Instructor: Dr. Mychelle H. Smith

Office Hours: Tuesdays and Thursdays 9:30am-12pm; Please email for appointments or to schedule outside of office hours.

Course Time: Section 003 TTH 12:30-1:45pm

Email: smithmh@sfasu.edu
Please contact me through my SFA email.

Office: McKibben 404E

Office Phone: (936) 468-1874

Prerequisites: EPS 380, SED 370, Admission to Teacher Education Program

I. Course Description:

This course will focus on disciplinary literacy processes, language development and conventions of reading, writing, speaking, listening and creating in the content areas. Emphasis will be on instructional, comprehension and communication strategies appropriate for disciplinary literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills. Prerequisites: HMS 203 and SED 370 and admission to the Educator Preparation Program.

A. Required Course Texts-

  ISBN: 978-1-5063-3944-3

In addition to these two books, readings will be posted on the course Brightspace (D2L) page. Students will be responsible for checking the course for weekly updates. Some “readings” may involve online articles, videos, and online copies of text.

B. Time Requirements & Course Credit Justification

SED 372 “Disciplinary Literacy” (3 credits) typically meetings twice each week in 75-minute segments for 15 weeks in addition to requiring 10 fieldwork hours. Students have weekly reading assignments, are expected to take reading quizzes, and are required to make a teaching presentation in class in which they apply literacy and ELL teaching strategies to their content. These activities average a minimum of 3 hours each week with some weeks requiring more time.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes academic excellence through critical, reflective, and creative thinking, life-long learning, and collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

Program Learning Outcomes:
1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

A complete listing of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

Student Learning Outcomes:

A. Course Objectives-So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:
1. Describe major concepts in reading and writing processes as well as language development.
2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk, special populations, racial/ethnic/cultural differences, etc.)
4. Apply TEKS and ELPS to disciplinary content through the use of literacy and ELL strategies.

The concepts and skills acquired in SED 372 build upon concepts of learning theory found in SED 370, as well as information about curriculum design found in SED 371, and will be applied to lesson design and instructional strategies as part of the internship in SED 460 and Student Teaching in SED 442.

B. State- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us). SED 372 will specifically focus upon Competencies 004, 007 and 009:

  Competency 004- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
  Competency 007- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.
  Competency 009- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
C. University Core Values—In the College of Education at Stephen F. Austin State University, we value and are committed to:

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

A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found here.

III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:

1. **Class Engagement, Involvement, and Attendance (420 points - 15 points per class meeting):** Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner. You will receive 15 points for your professional and collegial participation in each class meeting. If you must miss a class, you need to contact me PRIOR to the class. (You must be present to receive points.) Merely attending class, however, doesn’t really promote deep learning. Thus, I will also evaluate your participation in class. Participation can take many forms. Preparation and participation in the online element of class will be considered as well. The following rubric will be used to assess class engagement:

<table>
<thead>
<tr>
<th>15 points</th>
<th>9 points</th>
<th>4 points</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was prepared for class and actively participated in the discussion. My contributions were based on careful reading of assigned materials. When working in teams, I was a valuable team member. I arrived on time. I completed necessary tasks.</td>
<td>I was mostly prepared for class. I participated in the discussion, but my contribution was limited due to incomplete or cursory reading of the assigned materials. When working in teams I contributed what I could. I did not fully complete necessary tasks.</td>
<td>I was not prepared for class. My lack of reading assigned material limited my ability to fully participate in the discussion. My offerings were not always well thought out. When working in teams I had little to contribute. I did not contribute online.</td>
<td>I was present, but not at all prepared for class, which limited my ability to participate in the discussion. When working in teams, I was distracted and/or off-task. I did not contribute online.</td>
</tr>
</tbody>
</table>

**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

2. **Teaching Presentation (250 points = 100 pts for presentation & 100 points for lesson plan & 50 points for feedback reflection):** For this assignment, each student will create a 10 minute mini-lesson that incorporates a literacy strategy, a technology tool (stop from the Webquest or other tool...see below), an ELL strategy, and incorporate aspects of your content area. Our class will be your students. Please be prepared to present material for a few minutes as well as either assign or discuss at least one formative assessment associated with the mini-lesson. Each student will create a lesson plan and submit on their teaching day. The lesson plan must also be submitted to LiveText in order to receive credit. Students will sign-up for dates and strategies. Students are able to choose the technology tool, ESL strategy, and content material. *** Application of TEKS, ELPS and ISTE Standards
a. **Feedback Reflection (50 points):** As part of the mini-lesson, “teachers” will assign their “students” a brief written assignment. The “teacher” will collect these and supply feedback. The assignment will involve a typed reflection about the feedback process. How did it help the teacher gain knowledge of their students’ understanding?

