Instructor: Dr. Lauren Gonzalez  
Course Time: ONLINE  
Credits: 3 hours

Email: gonzalezlk@sfasu.edu

Office hours:
Monday: 10:30AM-12:30PM ONLINE
Tuesday: 10:00AM-11:00AM ONLINE
Wed: 10:30AM-12:30PM ONLINE

Office location: ECRC 201o
Cell Phone: 940-465-3257

Prerequisites: HMS 241 + L; taken concurrently with ECH 328P

I. Course Description: (brief paragraph)

A study of psycho-social development in young children with an emphasis on discipline strategies, interaction and communication strategies, classroom management, stages of play, humane education, and Bloom’s Taxonomy. Must be taken concurrently with ECH 328P.

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

The college of Education at Stephen F. Austin State University (SFA) 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. This course supports the COE Vision, Mission, and Goals in that it addresses all five core values: academic excellence, life-long learning, collaboration, openness to new ideas and culturally diverse people, integrity, responsibility, diligence, and service. View the Conceptual Framework at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

Each of the assignments and readings in this course is designed to reinforce the shared vision and purpose of the SFASU College of Education. This course provides coherence for our ECH curriculum, clinical experiences, and assessments. It links to the University vision and values and describes how those values translate into knowledge, skills, and dispositions. This philosophy and vision helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes and Student Learning Outcomes:

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTACS 1).

  - o SLO 1.1.1 Assessment – F2F/OL Theory/theorist assignment
  - o SLO 1.1.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii
  - o SLO 1.1.3 Assessment – Field of Early Childhood Education quiz

- SLO 1.2 Candidates explore principals, periods and theories of child development including Arnold Gesell and Maturational theory, Jean Piaget and Constructivist theory, Lawrence Kohlberg and moral development, Urie Bronfenbrenner and Ecological Theory, Howard Gardner and Multiple Intelligences, Erik Erikson and Psychosocial Theory, Lev Vygotsky and Socialcultural Theory, Abraham Maslow and Self-Actualization, Generation M² Kaiser Foundation Study (ISTE ST I)
  - o SLO 1.2.1 Assessment – F2F/OL Theory/theorist exam
  - o SLO 1.2.2 Assessment – Child Development Quiz PPR 1.1k
  - o SLO 1.2.3 Assessment – Generation M² Foundation Study Assignment

- SLO 1.3 Candidates investigate goals for guidance, positive communication strategies, classroom management, and difficult behaviors and synthesize the value of intrinsic and extrinsic motivation examining theories from B.F. Skinner, Behaviorism and Alfie Kohn.
  - o SLO 1.3.1 Assessment --Theory/theorist Assignment (APA citations & references)
  - o SLO 1.3.2 Assessment – Relationship and Guidance quiz PPR 2.3k;2.13k;2.14k;2.18k;2.2s;TS4Ci

- SLO 1.4 Candidates analyze the role and stages of play for young children.
  - o SLO 1.4.1 Assessment – What is Play? (F2F classroom activity, OL dropbox)
  - o SLO 1.4.2 Assessment – Understanding and Supporting Play quiz
- SLO 1.5 Candidates examine effective strategies for communicating effectively with young children, with an emphasis on language that stimulates thinking, and values the child. (Power of our Words)
  - SLO 1.5.1 Assessment – F2F/OL The Power of Our Words quiz PPR2.1s; TS4aii
  - SLO 1.5.2 Assessment – F2F/OL The Power of Our Words assignment (F2F Classroom Activity, OL Discussion board) PPR 3.1k; 3.2k
  - SLO 1.6.1 Assessment - Compare and Contrast Assignment F2F modify the guideline for jack pal reflection/OL child care visits assignment; Technology 2.1k, 2.2k; ISTE 3d

