Instructor Information:

Name: Cay McAninch, M. Ed.
Email: D2L email preferred unless D2L is down or cmcaninch@sfasu.edu
Office hours: online office hour (To be announced in D2L after discussing with class best time for them.)
Credits: 2 hours
Course Time & Location: Online

Prerequisites:

Enrolled in student teaching.

I. Course Description:

A study of teacher roles and professional responsibilities including classroom management, advocacy, anti-bias curriculum, diversity issues, school violence, and developmentally appropriate practices.

NOTE: There are two LiveText assignments in this class: Advocacy Project, Professional Philosophy Paper

II. Intended Learning Outcomes/Goals/Objectives:

Vision Statement
The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement

ECH 432 Spring 2017
The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

**Values**
In the James I. Perkins College of Education, we value and are committed to:
- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

ECH 432, the last early childhood course that EC6 candidates take, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: **academic excellence** (through learning content and exhibiting critical, reflective, and creative thinking in assignments), **life-long learning** (as the course encourages candidates to producing quality work related to current, research-based content), **collaboration** (through discussions and emails), **openness** (to new ideas, theories, and philosophies exhibited through the advocacy project and professional philosophy paper), **integrity** (through demonstration of ethical and professional dispositions), and **service** (through the advocacy project).

The content of this course aligns to the Stephen F. Austin State University’s Strategic Plan Initiative 1 (enhance excellence in teaching and learning, research, scholarship, creative work, and service) and Initiative 5 (create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences). The entire content intends to enhance learning for the candidates and assists them in learning how to implement research-based practices when teaching children. Also, the course includes an advocacy project which aligns to service learning and providing service to the field.

**Program Learning & Student Learning Outcomes:**

**PLO 3** Candidates use 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 (ACEI 3; InTASC 2, 3, 5, 7, 8)

- **SLO 3.1** Candidates investigate diversity, research-based, best instructional practices, school violence, how to establish classroom expectations, and how to implement classroom management strategies.

ECH 432 Spring 2017
- SLO 3.1.1 Assessment – Classroom Expectations/Management Quizzes (ACEI 3; InTASC 2, 3, 5, 7, 8) (PPR 1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.6k, 2.7k, 2.9k, 2.11k, 2.13k, 2.16k, 2.21k, 2.1s, 2.3s, 3.2k, 4.2k; TS1Di, TS2Biii, TS2Ci, TS4Ai, TS4Aii, TS4iii)

- SLO 3.2 Candidates review student diversity and how diversity impacts learning.
  - SLO 3.2.1 Assessment – Classroom Expectations/Management Quizzes (ACEI 3; InTASC 2, 3, 5, 7, 8) (PPR 1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.6k, 2.7k, 2.9k, 2.11k, 2.13k, 2.16k, 2.21k, 2.1s, 2.3s, 3.2k, 4.2k; TS1Di, TS2Biii, TS2Ci, TS4Ai, TS4Aii, TS4iii)

- SLO 3.3 Candidates consider strategies that implement developmentally appropriate practices (DAP) for early childhood learners.
  - SLO 3.3.1 Assessment – Classroom Expectations/Management Quizzes (ACEI 3; InTASC 2, 3, 5, 7, 8) (PPR 1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.6k, 2.7k, 2.9k, 2.11k, 2.13k, 2.16k, 2.21k, 2.1s, 2.3s, 3.2k, 4.2k; TS1Di, TS2Biii, TS2Ci, TS4Ai, TS4Aii, TS4iii)

- SLO 3.4 Candidates investigates how to analyze classrooms for an anti-bias approach.
  - SLO 3.4.1 Assessment – Classroom Expectations/Management Quizzes (ACEI 3; InTASC 2, 3, 5, 7, 8) (PPR 1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.6k, 2.7k, 2.9k, 2.11k, 2.13k, 2.16k, 2.21k, 2.1s, 2.3s, 3.2k, 4.2k; TS1Di, TS2Biii, TS2Ci, TS4Ai, TS4Aii, TS4iii)

