ELED 5340 ESL/Bilingual Foundations

Department of Education Studies
3 Credit Hours
Summer 2024

Instructor: Dr. Yuan He
Office Hours: M-Th 7:00-8:00 am at https://sfasu.zoom.us/j/91841655172?pwd=eTEyaWJ5eVlzemZFd01BUE1IQW1HZz09
Office Phone: (410) 831-9162 (Text available)
Email: hey2@sfasu.edu

This course provides an introduction to the foundations of ESL/Bilingual education and the factors that contribute to an effective multicultural and multilingual learning environment. Students will examine the characteristics and needs of English Language Learners (ELLs), as well as the policies and practices that shape their education. The course covers topics such as language learning and teaching, instructional models and programs, assessment, content area instruction, and translanguaging. Students will develop a deeper understanding of the challenges and opportunities that ELLs face in developing their language and content knowledge, and explore strategies for creating a culturally responsive and linguistically diverse learning environment.

Accommodations: Students with documented disabilities can register with the Office of Disability Services (ODS). Please let me know about any specific accommodation needs at the start of the course. Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss these needs.

I. Course Description:

This course aims to achieve the following objectives: to help students understand the characteristics and needs of English Language Learners (ELLs); to analyze the policies and practices that shape the education of ELLs; to explore effective approaches to language learning and teaching, including instructional models and programs; to develop assessment strategies that support ELLs' language and content learning; to investigate strategies for integrating language and content instruction; to understand the concept of translanguaging and its implications for instruction; to develop strategies for creating a culturally responsive and linguistically diverse
learning environment; and to encourage reflection on the course content and its implications for future practice.

The overall goal of ELED 5340 is to provide graduate students with a comprehensive overview of the foundations of ESL/Bilingual education and multilingual/multicultural learning, with an emphasis on effective teaching practices and strategies to support ELLs in their language and content learning and to assume their leadership roles as professional educators who positively impact the learning experience for emergent bilingual students and who exhibit the core values of the SFASU College of Education.

Course Justification

"ESL/Bilingual Foundations” (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). In addition, you are expected to engage in various discussion boards requiring interactive responses, several skills activities, a midterm, a lesson plan with clear ESL/bilingual support and a final research paper that is individualized for the graduate student professional. For every hour you spend engaging with the content, you should plan to spend at least two hours completing associated activities and assessments.

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

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.
Program Learning Outcomes and Student Learning Outcomes

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. They are taken from the Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs at https://www.tesol.org/media/v33fewo0/2018-tesol-teacher-prep-standards-final.pdf

They are also aligned with the English as a Second Language Standards and the Bilingual Education Standards from the Texas Education Agency.

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 (TESOL Domani 1a-b)
- SLO 1.1 Dropbox 1: Components of Language Infographic

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 (TESOL Domain 3a-d)
- SLO 2.1 Discussion Board 3: Reading Comprehension Strategies
- SLO 2.2 Discussion Board 4: Writing Skills Strategies
- SLO 2.3 Dropbox 5: Academic Language Assessment
- SLO 2.4 Dropbox 2: Interview a School Teacher

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 (TESOL Domain 2a-c)
- SLO 3.1 Discussion Board 5: Multilingual Book Report
- SLO 3.2 Dropbox 7: Advocating for ELLs

PLO 4 - Candidates understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL/Bilingual programs (TESOL Domain 4a-c; ESL Standard VI)
- SLO 4.1 Dropbox 3: Formative Assessment Plan
- SLO 4.2 Dropbox 4: Language Sample Analysis Assessment
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 (TESOL Domain 5a-c)

- SLO 5.1 Discussion Board 2: Historical and Current Language Policies in the US with ELL and Bilingual Education Implications
- SLO 5.2 Dropbox 6: PD Certificate and Reflection

PLO 6 - Candidates demonstrate knowledge of ESL/Bilingual program components through mastery of the TExES exam (ESL Standards I-II; Bilingual Standard I)

