & 504 - Sociocultural and Historic Perspectives in American Education  

Fall 2020

Instructor: Dr. Vicki Mokuria  
Office Hours: via Zoom Tuesdays 1-4 PM or Wednesdays 4-6 PM or by appointment  
Phone: 214-282-8033  
Email: Vicki.Mokuria@sfasu.edu  
Credits: 3

Tuesday office hour link (1:00-4:00):  
https://sfasu.zoom.us/j/98392163764?pwd=cjRLRksxdUV1bEh4NEdjZDFIQQkE5dz09  
Meeting ID: 983 9216 3764  
Passcode: 484434  
Or call: 346.248.7799

If I am speaking with another student, you will be in a “waiting room” until we’re done, and then I will get to each student, based on who gets on first. I’m looking forward to getting to know each of you!

Wednesday office hour link (4:00-6:00)-  
Join Zoom Meeting  
https://sfasu.zoom.us/j/95442818962?pwd=dzduWEt0MnFqU1RZMWN0My9RVjhDUT09  
Meeting ID: 954 4281 8962  
Passcode: 403692  
Or call: 346.248.7799

Prerequisites: None  
NOTE: Since this class is considered a “gateway” class to other education courses, I will need to meet with each student for 15-30 minutes at least once during the semester. I will send out a form for you to sign up so I can visit with you to discuss your goals and objectives, along with your progress in class—beginning at the end of September.

Course Description:  
This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Power, race, culture, and the struggle for identity are integrated with the overarching themes of the purpose of education, equity, equality, and the promise of democratic education so that preservice candidates may develop a professional identity that reflects the richness and complexity of American education.

Course Justification  
SEED 3370 Sociocultural and Historic Perspectives in American Education (3 credits) is an online class. Students complete weekly outside reading assignments, reading quizzes, and are required to implement teaching presentations throughout the semester. These outside activities require a minimum of six hours each week for 15 weeks.
It is my plan, intention, and goal that our virtual classroom is a safe space, where students from diverse backgrounds and perspectives can learn and grow together. I recognize that the diversity each student brings to this class is a strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, unique (dis)ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I welcome your suggestions on ways to improve this course for you personally or for other students or student groups. I hope you’ll feel comfortable to speak openly with me about any concerns.

Challenging Conversations (Adapted from Alisse Portnoy, University of Michigan) In our structured and unstructured discussions and dialogues, we will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
A complete listing of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:
1. The candidate will analyze a historical or critical issue in American education.
2. The candidate will design and present a lesson related to an issue in American education.
3. The candidates will critically analyze and evaluate current issues and research in American education.
III. Course Assignments, Activities, Instructional Strategies, use of technology:

COURSE ASSIGNMENTS:
1. Research Project: Students will complete a research project related to a critical issue in education. (SLO 1-3)
2. Teaching Presentation: Students will teach a lesson virtually that is related to a critical issue in education. (SLO 1-3)
3. Reflective Responses: Students will submit reflections based on assigned text chapters, articles or documents. (SLO 1-3)
4. Reflections: Students will write reflections based on time spent interacting with a younger student from a different background and critically analyze his/her experience based on that experience. (SLO: 1)
5. Students will spend 30-45 minutes each week as a virtual mentor/tutor. The purpose of this assignment is for students to spend time with a younger student, in order to get to know that student and develop a deeper understanding of various sociocultural perspectives in education through that sustained relationship and experience. NOTE: Alternative activities are possible, but students must meet with the professor within the first two weeks of class to discuss it. A volunteer application from Nacogdoches ISD, along with a background check may be required in order to serve as a virtual mentor/tutor. You must document that the student’s parent gives you permission to tutor/mentor online. The parent needs to write a sentence and sign—saying you have permission to tutor their child online. THE MAIN POINT IS FOR YOU TO ENGAGE WITH OTHERS FROM A BACKGROUND (RELIGIOUS, RACIAL/ETHNIC, ECONOMIC, CULTURAL BACKGROUND DIFFERENT FROM YOUR OWN!).

SEED 3370 Online Fall 2020 Tentative Timeline – This is subject to change; students will be communicated with if there are any changes. Due dates will be in D2L- Brightspace. THIS WILL ALL BE IN D2L – Brightspace!

