Secondary Education and Educational Leadership  
SED 475.601 (sub for 443)  
Education in a Global Society: A Critical Perspective  
Spring 2019

Instructors: Dr. Heather Olson Beal
Prerequisites: None.

I. Course Description: This course will address professional identity for educators in the 21st century. The development of professional identity for teachers includes advocacy, communication, ethics, and leadership. This course synthesizes and builds on the knowledge and skills of all prior coursework to prepare candidates for the classroom. Prerequisite: HMS 203, SED 370, SED 371, SED 372, SED 450, & SED 450L, and SED 460 and admission to Teacher Education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

Student Learning Outcomes:
1. The candidate will apply knowledge and skills in his/her clinical practice derived from SED coursework. (TEKS training)
2. The candidate will abide by the Code of Ethics and Standard Practices for Texas Educators. (TEKS training)
3. The candidate will demonstrate an understanding of advocacy and teacher leadership. (TEKS training)

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

6A(i). Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
6A(ii). Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
6A(iii). Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
6B(i). Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

6B(ii). Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

6C(i). Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

6C(ii). Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

6D(i). Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

6D(ii). Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

6D(iii). Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

PPR TEST FRAMEWORK

2B. Accepts and respects students with diverse backgrounds and needs.

2D. Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.

4G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).

6G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.

9B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).

9H. Identifies and addresses equity issues related to the use of technology.

11A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.

11B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

11C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.

11D. Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.

11E. Conducts effective conferences with parents, guardians and other legal caregivers.

11F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

12A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).

12B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.

12C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).

12D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem
solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

12E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.

12F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.

12G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.

12H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.

12I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

13C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

13D. Follows procedures and requirements for maintaining accurate student records.

13F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.

13G. Advocates for students and for the profession in various situations.

ESL STANDARDS:

2B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English-language development at various stages.

3B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

3C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

3E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

7D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.

7E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.

8C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

10A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).

And other standards listed by following this link:


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

1. **Student Work Sample based on TEKS (TEKS training) (75%)**: This is a capstone assignment that is directly dependent on the student teaching experiences and is specifically for CAEP accreditation.
2. **Community / School Engagement Contract (25%)**: Each student will submit an individual CONTRACT for continued community involvement and school-specific engagement. Assignment details provided in D2L.

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 will be returned and resubmitted with appropriate corrections before credit is earned.

Technology: All work will be submitted via D2L or Livetext.

IV. Evaluation and Assessment (Grading):

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

LATE WORK

All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work also will not receive feedback and will receive a reduction in grade.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>1-23-19</td>
</tr>
<tr>
<td>Introductory Post</td>
<td>The students will post an introduction to themselves.</td>
<td>1-27-19</td>
</tr>
<tr>
<td>Professional Assoc.</td>
<td>The student will upload a confirmation of joining a professional organization.</td>
<td>1-27-19</td>
</tr>
<tr>
<td>Confirmation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Sample Quiz</td>
<td>The students will complete a quiz about the work sample assignment instructions.</td>
<td>1-27-19</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>The student will post their pre-assessment to the dropbox.</td>
<td>2-3-19</td>
</tr>
<tr>
<td>Comm. Engagement Contract</td>
<td>The student will upload an individualized contract for how they will have continued community engagement.</td>
<td>2-6-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>2-6-19</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Lesson Plan Draft</td>
<td>The student will upload their lesson plan draft to the dropbox.</td>
<td>2-10-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>2-20-19</td>
</tr>
<tr>
<td>Lesson Plan Revised Draft</td>
<td>The student will upload their post-assessment to dropbox.</td>
<td>2-24-19</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>The student will complete a TEKS aligned post-assessment for their work sample.</td>
<td>3-3-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>3-6-19</td>
</tr>
<tr>
<td>Assessment Analysis</td>
<td>The student will post their assessment analysis they will be using for their work sample.</td>
<td>3-10-19</td>
</tr>
<tr>
<td>Reflection</td>
<td>The student will post their reflection for their work sample.</td>
<td>3-17-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>3-27-19</td>
</tr>
<tr>
<td>Future Plans</td>
<td>The student will post their future plans for their work sample.</td>
<td>3-31-19</td>
</tr>
<tr>
<td>Work Sample Upload</td>
<td>The student will post work sample on Livetext.</td>
<td>4-7-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>4-10-19</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>The student will complete the code of ethics discussion.</td>
<td>4-14-19</td>
</tr>
<tr>
<td>Professional Goals</td>
<td>The student will complete 2 professional goals for their first year of teaching.</td>
<td>4-21-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>4-24-19</td>
</tr>
<tr>
<td>TAPR report</td>
<td>The student will upload the TAPR report for a district they will apply to.</td>
<td>4-28-19</td>
</tr>
<tr>
<td>Resume</td>
<td>The student will upload their resume to D2L.</td>
<td>5-5-19</td>
</tr>
<tr>
<td>CLASS MEETING</td>
<td>211 McKibben or via Zoom if student teaching outside of Nac</td>
<td>5-8-19</td>
</tr>
</tbody>
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**VI. Readings:**
Required text for the course is: provided on D2L

**Additional Resources**

**Pearson TEXES website**

https://www.tx.nesinc.com/

**Pearson TEXES PPR test prep materilas**


**Every kid needs a champion, Ted Talk by Rita Pierson**
LiveText Statement:

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.

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.

FEM Statement:

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. You should already have this module from your SED 450 class, but if you did not purchase it in that course, you must purchase it for this course.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 5 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 5 days) will result in the loss of a letter grade.

Attendance (SFA classroom-based): Due to the social constructivist nature of our course it is
expected that all Teacher Candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed one absence per semester (known as a “personal day”); advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first one), Candidates will earn a full letter grade deduction from their final course grade. **After two absences (not including your “personal day”), a program continuation meeting will be called between professors and Teacher Candidate; failure of the course may be warranted.**

**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.

**Students with Disabilities**

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and / or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

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

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

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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.

IX. Other Relevant Course Information:

References


Students experiencing food insecurity:

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.
**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

**Students who are Parents:**

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. *Please communicate with me via email as soon as the need to bring a child to class arises.* Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.
6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).

**Students with DACA status:**

*Letter from President Pattillo, SFASU (fall 2017)*

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were
brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President