- SLO 3.5 Candidates review school violence and prevention.
  - SLO 3.5.1 Assessment – Classroom Expectations/Management Quizzes (ACEI 3; InTASC 2, 3, 5, 7, 8) (PPR 1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.6k, 2.7k, 2.9k, 2.11k, 2.13k, 2.16k, 2.21k, 2.1s, 2.3s, 3.2k, 4.2k; TS1Di, TS2Biii, TS2Ci, TS4Ai, TS4Aii, TS4iii)

- SLO 3.6 Candidates select Technology Application TEKS, plan learning, and create techniques and instructional strategies including project-based learning to incorporate Technology Application TEKS to improve student learning (T5.1k, 5.3k, 5.7s, 5.9s).
  - SLO 3.6.1 & 3.7.1 - Technology Quiz (T5.1k, 5.3k, 5.7k, 5.8k, 5.7s, 5.9s, 5.15s, 5.17s)

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; ISTE ST V).

- SLO 5.1 Candidates investigate what advocacy and is and what it is not as they consider how to advocate for children, families, and their profession.
  - SLO 5.1.1 Assessment – Advocacy Quiz (ACEI 5; InTASC 9, 10) (PPR 4.7k; 4.19s)

- SLO 5.2 Candidates organize and plan an advocacy project which promotes the intellectual, social, emotional, physical growth, and/or well-being of children in the community.
  - SLO 5.2.1 Assessment – Advocacy Topic Assignment (ACEI 5) (PPR 4.7k; T3.2k).
  - SLO 5.2.2 Assessment – Advocacy Project Assignment (ACEI 5; InTASC 9, 10) (PPR 4.7k, 4.7s, 4.8s, 4.10s; 4.17s; T3.2k, 4.2k, 3.6s, 3.14s, 4.1s, 4.7s; T5.1k, 5.3k, 5.7s, 5.9s; TS6Diii; ISTE 2b, 3c, 3d, 5a).

- SLO 5.3 Candidates investigate the roles and responsibilities of teachers: communication, research-based practices, goals/objectives, materials/resources, non-instructional duties, technology and record keeping, paraprofessionals and volunteers.
  - SLO 5.3.1 Assessment – TR Quiz (PPR 1.11k, 1.12k, 1.13k, 1.16k, 1.18k, 2.11k, 3.1k, 2.11s, 2.12s, 5.13s; TS1Aii, TS3Aiii; ISTE 3d).
  - SLO 5.3.2 Assessment – Teacher Roles & Responsibilities Discussion (ACEI 5; InTASC 9, 10) (PPR 4.4k, 4.5k, 4.7k, 4.9k, 4.5s, 4.7s, 4.8s, 2.9s, 4.10s, 4.13s; TS3Aii, TS6Bii, TS6Dii).

- SLO 5.4 Candidates evaluate the effectiveness of technology-based instruction (T5.7k).

- SLO 5.5 Candidates assess personal technology needs, set goals/objectives for their own learning, and develop/implement individual action plans for professional growth (T5.8k, 5.17s).
  - SLO 5.5.1 - Technology Quiz (T5.1k, 5.3k, 5.7k, 5.8k, 5.7s, 5.9s, 5.15s, 5.17s)
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Quizzes (Ch. 1 & 2, Ch. 3, Ch. 4, Ch. 5, Advocacy, Ch. 7 & 8, DAP, Bias, Violence, Teacher Roles, Technology) (ACEI 3, 5; InTASC 2, 3, 5, 7, 8) - **(20 pts. total)**

   The purpose of these quizzes is to assess your understanding of the textbook and other module readings. Additionally, these quizzes assess certain SLOs in the course.

2. Discussions (10 pts.)

   - Teacher Roles and Responsibilities (3 pts.) (ACEI 5; InTASC 9, 10). – In this discussion, you will:
     - Create an approximately 700 word discussion that describes the roles and responsibilities of a teacher in our field today.