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative strategies, promoting discussion, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8)
- SLO 3.1 Candidates probe curriculum components including physical development, language and literacy, creative arts, thinking (Bloom’s Taxonomy), and inquiry based components of math, science, and social studies.
  - SLO 3.1.1 Assessment – Curriculum quiz PPR1.19k; PPR1.23s
  - SLO 3.1.2 Assessment – Curriculum Planning quiz PPR 1.2k; 1.24k; 3.5k; 3.6k; 3.8k; 3.8s; TS2Cii
  - SLO 3.1.3 Assessment – Curriculum map (F2F classroom activity, OL dropbox) PPR1.2k; 1.24k; 3.5k; 3.6k; 3.8k; 3.8s; TS2Cii; Technology 2.3s, 6.14s; ISTE 1d, 3b, 3c, 3d
  - SLO 3.2 Candidates evaluate planning components of lesson designs (instructional alignment to district/state) and actions required for the writing of developmentally appropriate lesson plans.
  - SLO 3.2.1 Assessment – Three Lessons to Modify Including Diverse Learners assignment (F2F classroom activity, OL dropbox) PPR 3.1k; TS2C
  - SLO 3.3 Candidates compare diverse learner needs including special education, gifted and talented, low socio-economics and English Learners and analyze strategies for working with young children.
  - SLO 3.3.1 Assessment – Including All Children quiz PPR 2.22k; 2.20s; TS4aii; TS2Aii
  - SLO 3.4 Candidates discover components necessary in creating learning environments for infants, toddlers, preschool and primary age children including time, space, schedules, room arrangement, safety, physical accessibility, equipment, and materials.
  - SLO 3.4.1 Assessment – Learning Environment quiz PPR2.1k; 2.2k; 2.6k; 2.8k; 2.19k; 2.20k; 2.3s; 2.18s; 4.12k; TS4Aii; TS4Aii; TS4Bii; TS4Bii; TS1D; TS6Ai PPR2.1k; 2.2k; 2.6k; 2.8k; 2.19k; 2.20k; 2.3s; 2.18s; 4.12k; TS4Aii; TS4Aii; TS4Bii; TS4Bii; TS1D; TS6Ai

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).
- SLO 4.1 Candidates explore assessment roles, purposes, characteristics, and data analysis while examining authentic and standardized assessment tools.
  - SLO 4.1.1 Assessment - Observing, Documenting, and Assessing Children quiz PPR1.27k; TS5Aii

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).
- SLO 5.1 Candidates investigate humane education.
  - SLO 5.1.1 Assessment – Humane Education Discussion Board
- SLO 5.2 Candidates evaluate the complexities of communicating with and building partnerships with families as well as legal and ethical responsibilities.
  - SLO 5.2.1 Assessment – Partnerships with Families quiz PPR4.1k; 4.2k; 4.2s
- SLO 5.3 Candidates examine qualities and characteristics of a professional early childhood educator.
  - SLO 5.3.1 Assessment – Interview a Teacher Assignment (F2F classroom activity; OL- Discussion Board)
  - SLO 5.3.2 Assessment – Professional Development Activity PPR4.9k; 4.12s; TS6Aii Technology 3.3k, 3.3s, 6.5s; ISTE 3d
  - SLO 5.3.3 Assessment – The Teacher quiz
- SLO 5.4 Candidates explore creating safe and healthy places for young children while investigating components impacting health including obesity, poisoning, and detrimental practices (EC12 Texas PPR ST III).
  - SLO 5.4.1 Assessment – Health, Safety, and Well-Being Quiz PPR 2.21k; 2.19s
  - SLO 5.4.2 Assessment – School Lunch activity (F2F-classroom activity; OL- Discussion Board)

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

ECH 328 is web-based. You will turn in all assignments on or before the due date shown on the timeline. Assignments submitted through D2L are due by midnight of the stated due date. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

ECH 328 lecture is designed to help you interact with young children. Portions of the lecture will be incorporated into the ECH 328 practicum assignments. Please note that ECH 328 lecture and practicum grades are separate. One grade will be earned for lecture and another for practicum.

Assignment Guidelines
The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Adhering to these guidelines will greatly improve your success in this class.