NOTE: In this online class, you will be working with other students in a “Learning Community.” The groups will be in D2L in the news section. This will be your opportunity to get to know, work more closely together with, and collaborate with classmates to support each other to be successful this semester.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>Video</th>
<th>Terms/Concepts</th>
<th>ASSIGNMENTS</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0 Intro 8/24 – 8/30</td>
<td>Introductions/ Becoming Familiar with SEED 3370</td>
<td>Syllabus, Timeline Get ahead on week 1 readings</td>
<td>Watch either <em>The Uncomfortable Truth</em> (Amazon Prime) or Ava DuVernay's <em>13th</em> (on Netflix)</td>
<td>1) Go over syllabus &amp; note any questions or concerns. 2) Participate in ZOOM call #1 with instructor to get any questions answered &amp; go over syllabus. 3) All About Me due 9/2 – essay, poem, video, OR picture poem 4) Connect with your “Learning</td>
<td>30</td>
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<tr>
<td>Week</td>
<td>Module 1: Construction of Identity, Culture, and Historical Narratives</td>
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<td>1</td>
<td>We will be exploring ideas related to identity development and critical family history.</td>
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<td>8/31-9/6</td>
<td>PDF: Breaking the Silence by Knaus</td>
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<td></td>
<td>Sensoy &amp; DiAngelo: Ch. 1</td>
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<td>Gorski: Ch. 1</td>
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<td><em>Race: The Power of an Illusion (Choose Part 1, 2, or 3)</em></td>
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<td>Sensoy &amp; DiAngelo (S&amp;D): anecdotal evidence, platitude, mainstream society, peer review, objective, subjective</td>
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<td>Gorski (G): income, wealth, resiliency generational poverty, situational poverty</td>
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<td>1) Complete concept chart with terms defined &amp; 2-5 quotes from readings and/or video.</td>
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<td>2) Discussion Board post: reflection statement/discussion forum – read &amp; respond to at least 4 classmates.</td>
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<td>3) Turn in &quot;Students Understanding Form&quot; after meeting with your group (group grade)</td>
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<td>4) Begin planning Service Learning</td>
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<tr>
<th>Week</th>
<th>Module 2: Early Education in the US/ The Common School</th>
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<tr>
<td>2</td>
<td>We will explore ideas related to: What/Who impacted the early structure of schooling in the United States.</td>
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<tr>
<td>9/7-9/13</td>
<td>Sensoy &amp; DiAngelo: Ch. 2 and 3</td>
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<tr>
<td></td>
<td>Gorski Ch. 2</td>
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<td><em>The Common School: 1770-1890</em></td>
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<td>S&amp;D: ch. 2 - ideology, critical theory, social stratification, positionality, socially constructed, Enlightenment, positivism</td>
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<td>Ch. 3 – hegemony, power, oppression, internalized dominance, internalized oppression</td>
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<td>G: equity, equity literacy, biases, intersectional,</td>
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<td></td>
<td>1) Complete concept chart with terms defined &amp; 2-5 quotes from readings and/or video.</td>
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<td></td>
<td>2) Discussion Board post: reflection statement/discussion forum – read &amp; respond to 4 classmates.</td>
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| Week 3 | MODULE 3: Schooling: Segregation in a Multiracial Society | PDF: Does the Negro Need Separate Schools? by Du Bois | Scarred Justice: The Orangeburg Massacre 1968 | structural view, deficit view | 1) Complete concept chart with terms defined & 2-5 quotes from readings and/or video.  
2) Turn in Reflection paper #1 (no more than 650 words, including 2 quotes from readings)  
3) Zoom call with professor #2 | 40  
30 |
| Week 4 | MODULE 4: Industrialization, “Science” and the Progressive Era | Sensoy & DiAngelo: Ch. 4 | As American as Public School: 1900-1950 | S&D: prejudice, discrimination, implicit bias  
G: deficit ideology, structural ideology, grit, growth mindset, generational injustice, achievement gap, opportunity gap | 1) Complete concept chart with terms defined & 2-5 quotes from readings and/or video.  
2) Turn in completed concept chart from weeks 1-4  
3) Online quiz #1 | 20  
30 |
| Week 5 | MODULE 5 – Part 1 Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part I | PDF: Reading available on D2L | Race and Intelligence: Science’s Last Taboo | G: Stereotypes, inequities, stereotype threats  
What is the “culture/mindset of poverty,” and why does Gorski argue that it does not exist?  
Briefly explain the 5 | 1) Complete concept chart with terms defined & 2-5 quotes from readings and/or video.  
2) Discussion Board post: reflection statement/discussion forum – read & respond to 4 classmates. | 15 |
| Week 6 | MODULE 6 – Part 2: 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)**
S & D: hegemony, power, oppression, internalized dominance, internalized oppression, privilege, dominant group | 1) Complete concept chart with terms defined & 2-5 quotes from readings and/or video.
2) Discussion Board post: reflection statement/discussion forum – read & respond to 4 classmates.
3) Work on group assignment: Culturally Relevant Lesson Plan 15 |
| Week 7 | MODULE 7: 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**
S & D: racism, structural, institutional, Peoples of Color, whiteness, white supremacy, colonialism, antiracism
Reading: cultural capital | 1) Turn in Concept Chart #2 (includes terms, concepts & quotes from readings & videos from weeks 6-8)
2) MID-TERM
3) Work on group assignment: Culturally Relevant Lesson Plan 20 |
| Week 8 | MODULE 8: Equality, Equity, and Civil Rights: Schooling and Social Class
We will identify and explore class structure in the US as well as the | Sensoy & DiAngelo Ch. 10
Gorski: Chapters 6-8 | **What Poor Child Is This? Poverty and America’s Children**
S & D: classism, class vernacular, capitalism, social capital, net worth, intersectional/ality, meritocracy
G: cognitive enrichment | 1) Complete concept chart with terms defined & 2-5 quotes from readings and/or video.
2) Zoom #3 with professor
3) Reflection paper #2 30 |

