I. Course Description: (brief paragraph)

A study of psychosocial 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.

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

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, 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.

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. The Program Learning Objectives are aligned to the TExES PPR, EC6 Content, Technology, and TEKS system Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

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.

  - SLO 1.1.1 Assessment – F2F/OL Theory/theorist assignment
  - SLO 1.1.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii, InTASC 4o
  - SLO 1.1.3 Assessment – Field of Early Childhood Education quiz PPR1.11k; TS3Aii; InTASC 40

- 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 Sociocultural Theory, Abraham Maslow and Self-Actualization, Generation M2 Kaiser Foundation Study
  - SLO 1.2.1 Assessment – F2F/OL Theory/theorist exam
  - SLO 1.2.2 Assessment – Child Development Quiz PPR 1.1k, InTASC 1b,1e,1j,2d,7i,8j
  - 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.
  - SLO 1.3.1 Assessment – Theory/theorist Assignment (APA citations & references)
  - SLO 1.3.2 Assessment – Relationship and Guidance quiz PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o

- SLO 1.4 Candidates analyze the role and stages of play for young children.
  - SLO 1.4.1 Assessment – What is Play? (F2F classroom activity, OL dropbox)
  - 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)
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.

- 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 qz PPR1.19k,1.23s; InTASC 5i,j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom’s Taxonomy
  - SLO 3.1.2 Assessment – Curriculum Planning qz PPR 1.2k,1.24k,3.5k,3.6k,3.8k; TS2Ci; InTASC 2e,2o,3b,5d,5m
  - SLO 3.1.3 Assessment – Curriculum map (F2F classroom activity, OL dropbox) PPR1.2k,1.24k,3.5k,3.6k,3.8k; TS2Ci; InTASC 2e,2o,3b,5d,5m; Technology 2.3s,6.14s; ISTE 2c,4c

- SLO 3.2 Candidates examine 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 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j

- 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 qz PPR 2.22k,2.20s; TS4Bi,2Ai; InTASC 3c,3d,3j,8h

- 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 qz PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Ai,4Alii,4Bi,1Di,4Bi,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9i,9m,10o

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.

- 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 qz PPR1.27k; TS5Ai; InTASC 3e,63,6f,6g,6h

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.

- 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 qz PPR4.1k,4.2k,4.2s; InTASC 10g
- 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,TS6Alii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b
  - 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.
  - SLO 5.4.1 Assessment – Health, Safety, and Well-Being Quiz PPR 2.21k,2.19s; InTASC 3d,3k
  - 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 the stated due date/time. 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 not receive credit.

B. All work must be submitted as a Microsoft Word document (doc.). 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 (PPR1.11k; TS3Aii; InTASC 4o; PPR1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o; PPR2.1s; TS4aii, InTASC 3k; PPR 3.1k,3.2k; InTASC 3f,3l,5e,5n,8m,8q).

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. (Technology 2.1k, 2.2k; ISTE 2a,2c,4d,5a,6d,7c)

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 (PPR4.9k,4.12s,TS6Aii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b).

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 (PPR1.11k; TS3Aii; InTASC 4o; PPR1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o; PPR2.1s; TS4aii, InTASC 3k; PPR 3.1k,3.2k; InTASC 3f,3l,5e,5n,8m,8q; PPR1.19k,1.23s; InTASC 5i,5j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom’s Taxonomy; PPR 1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS2Ci; InTASC 2e,2o,3b,5d,5m; PPR 2.22k,2.20s; TS4Bi,2Aii; InTASC 3c,3d,3j,8h; PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Aii,4Bi,1Dii,4Bi,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9i,9m,10o; PPR 1.27k; TS5Aii; InTASC 3e,63,6f,6g,6h; PPR4.1k,4.2k,4.2s; InTASC 10g; PPR 2.21k,2.19s; InTASC 3d,3k).

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 immediately as time is of the essence. DO NOT wait until the last minute 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 = 410 – 455 points
80-89% = B = 364 – 409 points
70-79% = C = 319 – 363 points
0-69% = F = 0 – 318 points

A. Assignments and assessments listed below are due by midnight as outlined on the course timeline. Missing assignments/assessments will quickly impact your grade. All assignments/assessments must be completed/submitted to successfully complete ECH 328. Any assignment turned in after the due date (without prior permission from the instructor) will not receive credit. ECH 328 is instrumental in preparing you for your career choice. When you miss and assignment or an assessment, it sends a strong message about you and your commitment to education and children. If you miss assignments and do not put forth your best effort, it not only hurts you, it hurts children you will teach.

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

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>*July 10-Courses Begin/First Class Day Module 1 The Power of our Words</td>
<td>○ Read all Module Information ○ Participate in Discussion Board 1 – The Power of our Words ○ The Power of Our Words Quiz</td>
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<tr>
<td>July 9-July 15</td>
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<tr>
<td>Week</td>
<td>July 9-July 15</td>
<td>Module 2 The Teacher</td>
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<td>Week</td>
<td>July 9-July 15</td>
<td>Module 3 Relationships and Guidance</td>
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<td>Week</td>
<td>July 16-July 22</td>
<td>Module 4 The Field of Early Childhood Education</td>
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<td>Week</td>
<td>July 16-July 22</td>
<td>Module 5 History of Early Childhood Education</td>
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<td>Week</td>
<td>July 16-July 22</td>
<td>Module 6 Child Development</td>
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<td>Week</td>
<td>July 23-July 29</td>
<td>*July 25-Mid Term Module 7 Observing and Assessing Children</td>
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<td>Week</td>
<td>July 23-July 29</td>
<td>Module 8 Health Safety and Well-Being</td>
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<td>Week</td>
<td>July 23-July 29</td>
<td>Module 9 The Learning Environment</td>
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<td>Week</td>
<td>July 30-Aug 5</td>
<td>*Aug 2-Last Day To Drop Course Module 10 Understanding and Supporting Play</td>
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<tr>
<td>Week</td>
<td>July 30-Aug 5</td>
<td>Module 11 The Curriculum</td>
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<td>Week</td>
<td>Module 12 Curriculum and Planning</td>
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July 30-Aug 5
- Gather Information on Theories/Theorists for Final Exam
- Complete Checklists
- All Module Components are due by Sunday August 5 at 11:59 PM

Week 5
Aug 6-Aug 10
Module 13 Including All Children
- Read all Module Information
- Study Information on Theories/Theorists for Final Exam
- Including All Children Quiz
- Complete and turn in Three Lessons to Modify Assignment to Dropbox
- Complete Checklists
- All Module Components are due by Monday August 6 at 11:59 PM

Week 5
Aug 6-Aug 10
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 Monday August 6 at 11:59 PM

Week 5
Aug 6-Aug 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 Wednesday August 8 at 11:59 PM

Week 5
Aug 6-Aug 10
*Friday, Aug 10-Finals Week
- Complete Final Exam Friday August 10 at 12:00PM (NOON) Window to take final is 6:00 AM to 12:00PM
- Once you begin the Final you have 60 minutes to complete the final.

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

The Power of Our Words: Teacher Language that Helps Children Learn by Paula Denton


References:

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!

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 (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.

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. 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; 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:

A. 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. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=1Y.
B. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [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.

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