Department of Elementary Education
ECH 328P.511
Foundations of Early Childhood Practicum
Summer II 2018

Instructor: Erica S. Dillard  
Course Time & Location: Web based
Office:  
Office Phone: 936-615-2067  
Office Hours: Online: Tuesday 11:00 AM-12:00 PM; Wednesday 1:00 PM-3:00 PM; Thursday 11:00 AM-1:00 PM  
Other Contact Information: dillardERICA@sfasu.edu

Prerequisites: HMS 241, taken concurrently with ECH 328

I. Course Description: (brief paragraph)

Supervised laboratory observations and teaching of young children directly related to the content and purpose of ECH 328. Must be taken concurrently with ECH 328.

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 professional educators 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 TEExES 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 Objectives:

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 student development, acquisition of knowledge, and motivation.

- SLO 1.1 Candidates examine PreK guidelines analyzing critical components necessary in a developmentally appropriate program
  - SLO 1.1.1 Assessment – Music Plan & Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.7k, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; InTASC 1e, 1h, 2a, 2f, 4a, 4l, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, bl, 9m, 10g)

PLO 2 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 2.1 Candidates demonstrate the role of the elementary classroom teacher.
  - SLO 2.1.1 Assessment – Developmental Checklist (PPR 3.5k)

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 components of child development including physical aspects.
  - SLO 3.1.1 Assessment – Developmental Checklist (PPR 3.5k)

- SLO 3.2 Candidates examine planning components of lesson designs actions required for the writing of developmentally appropriate lessons plans
  - SLO 3.2.1 Assessment – Music Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; InTASC 1e, 1h, 2a, 2f, 4a, 4l, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; Technology 6.12s, 6.14s; ISTE 3d)
  - SLO 3.2.2 Assessment – Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; InTASC 1e, 1h, 2a, 2f, 4a, 4l, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)

- SLO 3.3 Candidates discover how to communicate expectations to students (clear, accurate communication, skilled questioning, giving directions) and build relationships with students
  - SLO 3.3.1 Assessment – Large Group Experience Reflection (PPR 4.12k)

- SLO 3.4 Candidates investigate various classroom components including safe physical spaces, room arrangement, physical accessibility
  - SLO 3.4.1 Assessment – Classroom Design Assignment (PPR 2.15k, 2.22k, 2.4l, 2.6s; InTASC 3d, 3k, 3o, 10o)

- SLO 3.5 Candidates scrutinize activities related to promoting health, safety, and well-being of young children and how teachers design instructional activities
  - SLO 3.5.1 Assessment - Movement Plan and Presentation (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.10s, 3.12s, 3.13s, 4.12k; InTASC 1e, 1h, 2a, 2f, 4a, 4l, 4q, 5c, 5p, 7k, 7m, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ECH 328 P is the first early childhood (ECH) practicum course in the sequence and provides a foundation for future courses. Upon completion of the course you will be able to
1. Interact in a professional manner when in a childcare setting
2. Discuss a child’s growth and development until the age of eight, particularly as related to social and emotional development
3. Recognize appropriate interaction strategies and techniques that demonstrate positive communication and demonstrate an understanding of effective guidelines for positive discipline strategies.
4. Understand how to create a classroom environment and space that is safe and fosters autonomy.
5. Recognize appropriate assessment strategies to support learning.

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/time. 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 NO credit.

B. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. Do not wait until the last minute to submit assignments to avoid late submissions.

C. As required in this course, you will be interacting with children in an early childhood setting. You will be observing, presenting lessons, evaluating and reflecting on best practices. You will need to contact a childcare facility about participating in several different activities. Some are strictly observations and others are activity based.

D. Please be aware childcare facilities have a process to approve anyone coming in and working with children. Most of them have a background check that can take time to complete. You will need to go immediately and secure a location. You will report the location in an activity dropbox.