3. **Technology Webquest (100 points):** Students will read, click-around, play-with, and investigate each of the twenty stops on the online quest. There are questions to assist with your reflection and planning. You must complete all the questions to receive credit for the quest. Answers will be saved in Google Forms.

   a. **Webquest Final Reflection and Application of ISTE Standards** - (100 points) - Students will create a plan of action for meeting the ISTE Standards. This is a way to apply the stops on the quest to future classrooms.

   ***Application of ISTE Standards

4. **Reading Quizzes (135 points- 15 points each)** - Quizzes will be assigned on Brightspace throughout the semester. Students have up to 10 attempts for the traditional quizzes. Other creative quizzing formats will be included beyond multiple choice (examples: create own questions and submit videos).

5. **Video Critique and Analysis of ELPS (100 points)** - The English Language Proficiency Standards (ELPS) will be used as an analysis topic for teaching videos. Students will view the videos (from educational sites) and critique the strategies, curriculum, and instruction in relation to meeting the students’ needs with the ELPS.

6. **Field Experience (260 points: Completion of Hours 180 points & Fieldwork reflection 80 points)**

   Each candidate is expected to complete 10 hours of field experience during SED 372 throughout the semester. You can earn these hours tutoring ESL students, tutoring in content classrooms, completing group teaching presentations, or assisting in classrooms. Placements and options will be discussed in class.

   **Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.

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**Quality of Assignments:**

- All assignments are to be submitted by the due date. Late work may be accepted at my discretion and will be deducted 10 points or more per day that it is late.

- In addition, any assignment that I return to you for revisions must be revised and resubmitted for credit. This is a mastery learning course and some of the assignments may require revision and editing.

- All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting.

- All final reflection written assignments must be in 12-point Times New Roman, double-spaced, with 1” margins and in APA style. All assignments will be turned in through Brightspace and checked with the plagiarism detection tool located in Brightspace.

- These elements will be considered as part of your grade on each assignment. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.
Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc.) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

**Changes:** The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

### IV. Evaluation and Assessments (Grading):
To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through Brightspace with total points. Letter grades for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

**Note:** Students in the secondary and “all level of education” programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your tutoring, e-mentoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class
### V. Tentative Course Outline/Calendar:
***Always check the weekly modules on Brightspace for the most updated readings, videos, and tasks***

