Instructor: Dr. Vicki Mokuria  
Course Time & Location: online
Office: virtual  
Credit hours: 3
Phone: 214-282-8033  
Email: Vicki.Mokuria@sfasu.edu
Office Hours: Monday-Thursday 9:30-10:30 am & Mondays 7:30-8:30 pm via zoom link below or by appointment (email me to set up an appointment or text)

Click for Zoom link meetings or for office hours:
Join Zoom Meeting
https://sfasu.zoom.us/j/95879862853?pwd=dGh1aWpxdFlzTZB4NG9qYmRKRkZPZz09
Meeting ID: 958 7986 2853  
Passcode: 949901  
Or call: 346.248.7799

Prerequisites: None

I. Course Description:
This course is an exploration of the classroom-to-world views, social justice, and the role of culture and community in the classroom. In this class, we focus 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
ELED 3310 – Social/Environmental Foundation in American Education (3 credits) meets during the first half of the fall semester. Students complete weekly outside reading assignments and will have 3 major assignments to complete during this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
</tr>
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<tbody>
<tr>
<td>Academic excellence through critical, reflective, and creative thinking</td>
<td>pursue academic excellence through developing and implementing the skills of reading the world around us, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;</td>
</tr>
</tbody>
</table>
Life-long learning
continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;

Collaboration and shared decision-making
embrace the opportunity to work collaboratively in a learning community;

Openness to new ideas, to culturally diverse people, and to innovation and change
explore culturally responsive pedagogy and current trends in education;

Integrity, responsibility, diligence, and ethical behavior, and
include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;

Service that enriches the community
explore ideas about service learning and social justice ideas that can be implemented in the classroom.

The Program Learning Outcomes & Student Learning Outcomes are listed below.

**Program Learning Outcomes & Student Learning Outcomes**

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

- SLO 1.1 Candidates will develop an understanding of the *intersectionality* between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Environmentalism; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Eugenics; Globalization; International Perspectives; *Intersectionality* of Sociocultural Variables and Schooling (ex: Race/Ethnicity, Gender, SES, Sexuality, etc…); Language (EL/ELL/ESL); Legal and Defacto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Resegregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty]
  
  (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 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, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
  
  - SLO 1.1.1 Assessments– Critical Social Issues, Children’s Literature Assignment
NOTE: Candidates will create and submit a critical issues children’s literature book that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. (EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Ai, TS3Bi, TS6Dii)

SLO 1.1.2 Assessment—Culturally Responsive Classroom Plan

NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes:
1. Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Dii, TS1Eiii, TS2Bii, TS2Cii, TS2Ci, TS3Ai, TS3Bi, TS3Ci, TS4Ai, TS4Aii, TS4Cii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

SLO 1.1.3 Assessment - Reaction Statements

NOTE: Candidates will submit reaction statements as a response to the course content, their prior experiences, and educational/social implications and respond to their peers’ reaction statements. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Dii, TS1Eiii, TS2Bii, TS2Cii, TS2Ci, TS3Ai, TS3Bi, TS3Ci, TS4Ai, TS4Aii, TS4Cii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
• SLO 1.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ciii, TS1Di, TS1Ei, TS1Eiii, TS2Ci, TS2Ciii, TS4Aii, TS4Aiii, TS4Bii, TS4Ci) o SLO 1.2.1 Assessment – Critical Social Issues, Children’s Literature Assignment

□ NOTE: Candidates will create and submit a critical issues children’s literature project/book that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. Final presentation will be a professional presentation (EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bii, TS6Diii)

o SLO 1.2.2 Assessment—Culturally Responsive Classroom Plan

□ NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Biii, TS2Ci, TS2Cii, TS3Ai, TS3Bii, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

o SLO 1.2.3 Assessment – Reaction Statements

□ NOTE: Candidates will submit reaction statements as a response to the course content, their prior experiences, and educational/social implications). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3s, 2.3s, 3.2k, 3.3s, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS):
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Bi, TS1Ci, TS1Eiiii, TS2Bii, TS2Biiii, TS2Cii, TS2Ciii, TS3Aiiii, TS3Bii, TS3Cii, TS3Ciii, TS4Aii, TS4Aiiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

SLO 3.1.1 Assessment—Culturally Responsive Classroom Plan

□ NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes:

- Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiiii, TS1Ci, TS1Di, TS1Diiii, TS1Eiiii, TS2Bii, TS2Biiii, TS2Cii, TS2Ciii, TS3Aiiii, TS3Bii, TS3Cii, TS3Ciii, TS4Aii, TS4Aiiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
NOTE: Candidates will submit reaction statements that is a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bi, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

