ELED 5341 ESL/Bilingual Teaching Methods in the Content Area

Department of Education Studies
3-Credit Hours
ELED 5341
Summer II 2021
Course Delivery Modality: Online, Asynchronous

Instructor: Dr. Sarah M. Straub
Office: WFH
Cell Phone: (281) 685-8873
Office Hours: https://calendly.com/straubsm

With the flexibility necessary during our global pandemic, I will have increased availability via email. I commit to answering all emails by end of day (5:00 PM M-F) and emails sent after 5:00 PM on Friday by 5:00 PM the following Monday.

I will also be available for scheduled Zoom meetings. I am using Calendly this semester to help coordinate and schedule meetings, so please refer to the link (or hyperlink) above to set 15-minute meetings as needed.

Email: straubsm@sfasu.edu

Preferably, please send emails to straubsm@sfasu.edu, include the course, AND section numbers somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Course Description

This course will use ESL/Bilingual techniques and materials to aid in the development of skills in teaching the content areas: math, science, and social studies to English language learners. "ESL/Bilingual Teaching Methods in the Content Area" (3 credits; fully online) spans five weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course would receive, requiring students to engage the online modules for at least three hours per day (M-R). The course relies on open access materials including, but not limited to, excerpts from two main textbooks – Fifty Strategies for Teaching English Language
Learners (Herrel and Jordan, 2016) and Academic Language for English Language Learners and Struggling Readings: How to Help Students Succeed Across Content Areas (Freeman and Freeman, 2009) – which are woven into the content to support key concepts. In addition, students are expected to engage in various discussion boards requiring interactive responses, several skills activities, a midterm, a lesson plan with clear ESL/bilingual supports and a final that is individualized for the graduate student professional. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

The James I. Perkins College of Education

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.

Mission

The mission of the Perkins College of Education 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.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services.
- To address specific needs in the broader community.
- To enhance student learning.
- To instill commitment to service, and to promote the reputation of the University.
- To conduct research to advance knowledge and to contribute to the common good.
Core Values

In the Perkins College of Education, we value and are committed to:

- 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
- Service that enriches the community

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.

James I. Perkins College of Education Diversity Statement

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Course Goals

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 early childhood to middle level learners. The Program Learning Objectives are aligned to ACEI, AMLE, and InTASC.

Program Learning Outcomes

Course Objectives (Student Learning Outcomes)

Upon completion of this course, students should be able to:
1. PLO 1 - Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments.

2. PLO 2 - Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing content instruction, including classroom organization, resources, and integrating language skills for the ESL/Bilingual student.
   ○ PLO Assessment - Candidates construct a lesson using differentiated instruction and assessment with language objectives clearly stated – Midterm and Final

3. PLO 3 - Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups that support ESL/Bilingual students’ cultural identities, language and literacy development, and content area achievement.

4. PLO 4 - Candidates understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL/Bilingual programs.

5. PLO 5 - Candidates demonstrate knowledge of and reflect upon advances in the ESL/Bilingual field and public policy providing support and advocating for ESL/Bilingual students and their families while working collaboratively to improve the learning environment.
   ○ PLO Assessment - Candidates write a paper outlining the history of public policy relating to ESL students, the current policies in place at the federal and state levels, and advocate for change in policies that impact ESL children and their families – Discussion Board 1

6. PLO 6 - Candidates demonstrate knowledge of ESL/Bilingual program components through mastery of the TExES exam.
   ○ SLO 1 - Candidates analyze language acquisition theorists identifying key concepts of first and second language acquisition
   ○ SLO 2 - Candidates plan instruction for ESL students and then adapt aspects of the lesson based on Beginning, Intermediate, Advanced and Advanced High language acquisition levels
   ○ SLO 3 - Students address instructional aspects of Listening, Speaking, Reading, and Writing for effective practices through activity assignments – Dropbox 3, 4
   ○ SLO 4 - Candidates examine Differentiated Instructional approaches that empower English Language Learners - Final Part 2
   ○ SLO 5 - Candidates examine cultural diversity aspects related to the English Language Learner
   ○ SLO 6 - Candidates scrutinize all aspects of the Texas system for formal assessment of the ESL student
○ SLO 7 - Candidates investigate several resources related to informal assessment of ESL students – Dropbox 4
○ SLO 8 - Candidates demonstrate an understanding of performance level descriptors and language acquisition of the English Language Learner / Emergent Bilingual - Dropbox 1
○ SLO 9 - Candidates peruse current public policy impact on ESL instruction - Discussion Board 1
○ SLO 10 - Candidates investigate public opinions, legal requirements, and politics of language acquisition and then advocate for or against public policy that impacts either classroom instruction or assessment of the ESL student
Course Assignments

This section will begin with a description of each of the course components. It will include a rubric for the specific course assignments and will have a Grade Tracker at the end of the section that will also be included as a separate document in Brightspace by D2L.