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates (Mon.-Fri.)</th>
<th>In-Class Plan/Topics</th>
<th>Course Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 21-25</td>
<td>Introductions; Syllabus Discussion</td>
<td>What is Literacy?; Connotations of Reading; Portrait of Reading in Your Content Area; Questionnaire</td>
<td>The syllabus before our class meeting</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 28-Feb. 1</td>
<td>Realities of Reading 21st Century Classrooms and Students; Digital Citizenship</td>
<td>Ch. 2 I Read It, But… (p. 13-21)</td>
<td>Digital Citizenship Article (Online Article)</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 4-8</td>
<td>Quantitative Measures ELLs: What do first first?</td>
<td>Ch. 2 Text Complexity (p. 23-39)</td>
<td>Tips for Educators of ELLs: What do first first? (Online Reading)</td>
</tr>
<tr>
<td>4</td>
<td>Feb 11-15</td>
<td>Qualitative Measures Meeting Students Where They Are; Tips for Teaching Reading and Vocabulary for ELL</td>
<td>Ch. 3 Text Complexity (p. 23-34)</td>
<td>Meeting Students Where They Are (Online Reading); Tips for Teaching Reading and Vocabulary for ELL (link on Brightspace)</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 18-22</td>
<td>Purposes for Reading: Access Points Research-based Practices to Increase ELL Student Achievement</td>
<td>Ch. 3 I Read It, But… (p. 41-67)</td>
<td>Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 25-Mar. 1</td>
<td>Modeling Expert Thinking; Tracking Student Confusion; Education Apps Stations</td>
<td>Ch. 4 I Read It, But… (p. 35-48)</td>
<td>Best Apps for Teaching and Learning 2018</td>
</tr>
<tr>
<td>7</td>
<td>March 4-8</td>
<td>Fix-up Strategies Classroom Scenarios Activity</td>
<td>Ch. 5 I Read It, But… (p. 49-61)</td>
<td>Check Brightspace Teaching Presentations Begin</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading Routine</td>
<td>Exit Slips</td>
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<td>8</td>
<td>March 11-16</td>
<td>Socratic Seminar Jigsaw Strategy &amp; Exit Slips Socratic Seminar Reading</td>
<td>Reading Routine- Jigsaw (p.47-48); Exit Slips (p. 28-29)</td>
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<tr>
<td>10</td>
<td>March 25-29</td>
<td>Exploring Teacher-Led Tasks Philosophical Chairs</td>
<td>Ch. 5 Text Complexity (p. 91-106)</td>
<td>Philosophical Chairs Reading</td>
</tr>
<tr>
<td>11</td>
<td>April 1-5</td>
<td>Close Reading Complex Texts Digital and Media Literacy</td>
<td>Ch. 6 Text Complexity (p. 107-127)</td>
<td>Check Brightspace</td>
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<tr>
<td>12</td>
<td>April 8-12</td>
<td>Scaffolded Reading Instruction of Complex Texts Connecting the New to the Known; Found Poems</td>
<td>Ch. 7 Text Complexity (p. 129-142)</td>
<td>Ch. 6 I Read It, But… (p. 63-78); Reading Routine- Found Poems (p. 32)</td>
</tr>
<tr>
<td>13</td>
<td>April 15-19</td>
<td>Collaborative Conversations and Peer Mediated Learning; (Online) What Do You Wonder? (Online)</td>
<td>Ch. 8 Text Complexity (p. 143-157)</td>
<td>Ch. 7 I Read It, But… (p. 79-95)</td>
</tr>
<tr>
<td>14</td>
<td>April 22-26</td>
<td>Writing Across the Curriculum Tools for Teaching Content Literacy</td>
<td>Check Brightspace</td>
<td>Check Brightspace</td>
</tr>
<tr>
<td>15</td>
<td>April 29-</td>
<td>Exploring Individual Tasks; Taking Inferences Too Far Bringing it all together: literacy, technology, and ELL strategies</td>
<td>Ch. 9 Text Complexity (p. 159-175); Ch. 8 I Read It, But… (p. 97-106)</td>
<td>Check Brightspace</td>
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<td></td>
<td>May 3</td>
<td></td>
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<tr>
<td>16</td>
<td>May 5-9</td>
<td>Bringing it all together: literacy, technology, and ELL strategies</td>
<td>Check Brightspace</td>
<td>Check Brightspace</td>
</tr>
</tbody>
</table>

**Spring Break**
*** In the event class will not be held, activities will be posted on Brightspace for students to complete. Students will receive notice via email and Brightspace announcements in the event class is not held as normal.

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

1. **Textbooks:**


2. **Weekly readings provided in class or on Brightspace**


4. **LiveText:** This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

   If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Supplemental resources used to shape this course:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 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:

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.

a. Excused Absences-You have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

b. Unexcused Absences- Absences other than those listed above will be considered unexcused and 2 unexcused absences will result in a drop in letter grade for the semester. For example: A student who earns an A and has 2 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester. If you have 4 unexcused absences you will receive a D for the course, 5 unexcused resulting an F. Vacations, work/church camps, or anything unrelated to SFA travel will be considered unexcused.

c. Tardies – Tardies will result in deduction from participation and engagement points. Remember: you are developing professional dispositions that will define you for the course of your career. You must prepare for classes, read and view the required material, and be in class every day to experience all that you need to be ready for internship and student teaching.

Students with Disabilities

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, 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/. 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 policy on penalties for cheating and plagiarism.
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 Semester Grades Policy (A-54)
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.

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. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.