READ 4340: 501/503
Language and Literacy III

Fall 2021

Dr. Susan Reily
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Emails will receive a response within 48 hours Monday - Friday
Office: 201P
Office Phone: 936-468-2468
Office hours: Monday – Friday 9-11 and 1-3 By Appointment
Credits: 3 hours
Course Time & Location: On-line

Prerequisites:
Admitted to Educator Preparation

I. Course Description:
READ 4340 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: There is ONE LiveText assignment in this course.

Time Requirements and Credit Hours/Course Fees:
READ 4340 “Language and Literacy III” (3 credits) This version of the READ 4340 course requires online students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. In addition to reading and researching course material, students spend a minimum of three hours weekly completing quizzes and/or writing assignments over the course content to demonstrate knowledge of the content.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:
- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long 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.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. READ 4340 is the reading course that focuses on writing instruction and is one of the later reading courses taken.

Program Learning Outcomes & Student Learning Outcomes:

PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1.1 Candidates understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
  - Assessment 1.1.1 Weekly ESL Supplemental Exam Preparation Quizzes (PPR 1.6k, 1.11k, 4.9k)
  - Assessment 1.1.2 TELPAS Quiz (PPR 1.6k; EC6 8.6k, 2s)

PLO 2 Candidates demonstrate and apply understanding of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- SLO 2.1 Candidates understand language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings.
  - Assessment 2.1.1 Reading/Writing Connection Lesson Plan (EC6 1.11k, 4.3k, 4.4k, 4.6k, 4.8s, 8.2s, 8.6k, 8.6s)

PLO 3 Candidates assess students, plan instruction and design classroom context for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

- SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop minilesson addressing TEKS alignment,
TEKS, thinking level, learning objective, ELPS, language objectives) that assists students in developing competence in written communication.

- Assessment 3.1.1 Writing Craft Lesson Plan (EC6 8.2k, 8.3k, 8.4k, 8.9s)
- Assessment 3.1.2 Differentiation for the Writing Lesson (PPR 1.2s, 1.14k, 1.15s, 1.17k, 3.8s, EC6 8.5s, 8.8k)

**PLO 4** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

- **SLO 4.1** Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families.
  - Assessment 4.1.1 Conferencing (PPR 3.4s, 3.14k, 3.15s, 3.16s, 4.2k, 4.3s EC6 8.2k, 8.4s, 8.7s, 8.8s, 8.10s, 9.7s)
  - Assessment 4.1.2 Writing Conventions (Spelling) Lesson Plan (PPR 1.6s, 1.12k, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 3.6k, 3.8s, 3.19s; EC6 2.1s, 8.3s, 8.9k, 9.2k, 9.3k, 9.4s, 9.5s, 9.6k, 9.8s, 10.2s)
  - Assessment 4.1.3 Writing Conventions (Other Conventions) Lesson Plan (PPR 1.6s, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 3.6k, 3.8s, 3.19s; EC6 8.3s, 8.7k, 8.9k, 9.1k, 9.1s, 9.4k, 9.4s 9.5k, 9.6s, 9.7k, 9.8s, 10.2s)

**PLO 5** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- **SLO 5.1** Candidates understand how to communicate and grow as professionals in the area of writing instruction.
  - Assessment 5.1.1 TEKS Analysis Chart (PPR 1.7k, 1.8k, 1.9k, EC6 8.1k, 8.5k)
  - Assessment 5.1.2 Writing Class Observation (PPR 1.4s, 1.5k, 1.7k, 1.8k, 1.9k, 2.1s, 2.6k, 2.6s, 2.7k, 2.8k, 2.10k, 2.10s, 3.3k, 3.3s .4s, 4.11s, 8.1s; EC6 9.2s)