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

- SLO 4.1 Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k) or SLO 4.1.1 Assessment – Reaction Statements

NOTE: Candidates will submit reaction statements as a response to the course content, their prior experiences, and educational/social implications. (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aii, TS1Ci, TS1Di, TS1Dii, TS1Eii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bi, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

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

- SLO 5.1 Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiiii)

  □ NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes: Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiiii, TS1Ci, TS1Di, TS1Diiii, TS1Eiiii, TS2Bii, TS2Biiii, TS2Cii, TS2Ciiii, TS3Aiiii, TS3Bii, TS3Ci, TS3Cii, TS4Aii, TS4Aiiii, TS4Bii, TS4Cii, TS6Bii, TS6Ciiii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 5.2 Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Ciiii)

  □ NOTE: Candidates will participate in a local service-learning project of approximately 10 hours. Candidates will submit a service-learning journal as an artifact. (EC12 Texas PPR Standards: 4.11s, 4.17s; Texas Educator Standards (TS): TS6Cii, TS6Bii, TS6Diiii)

  □ SLO 5.2.2 Assessment – Critical Social Issues, Children’s Literature Assignment

  NOTE: Candidates will create and submit a critical issues children’s literature book/project that explores the intersections of a critical social and/or economic issue at the local, state, national, or international level and education. (EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiiii, TS3Bii, TS6Diiii)
SLO 5.2.3 Assessment—Culturally Responsive Classroom Plan

NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes:

- Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren);
- Culturally Responsive Lesson Plan in a Core Subject (Gay);
- and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and/or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS):
  - TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiiii, TS2Bii, TS2Biiii, TS2Ci, TS2Cii, TS3Aiiii, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Aiiii, TS4Bii, TS4Cii, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 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) o SLO 5.3.1 Assessment—Reaction Statements

NOTE: Candidates will submit reaction statements as a response to the course content, their prior experiences, and educational/social implications). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS):
  - TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiiii, TS2Bii, TS2Biiii, TS2Ci, TS2Cii, TS3Aiiii, TS3Bi, TS3Ci, TS3Ci, TS4Ai, TS4Aiiii, TS4Bii, TS4Cii, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 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): TS2Ciiii) o SLO 5.4.1 Assessment—Culturally Responsive Classroom Plan

NOTE: Candidates will develop a Culturally Responsive Classroom Plan that includes:
Developing a Classroom Community Plan (Pang) that is influenced by care theory (Noddings), cultural capital (Bourdieu), cultural difference (Howard), funds of knowledge (Moll), and critical multiculturalism (Sleeter & McLaren); Culturally Responsive Lesson Plan in a Core Subject (Gay); and a Classroom Engagement/Management Plan (Kohn; Weinstein) that is influenced by equity, responsibility, and the human web. The classroom engagement/management plan must explicitly address Morning Meetings; Technology/Fair Use (such as: What ways can technology support the classroom environment? and /or What are ways can social media work against teachers/students?); Copyright (such as: What must you consider when including technology in the classroom?); and Acceptable Use Policy Requirements (such as: What influence does texting/sexting/cyber bullying have on the classroom environment?). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Dii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Biii, TS4Cii, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

• SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi) o SLO 5.5.1 Assessment—Culturally Responsive Classroom Plan

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

OVERVIEW OF COURSE ASSIGNMENTS:
1. Individual Critical Family History Research Project: Students will complete a research project that links their family’s history to social and historical events, which also link to education. (SLO 1 & 2)
2. Teaching Presentation of a Cultural Group: Students will work in groups to create and teach an online lesson related to a critical issue in education about a marginalized group. These presentations will include information about changing demographics of students; education laws (FERPA, IDEA, McKinney-Vento, CFK, ELLs, Plyer v. Doe, Plessy v. Ferguson, Brown V. Board, Lau v. Nichols, Title I), ethics (SLO 1-3).
3. Reflective Responses: Students will submit written and recorded reflections based on assigned articles or documents that include readings from/about such theorists/theories/ideas as history of education Paulo Freire, bell hooks, John Dewey, Ibram Kendi, transformative learning. (SLO 1-3).
4. Culturally Responsive Lesson plan: Students will create and record a brief lesson plan on a topic they plan to teach that is culturally responsive to students they may be teaching in the future. (SLO: 2,3)
5. You will be required to complete 5 hours of “service learning.” You can serve as an online mentor or tutor, or participate in activities through the Office of Multicultural Affairs.
6. We will have between 4-6 zoom calls that will sometimes include guest speakers. You will be expected to either participate or listen to a recording of the call and write a brief reflection.
7. This class will include regular group work as a way to support you. You are expected to connect with your group members and provide meaningful contributions.