- SLO 6.1 Quiz 1: Foundations Diagnostic
- SLO 6.2 Quiz 2: Foundations Final Assessment
- SLO 6.3 Dropbox 7: Advocating for ELLs

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

LOCATION OF ASSIGNMENTS
Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

ACCESSING ASSIGNMENTS ON D2L
You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

FORMATTING REQUIREMENTS OF ASSIGNMENTS
All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

ASSIGNMENT DEADLINES
All assignments are due according to the dates listed on the course timeline.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines

QCLASSROOM REQUIREMENTS
This course does NOT require that you submit designated assignments to Q Classroom.

ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS
Assignments will be given to enhance the candidate’s understanding of content, pedagogy, and rationale for strong ESL/bilingual instruction. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

The assignments in the course are associated with discussions, dropbox activities, and quizzes. The following point values are associated with each assignment.
IV. Evaluation and Assessments (Grading):

The majority of our assignments are created in a way for you to engage with methods demonstrating and rationale for strong ESL/bilingual instruction in the content area and then to reflect on that process. It is a low-stakes way for you to be exposed to various instructional practices and decide which best aligns with your developing pedagogical approach. There are
also ongoing assignments that will reflect your emerging understandings both in an individual and group setting.

261-290 = A
232-260 = B
203-231 = C
≤202 = F

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).
You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.
V. Tentative Course Outline/Calendar:

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by midnight of Sundays.

