



## **Course Syllabus: Breaking the Cycle: School-to-Prison Pipelines**

**Number of Credits:** 2\*

**Course Instructors:** Miriam Woods and Jordan Mix

### **Course Description:**

The practice of pushing students out of the education system and into the criminal justice system has become known more concisely as the “school-to-prison pipeline.” A number of practices adopted by school districts across the country have been shown to contribute to the shuttling of students into the criminal justice system. These policies and practices have been shown to especially target students identified as part of a minority group. Today more than ever, teachers and administrators are seeing an increase in students involved with the criminal justice system, because of poor disciplinary track-records in schools.

This course will cover the subject of the school-to-prison pipeline, and why understanding this subject is crucial to better serve students. Participants will be guided through terminology, the policies and practices that contribute to the school-to-prison pipeline, and be given ideas on how to support student success and positive change in policies and practices of school districts.

### **Learning Objectives:**

Upon completion of this course, students will be able to:

- Identify the terms and concepts associated with the school-to-prison pipeline
- Demonstrate an awareness of the role disciplinary policies and practices of school districts play in the life of a student, and their relationship with the criminal justice system

- Create a plan to encourage positive student interaction in the classroom
- Develop strategies to reform school-to-prison pipeline practices in their classroom, and ensure students of color and other minority-identified students have the opportunity to voice needs and ideas related to their education and learning.

### **\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

### **Other Course Information:**

#### **Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

#### **Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 6 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

## Research

### **The School-to-Prison Pipeline: Education, Discipline, and Racialized Double Standards (Racism in American Institutions) (2016)**

Nancy A Heitzag, Ph.D.

**Description:** This book offers a research and comparison-driven look at the school-to-prison pipeline, its racial dynamics, the connections to mass incarceration, and our flawed educational climate—and suggests practical remedies for change.

**ISBN-10:** 1440831114

### **The School-To-Prison Pipeline: A Comprehensive Assessment**

Christopher A. Mallett

**Description:** The book outlines effective policies, interventions, and preventative efforts that can be used to improve school climates and safety. The author includes specific recommendations for delinquency, detention, and incarceration prevention. The text incorporates a vast store of empirical knowledge from all relevant fields of study and includes research citations for more in-depth study. Case examples illuminate the plight of adolescents enmeshed in these systems along with effective interventions. The book is a vital resource for undergraduate and graduate students of social work and criminal justice as well as for juvenile court and school personnel and policymakers.

**ISBN-10:** 0826194583

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<p><b><u>Getting to Know the Class; Additional Readings:</u></b>            Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!</p>		3 hrs

<b>1</b>	<b><u>Understanding the Basics</u></b>		
	<b>Discussion:</b> Introductions – In this activity, participants will have the opportunity to introduce themselves to their cohort, and state why they are interested in learning more about school-to-prison pipelines. In addition, they are encouraged to build their user profile, so fellow participants can get to know them better.	1.5 hrs	3 hrs
	<b>Discussion:</b> Locking Up the Terminology– In this activity, participants will read articles explaining what the school-to-prison pipeline is, along with other important terms and concepts. They will also watch a webinar by the instructor, that overviews the concept of school-to-prison pipelines, and take a quiz responding to questions about the articles assigned.	1.5 hrs	3 hrs
	<b>Discussion:</b> Exculpatory Evidence– In this activity, participants will examine some of the reasoning given by education systems on why they began to utilize policies and practices that contribute to the school-to-prison pipeline. They are then assigned a quiz on course materials.	1.5 hrs	3 hrs
<b>2</b>	<b><u>School-to-Prison Pipeline: a Black and White Issue</u></b>		
	<b>Discussion:</b> Micro-Aggressions – In this activity, participants will read articles on the concept of micro-aggression, and how it links to policies within the school-to-prison pipeline. They will then take a quiz on examples of micro-aggressions and	1.5 hrs	3 hrs

	how they can address micro-aggressions as an educator.		
	<b>Discussion:</b> White Privilege – In this activity, participants will explore articles and webinars on the subject of white privilege. In a quiz, they will be asked to answer critical thinking questions on white privilege, and connect privilege with outcomes of the school-to-prison pipeline.	1.5 hrs	3 hrs
	<b>Discussion:</b> People of Color Pushout – In this activity, participants are given reading and activity assignments on the effects that school-to-prison pipeline policies have on students of color. In addition, they will watch a brief webinar by the instructor, outlining the importance of understanding how these practices target students of color on a fundamental level. Participants are then assigned a quiz that require critical thinking of concepts covered in readings and the video.	1.5 hrs	3 hrs
<b>3</b>	<b><u>Diving Deeper into Policy</u></b>		
	<b>Discussion:</b> An Investigation of Policies– In this activity, participants will watch a webinar by the instructor on some of the different school policies that contribute to the school-to-prison pipeline. They will then read articles explaining more about the policies and why they are problematic. Additionally, participants will be asked to complete a quiz on policies, and how they contribute to the school-to-prison pipeline.	2.5 hrs	3 hrs