A. Assignments in this course are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher. Any assignment turned in after the due date (without prior permission from the instructor) will receive 50% credit.

B. All work must be submitted as a Microsoft word document (doc.). No handwritten assignments will be accepted. Set one-half inch margins. All assignments must be created using New Times Roman 12 point font. This is the standard for APA style writing.
C. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. If the web is down, send it through email to me right away – and then submit in D2L once it is available. Do not wait until the last minute to submit assignments to avoid late submissions.

Major Assignments:

1. Theorists and Theories Final Exam – The exam assesses candidates knowledge, understanding, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO.1.1.1, 1.2.1, 1.3.1.).

2. Child Care Visits – The activity provides candidates the opportunity to increase and apply their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners. (PLO 3; SLO 3.3.2)

3. Professional Development Activity – The activity provides candidates the opportunity to know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.3.2).

4. Quizzes – Quizzes assess candidates knowledge, understanding of the major concepts, principles, theories, and research related to development of children, student learning, curriculum, environment, diversity, communication, assessment, professional ethics, and collaborative relationships with families (PLO 1, 3, 4, 5; SLO 1.1.2, 1.2.2, 1.3.2, 1.5.1, 3.1.1, 3.1.2, 3.3.1, 4.1.1, 5.2.1, 5.4.1 ).

IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. If you have a question about a grade or feel it is incorrect, bring this to my attention within ONE WEEK of me posting grades. DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. All coursework must be submitted for successful completion of ECH 328. To calculate your grade, combine the total number of points earned and divide by the possible number of total points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% and below = F

IV. Tentative Course Outline/Calendar:

ECH 328 Assignments/Assessments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power of our Words Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Who Am I in the Lives of Children Chapter Quizzes</td>
<td>130</td>
</tr>
<tr>
<td>6 Discussion Board Posts /Responses</td>
<td>120</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>10</td>
</tr>
<tr>
<td>What is Play? Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Three Lessons to Modify for Diverse Learners Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Childcare Visits</td>
<td>30</td>
</tr>
<tr>
<td>Theory/Theorists Assessment</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>455</strong></td>
</tr>
</tbody>
</table>

ECH 328 Assignments/Assessments

<table>
<thead>
<tr>
<th>ECH 328 Assignments/Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power of our Words Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Who Am I in the Lives of Children Chapter Quizzes</td>
<td>130</td>
</tr>
<tr>
<td>6 Discussion Board Posts /Responses</td>
<td>120</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>10</td>
</tr>
<tr>
<td>What is Play? Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Three Lessons to Modify for Diverse Learners Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Childcare Visits</td>
<td>30</td>
</tr>
<tr>
<td>Theory/Theorists Assessment</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>455</strong></td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