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<thead>
<tr>
<th>Week 9</th>
<th>MODULE 9: Equality, Equity, and Civil Rights: Biological Sex, Gender, and Sexuality</th>
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<tbody>
<tr>
<td>10/26-11/1</td>
<td>We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.</td>
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<td>Sensoy &amp; DiAngelo: Ch. 7 PDF: What Does She Expect When She Dresses Like That</td>
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<td>It’s Elementary</td>
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<td></td>
<td>S &amp; D: Feminism, post-feminism, commodification, internalized oppression, misogyny, androcentrism, patriarchy</td>
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<td>1)</td>
<td>Complete concept chart with terms defined &amp; 2-5 quotes from readings and/or video.</td>
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<td>2)</td>
<td>Discussion Board post: reflection statement/discussion forum – read &amp; respond to 4 classmates.</td>
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<td>3)</td>
<td>Group research on a marginalized group</td>
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<td>Week 10</td>
<td>MODULE 10: Educational Law, School Finance, and the Desire for ‘Excellence’</td>
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<td>11/2-11/8</td>
<td>Gorski: Ch. 9-10 PDF: Texas Association of School Boards Overview of Religion in Schools</td>
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<td>A Struggle for Educational Equality: 1950-1980 And</td>
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<td></td>
<td>G: structural view of poverty, deficit view of poverty, accessible, marginalized</td>
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<td>1)</td>
<td>Complete concept chart with terms defined &amp; 2-5 quotes from readings and/or video.</td>
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<td>Week</td>
<td>Module</td>
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<tr>
<td>11</td>
<td>Module 11: Environmentalism and Education</td>
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<td>12</td>
<td>Module 12: International Perspectives and Globalization</td>
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Description of 1st week’s Assignments

- View either *The Uncomfortable Truth* (Amazon Prime) or Ava DuVernay’s *13th* (on Netflix). It is encouraged that you keep a journal to take notes on your learning journey in this class.
• Begin readings for Module 1
• Connect with your classmates who will be in your “Learning Community”
• Go over syllabus & note any questions or concerns.
• Participate in first ZOOM call to get any questions answered & go over syllabus.
• All About Me due 8/30 by 11:30 PM – essay, poem, video, OR picture poem

• All About Me – This is all in D2L!!!
Please submit on D2L on or before 8/30/2020 at 11:30 pm.