	<b>Discussion:</b> Zero-Tolerance, Zero-Effectiveness – In this activity, participants read articles and watch videos explaining “zero-tolerance policies. They will examine the roots of the policy, and in a quiz, explore why this policy is harmful for students.	1.5 hrs	3 hrs
	<b>Discussion:</b> School Surveillance – In this activity, participants will read articles and watch seminars on the subject of school surveillance. Concepts covered will also include resource officers, and the positive and negative outcomes associated with them. After assigned materials are reviewed, participants will complete a quiz on ideas around school surveillance, and what part educators may take in the practice.	1.5 hrs	3 hrs
4	<b>A Long Road of Discipline</b>		
	<b>Discussion:</b> School Policing – In this activity, participants will explore different areas and key points of school policing, and it’s rise in school districts across the country. They will read articles both for and against school policing, then complete a quiz on resources and materials presented in the module.	1.5 hrs	3 hrs
	<b>Discussion:</b> School Detention to Juvenile Detention – In this activity, participants will read about how suspension and detention can contribute to rates that students are involved with the justice system. After reviewing materials, participants are tasked	1.5 hrs	3 hrs

	with answering questions in the form of a quiz related to the subject.		
	<b>Discussion:</b> Long Term Sentencing– In this activity, participants will read on long term effects of the school-to-prison pipeline, and how it has impacted incarceration rates in the United States. They will also watch a webinar by the instructor on why it is important for teachers to aware of the long-term effects on policies, and the cycle it can create in educational systems. Participants are then assigned the task of a quiz on adapting to changing student needs.	2 hrs	3 hrs
5	<b>Feeding the Pipeline in Our Own School</b>		
	<b>Discussion:</b> American Dream, Educational Nightmare – In this activity, participants will read articles and watch seminars on how school-to-prison pipeline practices has contributed to exaggerated negative media, and poor educational funding and teaching settings. After reviewing class materials, participants are tasked with completing a quiz related to school-to-prison pipeline coverage in the media.	2 hrs	4 hrs
	<b>Discussion:</b> Your School-to-prison – In this activity, participants will examine school policies in Iowa, and identify any that may contribute to the school to prison pipeline. They will then complete a quiz on the materials presented.	2 hrs	4 hrs

	<b>Discussion:</b> Student Voice and Combating the Pipeline – In this activity, participants will explore the concept of student voice through articles and webinars. They will then complete a quiz on what the benefits of including student voice are, and how schools can use student voice to reduce those impacted by the school-to-prison pipeline.	1.5 hrs	3 hrs
6	<b>Next Steps</b>		
	<b>Discussion:</b> Restorative Justice – In this activity, participants will read articles and watch webinars on restorative justice, and how schools are using this as an alternative to practices that contribute to the school-to-prison pipeline. After reviewing materials, participants will take a quiz on themes and implementing policies classified as restorative justice.	1.5 hrs	3 hrs
	<b>Discussion:</b> Supporting Students in the Midst of Sweeping Disciplinary Rules – In this activity, participants will read articles on how educators can support students as they navigate the school system with school-to-prison pipeline contributing policies. They will then complete a quiz on how to best support students in their classroom.	1.5 hrs	3 hrs
	<b>Final Assignment:</b> Implementation and Review – In the final assignment, participants will submit a reflection on the themes of the course, and identify areas that their school can improve on. They will also discuss how they plan to be	2 hrs	4 hrs

	supportive of students who experience disciplinary discrimination.		
	Total Class Time	30 hours	60 hours

**Coursework**

Participants can earn up to 200 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
16 Quizzes (5 points each)	80
6 Weekly Discussions (10 pts each)	60
Final Implementation Plan/Paper	60
<b>Total</b>	<b>200</b>

**Grading Scale – Graduate Credit**

100-90% (200-180 points)	A
89-80% (179-160 points)	B
79-70% (159-140 points)	C
69-60% (139-120 points)	D
59%-Below (<119 points)	F

**Grading Scale - License Renewal Credit**

100-80% (200-160 points)	P
79%-Below (<159 points)	NP

### **Student Requirements**

In order to receive a passing grade in the course, students are required to:

- Participate in **ALL** discussion forums
- Complete all quizzes
- Complete a final implementation plan

### **Americans with Disabilities Act:**

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

### **Grading Rubrics for Individual Activities**

#### **Weekly Discussions (10 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life	2

	that are supported by reference(s) and example(s)	
	Offers new ideas, connections, or applications	2
	Expresses and justifies personal opinion	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	2
<b>Total Points Possible</b>		10

**Final Assignment (60 points possible)**

The final assignment is a critical part of this course. Participants must complete a one and one-half to two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	10
	Offers new ideas, connections, or applications	10
	Expresses and justifies personal opinion	6
	Discusses Overall Implications	6
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	6
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	6
<b>Implementation</b>	Clearly states ideas to use in the future	6
	States resources to be used	6
	Is realistic in their approach – understands limitations may exist	4
<b>Total Points Possible</b>		<b>60</b>