ELED 5341 ESL/Bilingual Teaching Methods in the Content Area

Department of Education Studies
3 Credit Hours
Summer 2024

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Email: straubsm@sfasu.edu

We are in an online, asynchronous space so constant communication is key! I welcome you to reach out to me using any of the methods above. You can text or call the office number, email my work or Brightspace by D2L account, or set a virtual meeting with me using Calendly.

A graduate student taking an ESL/bilingual teaching methods course can expect to learn a variety of skills to effectively teach emergent bilingual students in a content area. They will gain an understanding of the process of second language acquisition and how it applies to teaching in the content area. They will learn effective methods of instruction, such as sheltered instruction, language immersion, and content-based instruction as well as cultural competence. They will also learn how to differentiate and individualize instruction as well as how to incorporate technology into instruction to support emergent bilingual students. Finally, graduate students will learn how to collaborate with colleagues, parents, and community members to support emergent bilingual students.

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 graduate-level course provides a comprehensive overview of teaching English language learners in content areas such as math, science, social studies, and language arts. Students will learn effective instructional strategies for supporting English language learners' academic language development, content comprehension, and critical thinking skills. The course will cover topics such as second language acquisition, assessment of language proficiency, differentiation
and individualization, cultural competence, use of technology, collaboration and advocacy, and classroom management. Through hands-on activities, readings, discussions, and reflections, students will develop the knowledge, skills, and dispositions necessary to design and deliver effective instruction for English language learners in content areas.

The overall goal of ELED 5341 is to prepare graduate students 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 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). 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 Teaching English to Speakers of Other Languages (TESOL) Standards.

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 Reflective Journal 3 - Language
- SLO 1.2 Reflective Journal 6 - Translanguaging Study Inventory

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 Field Experience Planning Documents with Mentor Signature
- SLO 2.2 Formal Observation Evidence
- SLO 2.3 Field Experience Paper

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 Reflective Journal 1 - Students
- SLO 3.2 Discussion Board 3: Five Dimensions of Multicultural Education
- SLO 3.3 Discussion Board 4: Moises and Equity in Math Classrooms

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 Discussion Board 2: Colorín Colorado
- SLO 4.2 Reflective Journal 4 - Social Studies Instruction in Bilingual & ESL Classrooms

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 1: Welcome and SB 560
- SLO 5.2 Reflective Journal 2 - Policy and Programs
- SLO 5.3 Reflective Journal 5 - Bilingual Special Education and Collaboration

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 Reflective Journal 1 - Students
- SLO 6.2 Reflective Journal 2 - Policy and Programs
- SLO 6.3 Reflective Journal 5 - Bilingual Special Education and Collaboration

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

Class Participation

All of us in the class - you, me, your peers - have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings. For Discussion Boards, that means the initial post must be made by Thursdays at 11:59 PM to give your colleagues amble time to respond.

Assignments

The majority of your assignments will be for relatively low points. These assignments capture you practicing with your new content and I do not expect you to have mastered it for those. This is true for the majority of your discussion boards and dropbox assignments.

Assessments

In addition to the weekly assignments, you will have a few ongoing assessments:

Field-Based Experience

The purpose of field-based experiences in ESL or bilingual settings for a graduate course is to provide students with authentic opportunities to apply and practice the knowledge and skills they have learned in the classroom. Through these experiences, students can observe and participate in teaching English language learners in real-world settings, interact with diverse learners and educators, and reflect on their practice to develop their professional identity as an ESL or bilingual educator. These experiences also allow students to develop cultural competence,
collaboration, and advocacy skills necessary to support English language learners in diverse educational settings. As this is a summer course, you may elect to complete this as practicum-style or community engagement.

1. For practicums, students will work directly with the ESL or emergent bilingual students to support their learning (i.e. summer school).
2. For community engagement, students can engage with local immigrant and refugee centers that reflect your bilingual population of students in the classroom.

<table>
<thead>
<tr>
<th>Phase 1: Secure Mentor and Site Location</th>
<th>This will occur by the end of Week 1. It is preferred that your mentor is actively teaching and is either ESL or bilingual certified, but summer courses require flexibility.</th>
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<tbody>
<tr>
<td>Phase 2: Observation of Mentor</td>
<td>Using an approved observation template, you will observe your mentor in action and review that based on strategies and principles learned in this course.</td>
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<tr>
<td>Phase 3: Planning the Lesson</td>
<td>In collaboration with your mentor, you will plan a 20-60 minute lesson that incorporates explicit bilingual or ESL teaching strategies learned in the course content or researched independently.</td>
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<tr>
<td>Phase 4: Teaching the Lesson</td>
<td>You will teach this lesson and have your mentor teacher observe. The mentor will complete an evaluation form and images/work samples must be collected.</td>
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<tr>
<td>Phase 5: Writing the Paper</td>
<td>Using the provided template, you will reflect on this action research experience. This is due on the final day of classes.</td>
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**Investigating the Impact of Field-Based Observations on Graduate Students’ Professional Development as ESL and Bilingual Educators**