ECH 328
Fall 2017

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| Week 1 8/28-9/3 | Module 1 The Power of our Words SFA Campus Visit (8:00AM August 31-5:00PM) | • Read all Module Information  
• Participate in Discussion Board 1 – The Power of Our Words |
| Week 1 | September 1) | The Power of Our Words Quiz  
Complete Checklist  
Activate LiveText Account  
Purchase FEM in LiveText – See Syllabus (VI).  
All Module Components are due by Sunday night at 11:59 |
|---|---|---|
| Week 2 9/4-9/10 | Module 2 The Teacher | Read all Module Information  
Participate in Discussion Board 2 – Interview a Teacher  
The Teacher Quiz  
Complete Checklist  
All Module Components are due by Sunday night at 11:59 |
| Week 3 9/11-9/17 | Module 3 Relationships and Guidance | Read all Module Information  
Gather Information on Theories/Theorists for Final Exam  
Relationships and Guidance Quiz  
Submit the Professional Development Activity to Dropbox  
Complete Checklist  
All Module Components are due by Sunday night at 11:59 |
| Week 4 9/18-9/24 | Module 4 The Field of Early Childhood Education | Read all Module Information  
Field of Early Childhood Education Quiz  
Submit Childcare Visit 1 Activity to Dropbox  
Complete Checklist  
All Module Components are due by Sunday night at 11:59 |
| Week 5 9/25-10/1 | Module 5 History of Early Childhood Education | Read all Module Information  
History of Early Childhood Education Quiz  
Submit Childcare Visit 2 Activity to Dropbox  
Complete Checklists  
All Module Components are due by Sunday night at 11:59 |
| Week 6 10/2-10/8 | Module 6 Child Development | Read all Module Information  
Gather Information on Theories/Theorists for Final Exam  
Child Development Quiz  
Submit Childcare Visit 3 Activity to Dropbox  
Complete Checklists  
All Module Components are due by Sunday night at 11:59 |
| Week 7 10/9-10/15 | Module 7 Observing and Assessing Children | Read all Module Information  
Observing, Documenting, and Assessing Children Quiz  
Complete Checklist  
All Module Components are due by Sunday night at 11:59 |
| Week 8 10/16-10/22 | Module 8 Health Safety and Well-Being | Read all Module Information  
Participate in Discussion Board 3 – Lunch Program  
Health, Safety, and Well-Being Quiz  
Complete Checklists  
All Module Components are due by Sunday night at 11:59 |
| Week 9 10/23-10/29 | Module 9 The Learning Environment | Read all Module Information  
Gather Information on Theories/Theorists for Final Exam  
The Learning Environment Quiz  
Complete Checklists  
All Module Components are due by Sunday night at 11:59 |
| Week 10 10/30-11/5 | Module 10 Understanding and Supporting Play | Read all Module Information  
Complete and submit What is Play? Activity to Dropbox  
Understanding and Supporting Play Quiz  
Complete Checklist  
All Module Components are due by Sunday night at 11:59 |
| Week 11 11/6-11/12 | Module 11 The Curriculum | Read all Module Information  
Participate in Discussion Board 4 – Integrated Curriculum Map  
The Curriculum Quiz |
| Week 12  
11/13-11/19 | Module 12 Curriculum and Planning | - Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Week 13 & 14  
11/20-12/3 | Module 13 Including All Children | - Read all Module Information  
- Study Information on Theories/Theorists for Final Exam  
- Including All Children Quiz  
- Complete Checklists |
| | Module 14 Partnerships and Families | - Read all Module Information  
- Study Information on Theories/Theorists for Final Exam  
- Partnerships and Families Quiz  
- Participate in Discussion Board 5 – Generation M2  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Week 15  
12/4-12/10 | Module 15 Humane Education | - Read all Module Information  
- Study Information on Theories/Theorists for Final Exam  
- Participate in Discussion Board 6 – Humane Education  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59. |
| Week 16  
12/11-12/13 | Finals Week | - Complete Final Exam between 8:00AM December 11-December 13, 11:59PM |

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

The Power of Our Words: Teacher Language that Helps Children Learn by Paula Denton, The purpose of reading portions of this book is to begin building appropriate language skills in talking with young children. The introduction and chapter 1 lay the foundation for a successful lab experience. KEEP THIS BOOK YOU WILL USE IT IN FUTURE CLASSES. DO NOT RENT IT OR YOU WILL BE DOING THAT 3 MORE TIMES!!!

Who Am I in the Lives of Children? (10th Edition) By Stephanie Feeney, Eva Moravcik, and Sherry Nolte This book will guide our learning throughout the course and enable us to enhance our knowledge base.

Live Text account
Even though this course does not collect assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator All students, must purchase the LiveText Field Experience Management (FEM) add-on. The cost is $18.00. This system will allow the Perkins College of Education to better place and track candidate field experiences. Instructions for purchasing the LiveText FEM are located in the ECH 328 course LiveText module. Purchase of the FEM add-on is required for successful completion of ECH 328.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical Questions, e-mail livest@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

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

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

A. 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 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.

B. 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/.

C. Student Academic Dishonesty: Policy 4.1

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

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; 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.

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).

D. 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.

E. Student Code of Conduct: Policy 10.4

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

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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 TE-xES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Martin at 936-468-1740 or snyderke1@sfasu.edu.