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

**DROPBOXES** – (88 pts.)
- Assessment 1 – TEKS Analysis Chart (PPR 1.7k, 1.8k, 1.9k, EC6 8.1k, 8.5k) 10 pts.
- Assessment 2 (Final) – Writing Class Observation (PPR 1.4s, 1.5k, 1.7k, 1.8k, 1.9k, 2.1s, 2.6k, 2.6s, 2.7k, 2.8k, 2.10k, 2.10s, 3.3k, 3.3s .4s, 4.11s, 8.1s; EC6 9.2s) 18pts.
- Assessment 3 – Reading/Writing Connection Lesson Plan (EC6 1.11k, 4.3k, 4.4k, 4.6k, 4.8s, 8.2s, 8.6k, 8.6s) 10pts.
• Assessment 4 – Writing Craft Lesson Plan (EC6 8.2k, 8.3k, 8.4k, 8.9s)
  10pts.
• Assessment 5 – Conferencing (PPR 3.4s, 3.14k, 3.15s, 3.16s, 4.2k, 4.3s EC6 8.2k, 8.4s, 8.7s, 8.8s, 8.10s, 9.7s)
  10pts.
• Assessment 6 – Writing Conventions (Spelling) Lesson Plan (PPR 1.6s, 1.12k, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 3.6k, 3.8s, 3.19s; EC6 2.1s, 8.3s, 8.9k, 9.2k, 9.3k, 9.4s, 9.5s, 9.6k, 9.8s, 10.2s)
  10pts.
• Assessment 7 – Writing Conventions (Other Conventions) Lesson Plan (PPR 1.6s, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 3.6k, 3.8s, 3.19s; EC6 8.3s, 8.7k, 8.9k, 9.1k, 9.1s, 9.4k, 9.4s 9.5k, 9.6s, 9.7k, 9.8s, 10.2s)
  10pts.
• Assessment 8 – Differentiation for the Writing Lesson (PPR 1.2s, 1.14k, 1.15s, 1.17k, 3.8s, EC6 8.5s, 8.8k)
  10pts.
QUICKS – (12 pts.)
• Assessment 9 – Weekly ESL Supplemental Exam Preparation Quizzes X 5 (PPR 1.6k, 1.11k, 4.9k)
  10pts.
• TELPAS Quiz (PPR 1.6k; EC6 8.6k, 2s) 2pts.

TOTAL: 100

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

### IV. Evaluation and Assessments (Grading):

A = 90 - 100 points - B = 80 - 89 points - C = 70 - 79 points - F < 70 points

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELED 4310, ELED 4320, ELED 4330, and READ 4340.

See the section above for a detailed description of the assignment, standards, and the point totals for that assignment.

If you do not turn in an assignment on time, it is best to turn it in late than not at all; HOWEVER, you should contact me if you are unable to submit your work by the deadline with an explanation why.

An EXTENSION FOR ASSIGNMENTS is considered for those who have excused health or family emergencies where the student has notified the professor in advance (prior to the due date of the assignment), for the possible extension.

**Rubrics for Grading Assignments:** Rubrics for assignments in this course are provided in the d2L course. It is recommended that you review each rubric prior to completing and submitting
any assignment so you are clear on how you will be graded for that assignment. Rubrics can be accessed by clicking on the OTHER RESOURCES tab and selecting RUBRICS. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

**Diversity Statement:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**VI. Required Text, Other Required Materials, & References:**

**LiveText/Watermark Statement:**

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**OTHER REQUIRED**

2. The required reading is located in the content modules.

**RECOMMENDED (ESL Test Prep)**

3. T-Cert ESL Test Preparation; $30.00 fee for 60-day access (Optional)

## TENTATIVE TIMELINE

### MONDAY, AUGUST 23 - SUNDAY, AUGUST 29 / WEEK ONE –

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<th>IMPORTANT DATES</th>
<th>MODULE TO DO</th>
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<tbody>
<tr>
<td>Monday 23</td>
<td><strong>First Official Day of Class</strong></td>
<td>Before Class Begins Module</td>
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<td>Tuesday 24</td>
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<td>Planning for Instruction W1</td>
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<td>Wednesday 25</td>
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<td>Thursday 26</td>
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<td>Begin Collaborating with Professionals</td>
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<td>Friday 27</td>
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<td>ESL Supplemental Info W1</td>
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<td>Saturday/Sunday</td>
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<tr>
<td><strong>TEKS Analysis Chart</strong></td>
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<td><strong>ESL Quiz Week One</strong></td>
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### MONDAY, AUGUST 30 - SUNDAY, SEPTEMBER 5 / WEEK TWO –