This research paper will be completed as a cohort and with direct support from your professor. The purpose of this research is to investigate the impact of field-based observations on the professional development of graduate students enrolled in the ESL/Bilingual Teaching Methods course. By examining the effects of field observations on students' cultural competence, collaboration skills, and advocacy mindset, the research aims to provide insights into the value and significance of these experiences in preparing future ESL/bilingual educators.
<table>
<thead>
<tr>
<th>DISCUSSION BOARDS (60 pts)</th>
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<tbody>
<tr>
<td>Discussion Board 1 - Introductions and Reflections</td>
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<td>Discussion Board 2 - Colorín Colorado</td>
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<td>Discussion Board 3 - Five Dimensions of Multicultural Education</td>
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<td>Discussion Board 4 - Moises and Equity in Math Classrooms</td>
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<tr>
<th>REFLECTIVE JOURNALS DROPBOX ASSIGNMENTS (120 pts)</th>
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<tr>
<td>Dropbox 2: Reflective Journal 1 - Students</td>
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<td>Dropbox 3: Reflective Journal 2 - Policy and Programs</td>
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<td>Dropbox 5: Reflective Journal 3 - Language</td>
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<td>Dropbox 7: Reflective Journal 4 - Social Studies</td>
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<td>Dropbox 8: Reflective Journal 5 - Bilingual Special Education</td>
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<td>Dropbox 9: Reflective Journal 6 - Translanguaging</td>
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<tr>
<th>MAJOR ASSIGNMENTS (165 pts)</th>
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<tbody>
<tr>
<td>Dropbox 1: Mentor Contract</td>
</tr>
<tr>
<td>Dropbox 4: Planning Documents with Mentor Signature</td>
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<tr>
<td>Dropbox 6: Formal Observation Evidence</td>
</tr>
<tr>
<td>Dropbox 10: Field Experience Paper</td>
</tr>
<tr>
<td>Dropbox 10 - Investigating the Impact of Field-Based Observations on Graduate Students’ PD as ESL/Bilingual Educators</td>
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</tbody>
</table>
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. While I hope that you will meet all deadlines and engage professionally and collegially with your classmates, I acknowledge that this is sometimes not possible and encourage you to reach out early for clarification or for a modification to your course schedule.

\[
\begin{align*}
309-345 &= A \\
275-308 &= B \\
240-274 &= C \\
\leq 239 &= F
\end{align*}
\]
V. Tentative Course Outline/Calendar:

A Typical Week

The modules will open at 8:00 AM on Monday mornings (regardless of holidays) and close at 11:59 PM on Sunday evenings. Besides midterm and finals week, we have a dependable routine:

- Course readings (related to the Dropbox Assignment)
- **Engagement with 2 modules per week** to allow for a full course to be covered during a summer term
- Expectation of ongoing work on Major Assignments

Details of each week, including the dates when specific course content will be covered and how the course connects to the course objectives, are included in the Brightspace by D2L modules each week. You can also view the Course Calendar below and in Brightspace by D2L for a full schedule of content and due dates.

<table>
<thead>
<tr>
<th>Module</th>
<th>Main Objectives</th>
<th>TESOL Standards</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Module 1: Introduction to Bilingual and ESL Education in Texas | ● Overview of the course expectations including field experience  
● Introduction to current policies and procedures in Texas | 2c Candidates devise and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs | SB 560 Emergent Bilingual Strategic Plan | Dropbox 1: Mentor Contract  
Discussion Board 1: Welcome and SB 560 |
| Module 2: Emergent Bilingual Students | ● Overview of the field of bilingual and ESL education  
● Understanding the diverse needs and characteristics of bilingual and ESL students  
● Historical perspectives and current trends in bilingual and ESL education | 2c Candidates devise and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs | Ovando & Combs (2018) - Ch. 1 | Dropbox 2: Reflective Journal 1 (Select 3 of 6 questions, p. 37) |