Assignments in ECH 328 P

1. Discipline Observation Checklist: Students will observe discipline strategies in a classroom. (PPR 3.2s, 2.14s; TS 4Cii)
2. Transitions Discussion Board: Students will discuss and respond to peers concerning transition activities observed in the classrooms. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.17s; TS 4Cii)
3. Large Group Experience Reflection: Students will observe a large group activity that is implemented in the classroom and reflect on their observation. (PPR 4.12k)
4. Transitions plan and presentation: Students will plan and implement three transition activities in the classroom. (PPR 2.6k, 2.8k, 2.9k, 2.8s, 2.9s, 2.14s, 2.17s; TS 4Cii)
5. Music Plan and Presentation: Students will plan and implement a music activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.19s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bi, 1Ciii, 1Eiii, 3Bii, 6Aii)
6. Parent Conference Discussion: Students will discuss and respond to peers after watching two parent conference videos online. (PPR 4.12k; TS 6A)
7. Anecdotal Records Observation: Students will complete an anecdotal record. (PPR 2.17s)
8. Movement Lesson and Presentation: Students will plan and implement a movement activity in the classroom. (PPR 1.16k, 1.1s, 1.11s, 1.16s, 1.20s, 3.11k, 2.14s, 3.8s, 3.9s, 3.19s, 3.12s, 3.13s, 4.12k; TS 1Bi, 1Bi, 1Ciii, 1Eiii, 3Bii, 6Aii)
9. Developmental Checklist: Students will observe one child regarding developmental stages. (PPR 3.5k)
10. Anti-Bias Observations: Students will observe the classroom environment to identify anti-bias curriculum. (PPR 3.5k)
11. Classroom Design: Students will design a developmentally appropriate classroom environment. (PPR 2.19k, 2.22k, 2.4k, 2.6s; TS 4Bi, 4Bii, 4Ciii)

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. Posted rubrics are used to guide all assignment grading. 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 after grades are posted and the grade book is validated. Do NOT wait until the last week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. 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 to 100% = A = 254-282 pts.
80 to 89% = B = 226-253 pts.
70 to 79% = C = 197-225 pts.
< 69% = F = 0-196 pts.

<table>
<thead>
<tr>
<th>Assignments in ECH 328 P</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Facility Location</td>
<td>10</td>
</tr>
<tr>
<td>Discipline Observation Checklist</td>
<td>23</td>
</tr>
<tr>
<td>Transitions Discussion Board</td>
<td>20</td>
</tr>
<tr>
<td>Large Group Experience Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Transitions plan and presentation</td>
<td>25</td>
</tr>
<tr>
<td>Music Plan and Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Parent Conference Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Anecdotal Records Observation</td>
<td>20</td>
</tr>
<tr>
<td>Movement Lesson and Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Developmental Checklist</td>
<td>15</td>
</tr>
<tr>
<td>Anti-Bias Observations</td>
<td>24</td>
</tr>
<tr>
<td>Classroom Design</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>282</strong></td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