<table>
<thead>
<tr>
<th>Module</th>
<th>Reading/Resources</th>
<th>Assignments</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1: Introduction to the Course and Overview of Emergent Bilingual Students</td>
<td>Wright (2019) - Chapter 1</td>
<td>● Discussion Board 1: Getting to Know You</td>
<td>This module will introduce the course and provide an overview of English Language Learners (ELLs). We will explore the demographics and characteristics of ELLs, as well as the challenges and opportunities that they face.</td>
</tr>
<tr>
<td>Module 2: Language</td>
<td>Wright (2019) - Chapter 2</td>
<td>● Dropbox 1: Components of Language Infographic</td>
<td>In this module, we will discuss language as a complex system. We will examine the different components of language, including phonology, syntax, semantics, and pragmatics. Additionally, we will explore language variation and diversity.</td>
</tr>
<tr>
<td>Module 3: Language Learning and Teaching</td>
<td>Wright (2019) - Chapter 3</td>
<td>● Quiz 1: Foundations Diagnostic</td>
<td>In this module, we will examine different theories of language acquisition and principles of effective language teaching. We will also review different approaches to language teaching, such as task-based learning and communicative language teaching.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4: Language and Education Policy</td>
<td>Wright (2019) - Chapter 4</td>
<td>● Discussion Board 2: Historical and Current Language Policies in the US with ELL and Bilingual Education Implications</td>
<td>In this module, we will look at the historical and current language policies in the US and the implications of these policies for ELLs and bilingual education. We will also explore advocacy and policy implications for ELLs and bilingual education.</td>
</tr>
<tr>
<td>Module 5: Instructional Models and Programs</td>
<td>Wright (2019) - Chapter 5</td>
<td>● Dropbox 2: Interview a School Teacher</td>
<td>In this module, we will explore different instructional models and programs for ELLs, including models of bilingual education, English as a Second Language (ESL) programs, and the Sheltered Instruction Observation Protocol (SIOP) model.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Module 6: Assessment</td>
<td>Wright (2019) - Chapter 6</td>
<td>● Dropbox 3: Formative Assessment Plan</td>
<td>We will discuss different types of assessment, including formative, summative, and diagnostic assessments. Additionally, we will explore how to assess language proficiency and content knowledge for ELLs.</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Module 7: Listening and Speaking</td>
<td>Wright (2019) - Chapter 7</td>
<td>● Dropbox 4: Language Sample Analysis Assessment</td>
<td>In this module, we will examine strategies for developing listening and speaking skills for ELLs. We will also explore the role of oral language in academic success and the challenges and opportunities that ELLs face in developing these skills.</td>
</tr>
<tr>
<td>Module 8: Reading</td>
<td>Wright (2019) - Chapter 8</td>
<td>● Discussion Board 3: Reading Comprehension Strategies</td>
<td>This module will explore strategies for developing reading comprehension skills for ELLs. Additionally, we will examine the role of background knowledge and vocabulary in reading comprehension and the challenges and opportunities that ELLs face in developing these skills.</td>
</tr>
<tr>
<td>Module 9: Writing</td>
<td>Wright (2019) - Chapter 9</td>
<td>● Discussion Board 4: Writing Skills Strategies</td>
<td>We will discuss strategies for developing writing skills for ELLs. We will also explore the role of feedback and revision in writing development and the challenges and opportunities that ELLs face in developing these skills.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Module 10: Content Area Instruction</td>
<td>Wright (2019) - Chapter 10</td>
<td>● Dropbox 5: Academic Language Assessment</td>
<td>This week, we will explore strategies for integrating language and content instruction. We will also examine the role of academic language in content area instruction and the challenges and opportunities that ELLs face in this area.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Module 11: Translanguaging</td>
<td>Wright (2019) - Chapter 11</td>
<td>● Discussion Board 5: Multilingual Book Report</td>
<td>In this module, we will define translanguaging and examine its principles. We will also explore the benefits and challenges of translanguaging and strategies for implementing translanguaging in instruction.</td>
</tr>
<tr>
<td>Module 12: Prepare for an Advocacy Speech</td>
<td>Prepare for Advocating for ELLs</td>
<td></td>
<td>This week, you will start working on preparation for an advocacy speech for ELLs, conducting thorough research on the current state of ELL education in Texas, gathering data and evidence from credible sources, identifying key areas where advocacy is needed.</td>
</tr>
<tr>
<td>Module 13: ESL Foundations Reflection</td>
<td></td>
<td>● Quiz 2 Foundations Final Assessment</td>
<td>The module aims to evaluate the effectiveness of an ESL Supplemental Certification test-based pre-assessment by administering an adapted version of the test to graduate students. The post-assessment and reflection completed by the students provide insights into the effectiveness of the pre-assessment and the learning outcomes of the module.</td>
</tr>
<tr>
<td>Module 14: Professional Development</td>
<td>SELECT ONE: Enhancing Instructional Opportunities for Immigrant</td>
<td>● Dropbox 6: PD Certificate and Reflection</td>
<td>The module allows graduate students to self-select a training program focused on either Title III, LPAC, or immigrant student support. The module aims to evaluate the effectiveness of the training program by collecting</td>
</tr>
</tbody>
</table>

**Week 5**
feedback from the graduate students who completed the training. The feedback provided by the students provides insights into the professional development experience and the overall effectiveness of the training program.

| Module 15: Advocacy Speech | ● Dropbox 7: Advocating for ELLs | The module requires students to submit an advocacy speech that investigates the challenges, best practices, and effective strategies for supporting English Language Learners (ELLs). |
VI.  Readings (Required and recommended—including texts, websites, articles, etc.):

Textbooks


This book can be found on Amazon for less than $60.00. It can be rented from Chegg for $30.

VII.  Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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!

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 summarized data will not be available to the instructor until after final grades are posted.

VIII.  Student Ethics and Other Policy Information

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.

**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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

Upon the request from the student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.
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.

**Mental Health Supports at SFA**

SFA 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**
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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
Additional Information Specific to Educator Preparation

**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.

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

**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.

2. Provide one of the following primary ID documents: passport, driver’s license, state or province ID cards, a national ID card, or military ID card to take the TExES exams. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Course calendar subject to change at the discretion of the professor.