Check D2L weekly for assignments; all work will be submitted in the DropBox.

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 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 resubmitted with appropriate corrections before credit is earned. Students will need to adhere to APA 7th edition guidelines.

NOTE: The most effective way to communicate is via email—at Vicki.Mokuria@sfasu.edu. You can expect a response within 48 hours. If your question is urgent, please let me know. Also, remember to “ask 3 before you ask me;” in other words check with 3 classmates first before coming to me.

IV. Evaluation and Assessment (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standard addressed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Critical Family History Research Project</td>
<td>SLO 1,3</td>
<td>200</td>
</tr>
<tr>
<td>Cultural Plunge &amp; presentation</td>
<td>SLO 2, 3</td>
<td>200</td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>Reflective Responses – Group Concept Chart</td>
<td>SLO 1,3</td>
<td>100</td>
</tr>
<tr>
<td>Culturally Responsive Lesson Plan</td>
<td>SLO 2</td>
<td>200</td>
</tr>
<tr>
<td>“Service Learning” (5 hours)</td>
<td>SLO 3</td>
<td>100</td>
</tr>
<tr>
<td>Participate and reflect on zoom calls</td>
<td>SLO 1,3</td>
<td>100</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>SLO 1,3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

If you ever have concerns about your grade, please reach out to Dr. Mokuria to discuss your grade with her. Your final grade is determined the distribution chart shown below:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>800-890</td>
<td>700-790</td>
<td>600-690</td>
<td>0-590</td>
<td></td>
</tr>
</tbody>
</table>

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

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week and Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / August 23-29</td>
<td>Intro/Critical Family History Introduction</td>
</tr>
<tr>
<td>2 / August 30-Sept 5</td>
<td>Critical Family History Project is Due</td>
</tr>
<tr>
<td>3 / September 6-12</td>
<td>Native American &amp; Indigenous Peoples</td>
</tr>
<tr>
<td>4 / September 13-19</td>
<td>Latinx &amp; Asian-American/Pacific Islanders (AAPI) learners – begin Cultural Plunge</td>
</tr>
<tr>
<td>5 / September 20-26</td>
<td>Black/African-American learners – work on Cultural Plunge</td>
</tr>
<tr>
<td>6 / Sept 27-Oct 3</td>
<td>Group “Cultural Plunge” (Guest speaker – Dr. Njoki McElroy- tentative)</td>
</tr>
<tr>
<td>7 / October 4-8</td>
<td>Culturally Relevant Lesson Plan</td>
</tr>
</tbody>
</table>

VI. Readings (Required and recommended—including texts, websites, articles, etc.)

Spend time exploring:

1. Zinn Education Project [www.zinnedproject.org](http://www.zinnedproject.org)
   a. Create a log in and password and log in to the website.
   b. Go to the “Teaching Materials” tab and then, “Explore by Theme.”
   c. Choose a topic of interest to you and explore lesson plans that you imagine would be engaging to your students in the future. These lessons can provide you with ideas on how to create a solid and engaging lesson plan.

2. Learning for Justice (formerly Teaching Tolerance) [www.learningforjustice.org](http://www.learningforjustice.org) – Use this site to create and store lesson plans!
3. Concept of “Curriculum as Window & Mirror” with Grace Lin
   https://www.youtube.com/watch?v=_wQ8wiV3FVo
4. Challenges of contemporary students: https://www.youtube.com/watch?v=sxTFQcoQ7hs
6. A Conversation With Native Americans on Race | Op-Docs
   https://www.youtube.com/watch?v=siMal6VbIE
7. Facing History and Ourselves www.facinghistory.org
8. A great overall resource: https://www.edutopia.org/

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 in D2L.

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.

BOOKS:
1. The only required book for this class is 1012 Natchez by Njoki McElroy. It is available as an ebook via lulu.com for $10 or you can purchase a copy on Amazon.
2. Readings and films will be uploaded in D2L each week on Monday mornings.
3. Journal articles will be provided as assigned reading.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

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

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**IMPORTANT!!! 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/  
<http://www.texas.ets.org/registrationBulletin/> (or edTPA). 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.
NOTE: The assignments in this syllabus are subject to change, and students will be notified about any changes via email and/or D2L.