Department of Secondary Education and Educational Leadership
SEED 5178.601: Education or Incarceration?: The School-to-Prison Pipeline
Fall 2020

Instructor: Dr. Heather Olson Beal
Course Time: Online, via D2L
Some virtual mtgs
Mondays, 6-7

Pronouns: she/her/hers
Credits: 3 hours

Office: 201-O ECRC
Prerequisites: None

Office Hours: 1-4, T and Th or by appointment

Email: send all email through D2L

Office Hours: 1-4, T and Th or by appointment

Prerequisites: None / admissions to graduate school

I. Course Description: This special topics course focuses on the policies and practices of school
discipline that lead to the criminalization of young people, i.e., the school-to-prison pipeline. The
course will include discussion of local, state, and federal policies and contexts. The course will
examine the ways in which diverse student subpopulations are negatively impacted by these
policies and will also include exploration of alternatives to criminalization of K-12 students and
families and preparation for taking action to ameliorate or, hopefully, disassemble the school-to-
prison pipeline.

SEED 5178.601: Education or Incarceration?: The School-to-Prison Pipeline (3 credits; fully online)
spans 15 weeks. The course contains extensive written content that includes the
same information students in a face-to-face lecture course receive, requiring students to engage
the online modules for at least three hours per week. Readings are woven into the content to
support key concepts or provide perspective on historical and contemporary events. In addition,
students are required to participate in regular online, asynchronous discussions, complete
multiple writing assignments that evaluate their ability to think critically about laws, policies,
and strategies that contribute to the School-to-Prison Pipeline and attend regular virtual class
meetings. For every hour a student spends engaging with the content, he/she should spend at
least two hours completing associated activities and assessments.

Perkins College of Education Diversity Statement: 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, exceptionalities, 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.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the Perkins College of Education Core Values, with particular attention to:

- Critical, reflective, and creative thinking
- Life-long learning
- Collaboration
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Service that enriches the community

Program Learning Outcomes. Candidates in this program will:
1. Evaluate issues of cultural diversity, social justice, and critical pedagogy and design culturally responsive curriculum, instruction, and assessment.
2. Analyze education data and apply findings to educational decisions.
3. Evaluate and assess the impact of local/state/federal education policies on stakeholders.
4. Apply communication and engagement strategies to enhance family, school, and community collaboration for student success.

Student Learning Outcomes. Students in this course will:

1. Define the historical roots of the STP pipeline.
2. Examine how federal, state, and local policies both reflect and are reflected by the STP pipeline.
3. Analyze how federal, state, and local school discipline policies work against minoritized and low-income students, students with disabilities, undocumented students, and other vulnerable student populations and their families.
4. Explain how criminalizing school discipline policies and strategies disproportionately harm children of color and other vulnerable student populations.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Discussion Participation: Students will participate in regular online discussions about course topics. (SLO 1-4)
2. Reading Notes: Students will read and submit critical analyses of research-based articles and identify their applications (or lack thereof). (SLO 2-4)
3. Social Media Follow and Reflection: Students will select a social media account to follow that focuses on school discipline / STPP issues and will submit periodic reflections regarding what they learned from following the account. (SLO 2-4)
4. Final Project: Students will prepare, deliver, and record a professional development session on the STPP for an actual audience. Details provided in D2L. (SLO 1-4)
5. Engagement in Virtual Class Meeting: Students will participate in class meetings using the Zoom conference tool and will submit summaries/reflection for each class meeting. (SLO 1-4)

VIRTUAL CLASS ATTENDANCE: Students must log in on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings. Students will be allowed to miss one Zoom class meeting a semester without penalty; advance notice of absence is expected, when possible. Students are expected to watch the recording of the missed class and submit a reflection. Points will be deducted after the first absence.
LATE WORK
All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work will not receive feedback and will receive a reduction in grade.