**Objective:** To share cultural, social, and educational experiences though a brief autobiography.

**Autobiography:** Everyone has something to share about personal experiences. As a part of this class you are expected to share your cultural, social, and educational experiences that you have encountered in your life. Must be between 500-650 words to receive credit. This will force you to be succinct and choose to highlight the most important things—if you are writing. Include the word count at the end of your post [Word Count: 500-650]. You may choose to write an essay or poem or you can create a video/multimedia/write a song to include the same information as below. If it is a song or video, keep it to 2 minutes.

**Max Points | Section/Criteria | Description**
---|---|---
5 | Photo or other form of visual | Please include some form of visual so that we can connect to who you are.
5 | Introduction | Who are you? Where are you from? Why are you here?
5 | Family information | Please tell me a little about your family. You may want to review Sleeter’s Critical Family History link…
5 | General School Experiences | Please tell me about some of your general school experiences. What type of K-12 school did you attend? Things you liked/disliked about school. Describe in detail what your school was like.
5 | Social/Cultural Experiences | Please discuss your social and cultural experiences that have impacted your life. Please describe in detail the community in which you have primarily lived. How has the year 2020 been for you??
5 | Moving Forward | Please identify some goals that you have moving forward. What do you hope to get out of this course? What are your personal goals?
5 | Purposes of Schooling | Please describe what you feel the purpose of schooling is and what you think it should be. You may notice that this question carries the most weight. Please provide a very thoughtful and in-depth response for this section.

**Guiding Questions:**
What is the purpose of schooling? What is the purpose of education, in general? What should be the purpose of schooling? What impact does schooling have on the current social order? What impact does the current social order have on schooling?

For the purpose of this assignment, the current social order should be referred to as the cultural, economic, environmental, political, and social order.
**Students will be provided with more details about each assignment via D2L Brightspace. Below is a summary of some of the assignments.**

**Critical Social Issue, Children Literature Assignment:**

You are expected to identify a current, critical social issue and based on research, prepare a children’s literature book or movie (digital or physical). More description of the assignment will be provided.

**Culturally/Socially Responsive Classroom Plan**

You will be working with your Learning Community to develop a Culturally Responsive Classroom Plan that includes:

1) *Developing a Classroom Community Plan* that describes an approach to create a positive, safe, and responsive classroom community. Please consider exploring the following theories when developing your plan: care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren);

2) *Classroom Engagement/Management Plan* that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan should address ways to engage learners and address approaches to facilitating a responsive classroom environment.

3) *Individualizing Instruction lesson Plan* that describes how you can cater instruction to meet the needs of each individual learner as well as negotiating the expectations of society and the environment.

**• 1 quiz, 1 mid-term and 1 final examination**

Throughout this course, you are expected to complete two quizzes over the vocabulary terms and concepts from the text, as well as a mid-term and final—all online.

**Personal Growth through Service Learning/Experience**

You are expected to arrange and complete 10 hours of service learning for this course during this semester. You may choose from a few options: 1) 10 hrs of service learning in an environment that is unfamiliar to yourself; or 2) 5 hrs of service learning in an environment that is unfamiliar to yourself and 5 hours of attending/participating in approved events hosted by the Stephen F. Austin State University Office of Multicultural Affairs. You are expected to document experiences, thoughts, and reflections in your reflection papers. You will also have a form to turn in at the end of the semester, signed by a teacher or staff member where you volunteer.