Details of each week, including the dates when specific course content will be covered and how the course connects to the course objectives, are included in the Brightspace by D2L modules each week. You can also view the Course Calendar below and in Brightspace by D2L for a full schedule of content and due dates.
| Week 2: July 15-21, 2024 | Module 3: Policy and Programs in Bilingual and ESL Education | Examination of federal and state policies related to bilingual and ESL education  
- Analysis of different program models, such as transitional bilingual education, dual language immersion, and English as a second language (ESL)  
- Effective practices for program implementation and evaluation | 5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs’ educational rights in order to advocate for ELLs | Ovando & Combs (2018) - Ch. 2 | Dropbox 3: Reflective Journal 2 (Select 3 of 6 questions, p. 78) |
|---|---|---|---|---|
| Module 4: Teaching Strategies for Bilingual & ESL Classrooms | Instructional approaches and techniques for supporting language and content learning  
- Differentiating instruction to meet the needs of diverse learners  
- Culturally responsive teaching practices and building positive classroom environments | 2c Candidates devise and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs | Ovando & Combs (2018) - Ch. 3 | Discussion Board 2: Colorín Colorado |
| Week 3: July 22-28, 2024 | Module 5: Language Development & Literacy in Bilingual & ESL Classrooms | Theories of language acquisition and their implications for bilingual and ESL classrooms  
- Stages of second language acquisition and factors | 1b - Candidates demonstrate knowledge of second language acquisition theory and development process of language to set expectations for and facilitate language learning  
1c Candidates demonstrate knowledge of language | Ovando & Combs (2018) - Ch. 4 | Dropbox 4: Planning Documents with Mentor Signature  
Dropbox 5: Reflective Journal 3 (Questions 4-6) |
| Module 6: Understanding and Valuing Cultural Diversity | • Exploration of cultural diversity and its impact on student learning  
• Strategies for promoting cross-cultural understanding and fostering cultural competence  
• Addressing cultural biases and stereotypes in instructional materials and practices | 2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs  
2c Candidates devise and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs | Ovando & Combs (2018) - Ch. 5 | Discussion Board 3: Five Dimensions of Multicultural Education |
| --- | --- | --- | --- | --- |
| Module 7: Mathematics & Science Instruction in Bilingual & ESL Classrooms | • Challenges and opportunities in teaching mathematics and science to bilingual and ESL students  
• Strategies for making math and science content accessible and engaging | 3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas | Ovando & Combs (2018) - Ch. 6 | Discussion Board 4: Moises and Equity in Math Classrooms |

**Week 4: July 29 - August 4, 2024**
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<tr>
<th>Module 8: Social Studies Instruction in Bilingual &amp; ESL Classrooms</th>
<th>Integration of language and content instruction in STEM subjects</th>
<th>Approaches to teaching social studies content in bilingual and ESL classrooms</th>
<th>Incorporating cultural perspectives and diverse voices in social studies instruction</th>
<th>Promoting critical thinking and civic engagement in social studies education</th>
<th>3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas</th>
<th>Ovando &amp; Combs (2018) - Ch. 7</th>
<th>Dropbox 6: Formal Observation Evidence</th>
<th>Dropbox 7: Reflective Journal 4 (Questions 5, 6 and 7)</th>
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<tr>
<td>Module 9: Bilingual Special Education and Collaboration</td>
<td>Understanding the intersection of bilingual education and special education</td>
<td>Identifying and addressing the unique needs of bilingual students with disabilities</td>
<td>Collaboration between bilingual and special education professionals, families, and community resources</td>
<td>3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELL’s learning and literacies in the content areas</td>
<td>5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs</td>
<td>Ovando &amp; Combs (2018) - Ch. 9</td>
<td>Dropbox 8: Reflective Journal 5 (Select 3 questions)</td>
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<tr>
<td>Module 10: Translanguaging, Effective Instruction, and Advocacy for ELLs</td>
<td>Engaging families and communities in supporting bilingual and ESL students</td>
<td>Collaborating with community</td>
<td>2a - Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, social contexts, including sociopolitical factors, impact the education of ELLs</td>
<td>Wright (2019) - Ch 11</td>
<td>Dropbox 9: Translanguaging Strategy Inventory</td>
<td>Dropbox 10: Field Experience Paper</td>
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</table>
organizations and resources

- Advocacy for bilingual and ESL education at the school and district levels

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

Textbooks

**Required:**


This book can be found on Amazon for less than $40.00.

**Recommended:**


This is the newest version (6th edition) and will retail on Amazon for around $70.00.

**Required Technology**

This course will be delivered through the university’s Learning Management System (LMS), Brightspace by D2L. 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/video are submitted as hyperlinks. All other submitted files must be in PDF or Word format. This is because my work computer cannot access HEIC files, which is a popular Apple file type.

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.

**Straub’s Update:** You should be a frequent contributor to this online, asynchronous space but extenuating circumstances arise that can make this difficult. If you cannot engage with your peers and the content, please let me know. If circumstances make you three assignments or more, you may be overextended. I ask that you set a virtual meeting with me via Calendly to discuss your options.

**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.

Straub’s Update: While we always hope that this will not be the case, we cannot anticipate all that life will throw at us. I just want you to be aware of this policy to keep in your back pocket for that rainy day. If you believe that
a WH is the best pathway forward, please meet with me. We will discuss your progress, see if there is an alternative, and if not, work through a WH process with the Department of Education Studies.

**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](http://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](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.