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 font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations, will be returned and must be resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

If you’re still reading this, use the D2L email tool to send me the name of your favorite TV show when you were a kid.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

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: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>Students will participate in regular online discussions and about course topics.</td>
<td>25%</td>
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<tr>
<td>Reading Responses</td>
<td>Students will read and submit critical analyses of research-based articles and identify their applications.</td>
<td>25%</td>
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<tr>
<td>Engagement in Virtual Class Meetings</td>
<td>Students will participate in class meetings using the Zoom conference tool and will submit summaries/reflections for each class meeting. (SLO 1, 3)</td>
<td>10%</td>
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<tr>
<td>Social Media Follow and Reflection</td>
<td>Students will select a social media account to follow that focuses on STPP issues and will submit periodic reflections regarding what they learned from the account.</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
<td>Students will prepare, deliver, and record a professional development session on some aspect of the school-to-prison pipeline to members of the public in some form.</td>
<td>20%</td>
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V. Tentative Course Outline/Calendar (detailed course timeline in D2L):

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Course Introduction Module One</td>
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<tr>
<td>August 24-30</td>
<td>Introduction: The School-to-Prison Pipeline</td>
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<td>August 31-Sept 6</td>
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<td>Sept 7-13</td>
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<td>Sept 14-20</td>
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<td>Module Two</td>
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<td>Sept 21-27</td>
<td>Who benefits from the STPP? Who is harmed?</td>
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<td>Sept 28-Oct 4</td>
<td>ZOOM meeting: Sept. 14, 6:00-7:00 p.m.</td>
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<td>Oct 5-11</td>
<td></td>
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<tr>
<td>Module Three</td>
<td></td>
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<tr>
<td>Oct 12-18</td>
<td>2020 Elections</td>
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<td>Oct 19-25</td>
<td>ZOOM meeting: Oct. 26, 6:00-7:00 p.m.</td>
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<td>Module Four</td>
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<tr>
<td>Oct 26-Nov 1</td>
<td>Current Laws and Policies that Maintain the STPP</td>
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<td>Nov 2-8</td>
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<td>Module Five</td>
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<td>Nov 9-15</td>
<td>Restorative Justice and Alternative Approaches</td>
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<tr>
<td>Nov 16-22</td>
<td>ZOOM meeting: Nov. 16, 6:00-7:00 p.m.</td>
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<td>Module Six</td>
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<td>Nov 23-29</td>
<td>Conclusion and Final Project</td>
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<td>Nov 30-Dec 6</td>
<td>HOLIDAY BREAK</td>
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<tr>
<td>Dec 7-11</td>
<td>ZOOM meeting: Dec. 7, 6:00-7:00 p.m.</td>
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**ALL WORK DUE WEDNESDAY, DEC 9 @ 5:00**

VI. Readings:


Additional readings are assigned and provided on D2L.

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

A. Attendance (online) (Policy 6.7): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

B. Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6)

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/

C. Student Academic Dishonesty (Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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
Penalties for academic dishonesty 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).

D. Withheld Grades Semester Grades Policy (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.

E. Student Code of Conduct (Policy 10.4)

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

F. 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.
IX. Other Relevant Course Information:

A. 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: http://sfasu.edu/studentaffairs/1319.asp

B. Students with DACA status:

Letter from (Former) President Pattillo, 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 Pattillo
President

C. COVID-19 MASK POLICY

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported
for multiple infractions of not wearing a mask and/or not observing appropriate physical
 distancing may be subject to disciplinary actions.


D. CHILDREN IN VIRTUAL SESSIONS

Parents and caregivers deserve access to education. Especially now, in our virtual
learning space, with many children learning from home and schools facing sudden
closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on
screen during class sessions. Alternatively, parents and caregivers may turn the
camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and
expected. Simply mute and/or turn off your camera as necessary and rejoin us when
you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do
so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or
turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step
in my being able to accommodate any special needs that arise. While I maintain the
same high expectations for all students in my classes, I am happy to problem-solve
with you in a way that makes you feel supported as you strive for school-caregiver
balance.
6) This policy might not be extended to students caring for babies and children that are
not their own (e.g., babysitting as part of a job).