3. DropBox Assignments (70 pts.)

   - Diversity Assignment (10 pts.) (ACEI 3; InTASC 2, 3, 5, 7, 8) – You will:
     - Create a table that outlines the number of children in each of the diverse categories in your school and the children’s needs and respond to questions (ACEI 3; InTASC 2, 3, 5, 7, 8)
   
   - Advocacy Topic Assignment (5 pts.) (ACEI 5; InTASC 9, 10). – You will:
     - List your topic by name.
     - Follow the topic with one to two paragraphs describing how you will promote the intellectual, social, emotional, physical growth, and well-being of all children
     - Include APA citations in the paragraph(s) to support from research why you are doing what you are doing.
     - Include a reference section at the end that is APA accurate.
   
   - Advocacy Project Assignment & a LiveText Assignment (28 pts.) (ACEI 5; InTASC 9, 10; ISTE ST V). – You will:
     - Shoot a two to three minute video that advocates for an issue.
     - Create a one-page brochure to accompany your video.
     - Present the video and brochure to a person that has the capacity to influence local, state, national, or international policy: a principal, school board member, superintendent, mayor, council person, legislature, congressman, senator, an officer of a professional organization, etc. Discuss your topic with them and gain their perspective.
     - Craft an approximately two-page reflection of your project.

4. Bonus Points (2 pts.)

   - You will receive two (2) bonus points for participating in the course evaluation.

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

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

There is one LiveText assignment in this class: Advocacy Project. Assignments that include LiveText requirements will receive a zero (0) if the assignments are not uploaded into the appropriate course dropbox and in LiveText. LiveText assignments are necessary for program assessment.