- **Discussion Board Activities:** You will respond to a prompt and then reply to your peers based on the requirements for each specific Discussion Board (directions outlined on D2L). The discussions should be scholarly and respectful and reflect the knowledge level of a graduate student.

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<tr>
<th>+5</th>
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<tbody>
<tr>
<td>Initial thread responds to all requested components and directly references course materials</td>
<td>Response thread addresses the requirements, is directly related to the previous post, and references course materials</td>
<td>Response thread addresses the requirements, is directly related to the previous post, and references course materials</td>
<td>Initial post is made two work days before due date.</td>
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NOTE: If a student does not engage in the Discussion Board at the time it is assigned, the student may submit his/her/their comments but will not be able to receive full credit for that area of the rubric. The rationale for this is that a Discussion Board is meant to be interactive and late participation means the replies will not have the opportunity for engagement.

- **Dropbox Activities:** You will communicate your knowledge of the topic presented through short scholarly assignments based on the information gained through readings. Each of these Dropbox activities will serve to enhance your midterm and final exams. NOTE: There will be slight variations based on Dropbox, so please ensure that you read specific directions on Brightspace by D2L.

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<tr>
<td>All components of the assignment are completed with description at a graduate level</td>
<td>Student has included references to course materials in a way that is clear and easily referenced</td>
<td>Student has adhered to formatting components such as highlighting, bolding, etc.</td>
<td>Grammatical and spelling errors do not detract from the assignment.</td>
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• **Midterm:** This midterm will extend the lesson plan, which incorporates various components necessary for the instruction of ESL/Bilingual Students.

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<td>Student has included all components of a complete lesson plan cycle (based on preferred template 5-Step, 5-E, etc.). Lesson plan includes a complete and highly detailed list of learning activities, outlining what both students and teacher(s) will do for each activity listed. The plan for activities is reasonable for the time allotted. The lesson plan includes enough detail that any educated adult would be able to follow the lesson and teach it as intended by the teacher candidate.</td>
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<td>Student clearly demonstrated an opportunity for students to <strong>listen</strong> during this lesson plan.</td>
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<td>Student clearly demonstrated an opportunity for students to <strong>speak</strong> during this lesson plan.</td>
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<td>Student clearly demonstrated an opportunity for students to <strong>read</strong> during this lesson plan.</td>
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<td>Student clearly demonstrated an opportunity for students to <strong>write</strong> during this lesson plan.</td>
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<tr>
<td>Student has adhered to formatting components such as <strong>highlighting</strong>, <strong>bolding</strong>, etc.</td>
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<tr>
<td>Grammatical and spelling errors do not detract from the assignment.</td>
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• **Final:** The final exam includes two sections. The first section is a finalized lesson plan that incorporates various components necessary for the instruction of ESL/Bilingual Students. The second section is a list that clearly outlines 15 of the 50 strategies that the students plan to bring back to their respective teams. From this list of 15, graduate students will select their top 3. Students will record a presentation using whatever audiovisual medium they want (YouTube, Screen-cast-o-Matic, Zoom, etc.) to create an interactive 15 minute professional development session.

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<td>Student has identified and described at least <strong>five</strong> different strategies to help support ELLs/EBs in their lesson plan.</td>
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<tr>
<td>The description is clearly aligned to the section of the lesson plan (i.e. if the Explore section is involving student drama, the strategy would be aligned to that - i.e. <strong>27 - Story Reenactment</strong>); References include pg. #</td>
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<td>The Description of the Strategy is complete for each of the 15 strategies. Grammatical and spelling errors do not detract from the assignment.</td>
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<tr>
<td>“<strong>Why It’s Good for ELLs/EBs</strong>” has</td>
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<td>The professional development video</td>
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<td>The professional development video</td>
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been completed with care. It refers to language acquisition or academic language acquisition/ELPS for the rationale. Grammatical and spelling errors do not detract from the assignment.

(Module 6) has been submitted using an audiovisual platform such as Zoom, Screen-cast-o-Matic, YouTube, etc. and it includes descriptions, examples, and best practices for your top strategy. The video does not exceed 5 minutes. has a supplemental handout that allows the viewer to engage with the video in some way.