**Summer 2018-Summer II**
ECH 328P Tentative Timeline

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Module 1 Getting Started</td>
<td>• Read all Module Information&lt;br&gt;• Contact a Childcare facility you will be participating with to complete your assignments&lt;br&gt;• Complete information requested about the facility and submit to dropbox&lt;br&gt;• Complete Checklist&lt;br&gt;• All Module Components are due by <strong>Wednesday July 11 at 11:59 PM</strong></td>
</tr>
<tr>
<td>July 9-July 15</td>
<td><em>July 10-First Official Class Day</em></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Module 2 Discipline and Guidance</td>
<td>• Read all Module Information&lt;br&gt;• Complete the Discipline Observation Checklist and turn in to dropbox&lt;br&gt;• Complete Checklist&lt;br&gt;• All Module Components are due by <strong>Friday July 13 at 11:59 PM</strong></td>
</tr>
<tr>
<td>July 9-July 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Module 3 Transitions</td>
<td>• Read all Module Information&lt;br&gt;• Participate in the Transitions Discussion board with post and responses&lt;br&gt;• Complete the Large Group Experience Reflection assignment and turn in to dropbox&lt;br&gt;• Complete Checklist&lt;br&gt;• All Module Components are due by <strong>Sunday July 15 at 11:59 PM</strong></td>
</tr>
<tr>
<td>July 9-July 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Module 4 Application of Transition Content</td>
<td>• Read all Module Information&lt;br&gt;• Plan four transitions, do two, video tape, submit to dropbox&lt;br&gt;• Complete Checklist&lt;br&gt;• All Module Components are due by <strong>Wednesday July 18 at 11:59 PM</strong></td>
</tr>
<tr>
<td>July 16-July 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Module 5 Music</td>
<td>• Read all Module Information&lt;br&gt;• Complete Checklist&lt;br&gt;• All Module Components are due by <strong>Friday July 20 at 11:59 PM</strong></td>
</tr>
<tr>
<td>July 16-July 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Module 6 Music Plan</td>
<td>• Read all Module Information&lt;br&gt;• Complete your Music Lesson Plan&lt;br&gt;• Present your Music Lesson Plan, attach video, and turn in all information to the dropbox&lt;br&gt;• Complete Checklist</td>
</tr>
<tr>
<td>July 16-July 22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Week 3
**July 23-July 29**
- *July 25-Mid Term Module 7 Parent Conferences*
- All Module Components are due by Sunday July 22 at 11:59 PM
- Read all Module Information
- Watch Videos
- Participate in the Parent Conference Discussion Board
- Complete Checklist
- All Module Components are due by Wednesday July 25 at 11:59 PM

### Week 3
**July 23-July 29**
- Module 8 Assessment
- All Module Components are due by Sunday July 29 at 11:59 PM
- Read all Module Information
- Watch Videos
- Complete Anecdotal Records Assignment and turn in to dropbox
- Complete Checklist
- All Module Components are due by Sunday July 29 at 11:59 PM

### Week 4
**July 30-August 5**
- *Aug 2 Last Day To Drop Course Module 9 Safety*
- All Module Components are due by Wednesday August 1 at 11:59 PM
- Read all Module Information
- Complete Room Assignment and turn in to Dropbox
- Complete Checklist
- All Module Components are due by Wednesday August 1 at 11:59 PM

### Week 4
**July 30-August 5**
- Module 10 Movement
- All Module Components are due by Sunday August 5 at 11:59 PM
- Read all Module Information
- Plan movement lesson complete with necessary props
- Present lesson, reflect, attach video and submit to dropbox
- Complete Checklist
- All Module Components are due by Sunday August 5 at 11:59 PM

### Week 5
**August 6-August 10**
- *Aug 9 Last Class Day Module 11 Physical Development*
- All Module Components are due by Monday August 5 at 11:59 PM
- Read all Module Information
- Complete Developmental Checklist Assignment and submit to dropbox
- Complete Checklist
- All Module Components are due by Monday August 5 at 11:59 PM

### Week 5
**August 6-August 10**
- Module 12 Anti-Bias
- All Module Components are due by Wednesday August 8 at 11:59 PM
- Read Module
- Complete Anti-Bias Observations and turn in to dropbox
- Complete Checklist
- All Module Components are due by Wednesday August 8 at 11:59 PM

### Week 5
**August 6-August 10**
- Final Examinations
- This is a practicum course. There is NO FINAL EXAM for ECH 328P; Complete Lecture Final As Directed

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

- **Transitions** by Cay McAninch and Vikki Boatman. Publisher SFA University Press. ISBN 9781936205141

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.

In addition, students pursuing the EC6 degree 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 P course LiveText module. Purchase of the FEM add-on is required for successful completion of ECH 328P.

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, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system will result in a failing grade for ECH 328P.

**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 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/disabilitieservices/.

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

**Additional Information:**

**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.


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 and 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.texas.ets.org/registrationBulletin/](http://www.texas.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 Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.