**SERVICE-LEARNING INFO**

As part of this course, students will be required to engage with students from cultural backgrounds different from their own through online tutoring and/or engage in online activities through the Office of Multicultural Affairs. Students may consider spending 30-45 minutes each week as an online tutor with students from either Raguet ES or at Mike Moses Middle School. The purpose of this assignment is for students to spend time tutoring with a student, in order to get to know that student and develop a deeper understanding of various sociocultural perspectives in education through that sustained relationship and experience. A volunteer application from Nacogdoches ISD, along with a background check will be required if you volunteer through NaISD. If you do not live in the area around SFA, other options are available. You must document that the student’s parent gives you permission to tutor/mentor online. The parent needs to write a sentence and sign—saying you have permission to tutor their child online.
Other possible placements to ask about online tutoring with others from backgrounds different from your own:
- Solid Foundation Association
  2220 E. Main Street
  Nacogdoches, TX
  John Cannings 936.615.3677
  Mon/Thu 6-7 or Tues/Wed 4-5
- GETCAP Head Start
  1902 Old Tyler Road
  Nacogdoches, TX 75964
- Excellent TEEN Choice
  109 St. Mary Street
  Carthage, TX 75633
  Sharon@etcteens.org
- Boys & Girls Club of Deep East Texas
  941 Tower Road
  Nacogdoches, TX 75963
  Arsenio Hall 936.221.8691

QUALITY OF ASSIGNMENTS:

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your assignments before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written assignments, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

IV. Evaluation and Assessment (Grading):

All work will be submitted via D2L unless otherwise noted by the instructor.

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600= F

Student grades will be determined by the following criteria:

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Total points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>About Me</td>
<td>35</td>
<td>August 30 before 11:30 pm</td>
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<tr>
<td>Reflections (500-650 words max)</td>
<td>120 (3 x 40 points each)</td>
<td>September 20, October 25th &amp; December 7th before 11:30 pm</td>
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<td>Group Students Understanding Form</td>
<td>20</td>
<td>September 6 11:30 pm</td>
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<tr>
<td>Online Quiz</td>
<td>30</td>
<td>September 27 by 11:30 pm</td>
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<tr>
<td>Mid-term</td>
<td>60</td>
<td>October 18 at 11:30 pm</td>
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V. Professional Growth Opportunities & Extra Credit Opportunities. Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long Learning.

VI. Readings:


3. A Netflix subscription is required to view the movie “13th”. A free one month subscription can be used and cancelled after the first month of class. [www.netflix.com](http://www.netflix.com)
**LiveText**

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use while at SFASU. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line.*

**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 COE 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:**

**Attendance**

**Attendance/ Professional Dispositions** At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, including: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. While this is an online class, you can demonstrate these dispositions through participation in this class and through Zoom calls and group assignments. **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.**

**Participation:** As a future educator, you should appreciate the importance of class participation, even if a class is online. 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 in order to write meaningful and substantive reflections. 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 to: 1. not accept assignments turned in after the assignment due date; and 2. to deduct points for late assignments (a 10% deduction per day).

****Please do not contact me asking if I will accept/grade a late assignment. If you miss an assignment, please show initiative and submit the assignment to the appropriate place or by email in d2l) with a statement at the top of the
assignment stating why the assignment was late. The assignment may or may not be graded, however I do recognize the initiative taken. Exams have a firm due date.

**Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.**

**Students with Disabilities**

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 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/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

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 polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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 Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms 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**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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.

**Undergraduate Teacher Certification**

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

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. 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.

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 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.

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 936-468-1740 or snyderke1@sfasu.edu.**

SECONDARY EDUCATION ADVISING FOR GENERAL SECONDARY and ALL-LEVEL MAJORS
Department of Education Studies 936-468-2904 ECRC 209

| Semester 1 – HDFS 2302 and SEED 3370. File degree plan and apply to Teacher Preparation Program. |

HDFS 2302 and SEED 3370 are prerequisites for admission into the Educator Preparation Program. These courses can be taken concurrently or separately. Although these courses may be taken at any time prior to enrolling in SEED 3371 and SEED 3372, students typically enroll in these courses during their sophomore or junior years.

After completing 45 hours, file for a degree plan for your teaching content or major area of study. Degree plans are filed in an office designated by the Dean of each college.