**V. Tentative Course Calendar of Assignments:** Calendar can be printed alone on the next page in the module.

ECH 432 Fall 2017

Weeks begin on Mondays and end on Sundays

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>BEFORE CLASS BEGINS MODULE</td>
<td>Review each module listed this week.</td>
</tr>
<tr>
<td>August 28</td>
<td>SYLLABUS &amp; TIMELINE MODULE</td>
<td>Checklists: Syllabus &amp; Timeline, LiveText, &amp; APA</td>
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<td>LIVETEXT MODULE</td>
<td><strong>Discussion:</strong> Tell Us About Yourself</td>
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<td>APA MODULE</td>
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<td>Review the entire Classroom Expectations module to learn what is expected.</td>
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<td>Reading: Chapter 1 &amp; 2 from the course textbook &amp; Diversity in the Classroom</td>
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<td></td>
<td>Quiz: <strong>Chapter 1 &amp; 2</strong>; PLO 3, SLO 3.1 (ACEI 3; InTASC 2, 3, 5, 7, 8)</td>
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<tr>
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<td>Begin the Diversity Assignment</td>
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<td></td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Review Chapters 3, 4, &amp; 5 from the course textbook;</td>
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<tr>
<td>Week 2</td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Review the Advocacy Module to determine the expectations; check the video</td>
</tr>
<tr>
<td>September 4</td>
<td>ADVOCACY</td>
<td>Quiz: <strong>Ch 3, 4, &amp; 5</strong>; PLO 3, SLO 3.1 (ACEI 3; InTASC 2, 3, 5, 7, 8)</td>
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<td>Continue the Diversity Assignment</td>
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<td>Week 3</td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Reading: Chapters 6 &amp; 7 from the course textbook</td>
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<tr>
<td>September 11</td>
<td>ADVOCACY</td>
<td>Reading: Defining Advocates and Advocacy</td>
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<td>Quiz: <strong>Ch 6 &amp; 7</strong>; PLO 3, SLO 3.1 (ACEI 3; InTASC 2, 3, 5, 7, 8)</td>
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<td>Dropbox: Diversity Assignment; PLO 3, SLO 3.2</td>
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<tr>
<td>Week 4</td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Reading: Chapters 8 &amp; 9 from the course textbook</td>
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<tr>
<td>September 18</td>
<td>ADVOCACY</td>
<td>Reading: How a Bill Becomes a Law</td>
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<td>Quiz: <strong>Ch 8 &amp; 9</strong>; PLO 3, SLO 3.1 (ACEI 3; InTASC 2, 3, 5, 7, 8) &amp; <strong>Advocacy</strong>; PLO 5, SLO 5.1(ACEI 3; InTASC 2, 3, 5, 7, 8)</td>
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<tr>
<td>Week 5</td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Reading: Chapters 10 &amp; 11 from the course textbook</td>
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<tr>
<td>September 25</td>
<td>ADVOCACY</td>
<td>Reading: Advocacy Topic Assignment Directions</td>
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<td>Begin Advocacy Topic Assignment</td>
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<td>Quiz: <strong>Ch 10 &amp; 11</strong>; PLO 3, SLO 3.1 (ACEI 3; InTASC 2, 3, 5, 7, 8)</td>
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ECH 432 Spring 2017
| Week 7  | October 9 | CLASSROOM EXPECTATIONS ADVOCACY | Reading: Chapters 12 & 13 from the course textbook  
Quizzes: Ch 12 & 13; PLO 3, SLO 3.1  
Dropbox: Advocacy Topic; PLO 5, SLO 5.2 (ACEI 5; InTASC 9, 10) |
|--------|-----------|---------------------------------|-------------------------------------------------|
| Week 8  | October 16| CLASSROOM EXPECTATIONS ADVOCACY | Reading: DAP  
Begin Advocacy Project  
**Quiz:** DAP; PLO 3, SLO 3.3 (ACEI 3; InTASC 2, 3, 5, 7, 8) |
| Week 9  | October 23| CLASSROOM EXPECTATIONS ADVOCACY | Reading: Anti-Bias Analysis  
Continue Advocacy Project  
**Quiz:** Anti-Bias; PLO 3, SLO 3.4 (ACEI 3; InTASC 2, 3, 5, 7, 8) |
| Week 10 | October 30| CLASSROOM EXPECTATIONS ADVOCACY | Reading: Understanding School Violence  
Continue Advocacy Project  
**Quiz:** Violence; PLO 3, SLO 3.5 (ACEI 3; InTASC 2, 3, 5, 7, 8)  
Checklist: Classroom Expectations |
| Week 11 | November 6| TECHNOLOGY & TEACHING ADVOCACY | Reading: All module pages and websites  
**Quiz:** Technology (PLO 3, SLO 3.6, 3.7; PLO 5, SLO 5.5, 5.6)  
Checklist: Technology & Teaching |
| Week 12 | November 13| TEACHER ROLES & RESPONSIBILITIES ADVOCACY | Review the entire Teacher Roles & Responsibilities module to learn what is expected  
Reading: All module pages and websites  
**Quiz:** Teacher Roles (PLO 5; SLO 5.3)  
**Discussion:** Teacher Roles and Responsibilities; PLO 5, SLO 5.3  
Continue Advocacy Project  
Checklist: Teacher Roles & Responsibilities |
| Week 13 | November 20| Thanksgiving BREAK | Enjoy your break. |
| Week 14 | November 27| ADVOCACY | Dropbox & Livetext: Advocacy Project; PLO 5, SLO 5.2 |
| Week 15 | December 4 | ADVOCACY | Dropbox & Livetext: Advocacy Project; PLO 5, SLO 5.2  
Checklist: Advocacy Project |
| Week 16 | December 11 | | Visit the Celebration – This course is complete. Yea! |

**VI. Readings:**

**Required Text and Other Required Materials:**

ECH 432 Spring 2017
**LIVETEXT** - This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

You will receive two (2) bonus points for completing this important evaluation in this course.

ECH 432 Spring 2017
VIII. Student Ethics and Other Policy Information:
Class Attendance and Excused Absences (Policy 6.7):

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

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

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals:**

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

**Withheld Grades Semester Grades (Policy 5.5):**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct (Policy 10.4):**

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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Acceptable Student Behavior:**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

ECH 432 Spring 2017
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; the completed information form is due ______________________. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://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.

**IX. Other Relevant Course Information**

**The State of Texas Elementary Education TExES Preparation Law**

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.