**Grading Tracker**

<table>
<thead>
<tr>
<th>Discussion Boards</th>
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<tbody>
<tr>
<td>Discussion Board 1</td>
<td>___ / 10</td>
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<td>Discussion Board 2</td>
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<td>Discussion Board 3</td>
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<tr>
<td>Discussion Board 4</td>
<td>___ / 10</td>
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<tr>
<td>Discussion Board 5</td>
<td>___ / 10</td>
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<tr>
<th>Dropbox Activities</th>
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<td>Dropbox 1</td>
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<td>Dropbox 2</td>
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<td>Dropbox 3</td>
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<td>Dropbox 4</td>
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<tr>
<th>Quizzes</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>___ / 10</td>
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<tr>
<td>Final</td>
<td>___ / 20</td>
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___ / 100

A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%
Course Materials

**Required Technology:**

This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

**Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

**Required Text:** None

**Course Evaluations:**

This course is newly redesigned to provide a space for a pedagogy of responsibility. Your feedback is invaluable and will be collected at various points in the semester as well as in the course evaluations. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**ALL ASSIGNMENTS DUE AT END OF MODULE, SUNDAYS AT 11:59 PM CST UNLESS NOTED IN THE CALENDAR BELOW**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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| Week of June 28 | Getting Started and Module 1: Understanding Academic Language | ● Read Get Started module content, notably Syllabus and Course Calendar  
● Read ELPS document  
● Read Policy Guide pages 5-12  
● Begin Discussion Board 1 *(due July 5, 2021)* “One day extension given for July 4th holiday |
| Week of July 5  | Module 2: Supporting Academic Language and Coping with Academic Texts | ● Read “Understanding Who Needs Academic Language” in Academic Language for English Language Learners and Struggling Readers (Freeman) pages 1-22  
● OPTIONAL: BICS vs. CALPS (Research if this concept is unclear)  
● Begin Dropbox Activity 1 *(due July 11)*  
● Begin Discussion Board 2 *(due July 11)*  
  ○ See D2L for specific guidelines  
● Begin Dropbox Activity 2 *(due July 11)* |
<table>
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<tr>
<th>Week of July 12</th>
<th>Module 3: Opportunities for Academic Writing and Encouraging Active Involvement</th>
<th>Midterm</th>
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<td>• Read Freeman &amp; Freeman Ch 6</td>
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<td>• Read Freeman &amp; Freeman Ch 7</td>
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<td>• Excerpts</td>
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<td>• Begin Dropbox Activity 3 <em>(due July 18)</em></td>
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<td>• Begin Discussion Board 3 <em>(due July 18)</em></td>
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<td>• Submit Midterm <em>(due July 20)</em></td>
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<td>Week of July 19</td>
<td>Module 4: Strategies for Content Instruction</td>
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<td>• Read “Finals Instruction Module”</td>
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<td>• Read various excerpts from Herrell &amp; Jordan (See D2L for specific guidelines)</td>
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<td>• Begin Discussion Board 4 <em>(due July 25)</em></td>
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<td>• Begin Dropbox Activity 4 <em>(due July 25)</em></td>
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<td>Week of July 26</td>
<td>Module 5: Active Involvement and Technology Strategies for Emergent Bilinguals</td>
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<td>Final Part 1</td>
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<td>• Read various excerpts from Herrell &amp; Jordan (See D2L for specific guidelines)</td>
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<td>• Begin Discussion Board 5 <em>(due August 1)</em></td>
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<td>• Begin Final Part 1 <em>(due August 1)</em></td>
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<tr>
<td>Week of August 1</td>
<td>Module 6: Finals Week</td>
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<td>Final Part 2</td>
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<td>• Begin Final Part 2 <em>(due August 5 by 12:00 PM)</em></td>
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**Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and 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 and in determining final grades.
Students may take 2 absences without penalty over the course of the semester. After the second absence, the students will begin to accrue a 5 point deduction for each additional absence. Students are responsible for notifying their instructors in advance, when possible, for absences. Make-up work must be completed as soon as possible after returning from an absence.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

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

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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; and/or;

· 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; and/or,

· incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

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

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325 (936.468.3004) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to SFASU Disability Services.

**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.

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

**Student Code of Conduct: Policy 10.4**

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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not
observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

[CDC - Cloth Face Cove Guidance](#)

[CDC - Social Distancing Guidance](#)

**Mental Health Statement**

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

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

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

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

**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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Syllabus and course calendar subject to change.