Apply for the Educator Preparation Program: At the end of SEED 3370, instructors will complete the screening instrument required for admission to the Educator Preparation Program. The application is online on the James I. Perkins College of Education website at:
Beginning with SEED 3370, candidates in the secondary and all level education programs (undergraduate and ACP) must earn a "C" or better in each SEED course and an overall GPA of 2.50 (for summer and fall 2020 and spring 2021) before progressing to the next course/level. **Students earning a grade less than "C" in a SEED course must repeat the course and earn a "C" or better before the course counts toward certification.**

**Semester 2 – SEED 3371 and SEED 3372, including Field Experience I & II Pre-requisites: HDFS 2302, SEED 3370, EPP Admission**

Once you have received email notification that you have been admitted to the Educator Preparation Program, you may enroll in SEED 3371 and SEED 3372 either concurrently or in separate semesters. In SEED 3371 and SEED 3372, you are required to arrange transportation to participate in field experience hours in nearby schools. You are also required to obtain the LiveText Field Experience Management (FEM) module to document field experiences in SEED 3371, SEED 3372 and SEED 4250. This FEM module will also be used during Clinical Practice. For questions or support regarding LiveText or the FEM module, please email livetext@sfasu.edu.

**Semester 3 – SEED 4250, 4150 (Field Experience III), and 4360 Pre-requisites: SEED 3371, SEED 3372**

**These courses must be taken concurrently.** You need to apply for the SEED 4250 and 4150 internship through the Department of Education Studies at the following website: [http://www.sfasu.edu/secondaryed/276.asp](http://www.sfasu.edu/secondaryed/276.asp). The purpose of SEED 4150 Lab Field Experience is to facilitate the conversion of theory to practice, acquaint students with public school culture, and offer students meaningful interaction with adolescents and in-service teachers in a public school setting. In 4150, you are required to arrange transportation to participate in fifty hours of field experiences in nearby schools. During this semester, contact your content department to receive departmental approval to take your content area TExES exam. To be able to clinical teach, you must pass the TExES content exam by the date specified by the Office of Assessment and Accountability.

For testing contact Julie Stadler at stadlerjd@sfasu.edu.

**Semester 4 - Clinical Teaching, SEED 4242, 4343. Pre-requisites: SEED 4250, 4150, 4360**

**DEADLINE to apply for Clinical Teaching in the spring is Sept. 15th and for Clinical Teaching in the fall is Feb. 15th.** Applications are available on mySFA. An email regarding your placement will be sent to you in a timely manner prior to the beginning of the clinical teaching semester. Additional district requirements may also be emailed to you. Please complete as soon as possible as this impacts your ability to be accepted into that district. The Clinical Practice Office will register you for clinical teaching courses prior to the first day of student teaching. SEED 4343 will provide the clearance for you to take the PPR TExES exam. The PPR TExES practice exam will be administered during the clinical teaching semester.

For clinical teaching information contact Michelle Miller at edcertfield@sfasu.edu.
Apply for certification recommendation once you have completed your required TExES testing! Recommendation cannot be made by SFA until degrees have been conferred on the final transcript from the Registrar’s Office, which can take up to six weeks after graduation. You will receive an email from the SFA Certification Officer to apply and instructions on how to apply. TEA will email you once the SFA Certification Officer recommends you for certification. Students may print their certificate from the TEA Educator Certification webpage. TEA no longer issues hard copies of certificates.

For employment seeking purposes prior to recommendation, email edcert@sfasu.edu and request a Statement of Eligibility Letter. Include your full name (including maiden name) and SFA ID in your email. In order to receive the letter, you must have completed or be enrolled in your clinical experience coursework, be in your last semester and applied for graduation, and have passed both your content and PPR exams. Once these requirements have been met, the certification officer will respond with a signed letter on SFA letterhead that you can include in your professional portfolio until your standard certificate is posted.

For certification contact Certification Officer Katie Martin at edcert@sfasu.edu

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1C(i). Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
1C(ii). Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
1D(ii). Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
1F(i). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(ii). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(iii). Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
2A(i). Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
2A(ii). Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
2B(ii). Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
2C. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
4A(i). Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
4B(iv). Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
5A(i). Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
5A(ii). Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
5C(i). Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
PPR TEST FRAMEWORK

1E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students’ social and emotional development impacts their development in other domains (i.e., cognitive and physical).
1M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address characteristics and needs of young adolescents.
1O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
2D. Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.
13A. Knows legal requirements for educators (e.g., those related to special education, students’ and families’ rights student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.

ESL STANDARDS:

5G. Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
8A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
8B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.
8D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.
9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
9C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

ISTE Standards
4d

INTASC Standards 1,2,3,9