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<tbody>
<tr>
<td>Monday 30</td>
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<td>Read and Respond</td>
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<td>Tuesday 31</td>
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<td>Models of Writing Instruction</td>
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<td>Wednesday 1</td>
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<td>Reading/Writing Connection Lesson Plan</td>
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<td>Thursday 2</td>
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<td>Friday 3</td>
<td>For those interested, your honors/undergraduate research topic is due.</td>
<td>ESL Supplemental Info W2</td>
<td>Honors/Undergraduate Research Topic Due (Optional)</td>
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<tr>
<td><strong>Reading/Writing Connection Lesson Plan</strong></td>
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<td><strong>ESL Quiz Week Two</strong></td>
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### MONDAY, SEPTEMBER 6 - SUNDAY, SEPTEMBER 12 / WEEK THREE –

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<td>Day</td>
<td>Important Dates</td>
<td>Module To Do</td>
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<td>Monday 6</td>
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<td>Provide Meaningful Student Writing Activities</td>
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<td>Tuesday 7</td>
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<td>Write Regularly Across the Curriculum</td>
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<td>6+1 Writing Traits</td>
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<td>Wednesday 8</td>
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<td>Writing Craft Lesson Plan</td>
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<td>Thursday 9</td>
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<td>ESL Supplemental Info W3</td>
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<td>Friday 10</td>
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<tr>
<td>Saturday/Sunday</td>
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<td>Writing Craft Lesson Plan</td>
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**MONDAY, SEPTEMBER 13- SUNDAY, SEPTEMBER 19 / WEEK FOUR –**

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<tbody>
<tr>
<td>Monday 13</td>
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<td>Opportunities for Constructive Response</td>
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<td>Tuesday 14</td>
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<td>Opportunities to Collaborate</td>
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<td>Wednesday 15</td>
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<td>Conferencing</td>
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<td>Thursday 16</td>
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<td>Friday 17</td>
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<td>ESL Supplemental Info W4</td>
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**MONDAY, SEPTEMBER 20- SUNDAY, SEPTEMBER 26 / WEEK FIVE –**

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<td>Monday 20</td>
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<td>Conduct Effective Minilessons for Spelling</td>
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<td>Tuesday 21</td>
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<td>Writing Conventions (Spelling) Lesson</td>
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### MONDAY, SEPTEMBER 27 - SUNDAY, OCTOBER 3 / WEEK SIX –

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<td>Monday 27</td>
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<td>Conduct Effective Minilessons for Other Writing Conventions</td>
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<td>Tuesday 28</td>
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<td>Writing Conventions (Other Conventions) Lesson</td>
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<td>Thursday 30</td>
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<td>Friday 1</td>
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<td>ESL Supplemental Info Wk 6</td>
<td>Writing Conventions (Other Conventions) Lesson Plan</td>
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### MONDAY, OCTOBER 4 - SUNDAY, OCTOBER 10 / WEEK SEVEN –

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<td>Monday 4</td>
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<td>Incorporate Different Instructional Strategies</td>
<td>Writing Class Observation</td>
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<td>Tuesday 5</td>
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<td>Introduction to Academic Language</td>
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<td>Wednesday 6</td>
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<td>Differentiation for the Writing Lesson</td>
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References


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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE 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 COE, 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.
Class Attendance and Excused Absences:

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. **The grade may be lowered one letter grade if all assignments (quizzes, Dropboxes) are not completed. This is at the discretion of the professor.**

*Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.*

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in 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 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 (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

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, 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/).

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 (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.

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

Student Appeals:

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

Withheld Grades Semester Grades (Policy 5.5):

At the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.
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:

Additional Information:

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.texas.ets.org/registrationBulletin/<http://www.texas.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