I. COURSE DESCRIPTION:

An introduction to Science, Technology, Engineering, and Mathematics (STEM) in the EC-8 classroom. It is designed to assist teachers explore the current trends, practices, research, development, and use of hands-on, inquiry-based integrated STEM activities in EC-8 classrooms.

Course Justification:

ELED 5320 (3 credits; fully online) spans 8 weeks. The course requires students to engage in modules during the first three weeks of the course for at least three to four hours per week. These three modules are designed to introduce students to STEM, the engineering design process (EDP), and the use of the 5E instructional model. These modules require several readings of book chapters and articles and participating in online discussions. Additionally, students are introduced to the National Science Teachers (NSTA) Learning Center as their online textbook. Through the NSTA Learning Center, students complete science content indexers (diagnostic tests) and choose a Scipack to enhance and further develop their science content knowledge. The completion of the Scipack takes approximately 10 to 12 hours. Students are expected to participate in NSTA Learning Center discussions forums and will review a resource contained in the NSTA Learning Center. These activities should take approximately two to three hours. In addition, students are required to plan and teach a STEM lesson to children using the 5E instructional model. The STEM lesson includes an assessment and reflection component. The process of planning and implementing the STEM lesson should take approximately 10 to 15 hours. Students also complete an EDP activity in which they first research, then choose an engineering activity, and then carry out the activity using the video platform Flipgrid to be viewed and evaluated by their classmates. This EDP project should take approximately six to eight hours. Finally, throughout the entire course, students will be reading 10 peer-reviewed journal articles that support integrated STEM in K-8 classrooms, these readings will be used to produce an annotated bibliography which will potentially be utilized in the Elementary STEM Teaching II course. The expected time for the readings and completion of the annotated bibliography is approximately 20 to 30 hours.

Prerequisites: Acceptance into the Master’s Program or Alternative Certification Program and teacher education is required.

There is an assignment that is related to the accountability and accreditation that is required for this course. It is the documentation of teaching a science lesson and must be submitted in Livetext.
II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

The purpose of this course is to prepare professional educators who positively impact learning for all students. It is our mission to provide students a foundation for success, a passion for learning and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity and service.

This class will model how to collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit. Knowledge is gained in many ways. This necessitates that educators utilize various strategies from direct teaching to inquiry methods, from individual to small group and large group formats.

Student learning is a process of continuous transformation, discovery, hands-on experiences and problem solving. It should be grounded in rich first hand, field based experiences, scientific research, and best practices. In this class, it will be important to promote a safe and productive physical learning environment that is supportive of individual differences. In summary, it is our objective to create a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions. Please follow this link to visit the SFASU Perkin’s College of Education Mission and Core Values:

http://coe.sfasu.edu/about-us

Program 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 students’ development, acquisition of knowledge, and motivation (ACEI PLO 1; AMLE PLO 1; AMLE PLO 3; InTASC 1, 8).

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2; InTASC 4, 5, 7, 8).

- SLO 2.1 Candidates will demonstrate competence in the content area of science.
  - SLO 2.1.1 Assessment Completion of Earth and Space, Life, and Physics indexers (diagnostic tests) in the NSTA Learning Center.
  - SLO 2.1.2 Assessment Completion and demonstration of mastery of a content-area SciPack in the NSTA Learning Center.

- SLO 2.2 Candidates will demonstrate understanding of the Engineering Design Process.
  - SLO 2.2.1 Assessment Candidates will choose a version of the Engineering Design Process (EDP) and create a video demonstrating an engineering activity using the EDP.

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; AMLE 4; InTASC 2, 3, 4, 5, 6, 7, 8).

- SLO 3.1 Candidates will plan and implement an integrated STEM lesson.
  - SLO 3.1.1 Assessment Candidates will create an integrated STEM lesson plan using the 5E Instructional model.
  - SLO 3.1.2 Assessment Candidates will reflect upon their integrated STEM Lesson and discuss changes that they would make in future lessons.
  - SLO 3.1.3 Assessment Candidates will plan and implement a STEM Kit lesson.
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 learners (ACEI 4; AMLE 4; InTASC 2, 3, 6, 7, 8).

• SLO 4.1 Assessment Candidates will pre-assess and post-assess student understanding of concepts within their integrated STEM lesson.
  o SLO 4.1.1 Candidates will analyze pre and post assessments and create a graph to indicate differences.

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 learners (ACEI 5; AMLE 5; InTASC 9, 10).

• SLO 5.1 Candidates will participate in online professional communication.
  o SLO 5.1.1 Candidates will participate in a STEM discussion forum of their choice through the NSTA Learning Center.
  o SLO 5.1.2 Candidates will write a review of a book chapter or professional journal of their choice (related to STEM in EC-8 classrooms) through the NSTA Learning Center.

• SLO 5.2 Candidates will research sources in which data supports integrated STEM programs in EC-8 schools.
  o SLO 5.2.1 Candidates will create a list of six internet STEM resources and will summarize each through highlighting why the source is useful in planning integrated STEM lessons.
  o SLO 5.2.2 Assessment Candidates will develop an annotated bibliography containing 10 sources that support the implementation of integrated STEM programs in EC-8 schools.

III. COURSE ASSIGNMENTS: Activities, Instructional Strategies, use of Technology

1. Annotated bibliography with 10 sources. Six sources must come from the NSTA Learning Center, and four from other reputable (peer-reviewed) sources. Each source should include research supporting integrated STEM in K-8 classrooms. You are required to use correct APA. 100 points.
2. Complete Earth and Space, Life, and Physics indexers (diagnostic tests) in the NSTA Website 25 points each indexer for a total of 75 points.
3. Complete one Interactive e-books + in NSTA. This is a content-focused module that can take up to 10 hours to complete. 100 points.
4. Integrated STEM Lesson Plan planned and implemented including reflection and assessment pieces 200 points. This is a Livetext assignment.
5. STEM Engineering Project implemented with presentation using recorded using FlipGrid. 100 total points.
6. Five Discussions in D2L 10 to 30 points each for a total of 100 points.
7. Participating and posting in NSTA Learning Center forums 20 points.
8. Write a review for a resource contained in the NSTA site. 20 points.
9. Creation and implementation of a STEM Kit lesson. 50 points.
10. Creation and implementation of a Citizen Science lesson. 50 points.
11. List of STEM resources. You will create a list of six STEM internet resources, including brief summaries that will be shared in a discussion post. 40 points
12. Attend the NSTA Website Orientation. **25 points.** All who attend the live orientation will receive a certificate of participation. You must also complete the end-of-program survey to receive the certificate of participation. You must submit to me the certificate of participation (with your name on it) in the D2L dropbox to earn 25 points in the course.

13. Introduce yourself to your classmates through FlipGrid video. **25 points**

14. Participation/professionalism. Interest and enthusiastic participation throughout the entire course. **45 points**

15. Comprehensive Final Exam. Your final exam in this course will consist of your response to a writing prompt. **50 points**

**IV. EVALUATION and ASSESSMENTS (Grading)**

Grading Scale:

- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

If you do not upload the required documents into LiveText, you will not receive credit for those assignments.

In order to receive an “A” in this course, **ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned.**

**V. TENTATIVE COURSE OUTLINE**

Please note all due dates and print this course outline.

**Week 1: August 23 - August 29 (extended to September 5th)**

1. Classes begin. **Purchase required E-Textbook: NSTA E-Textbook.** See instructions for purchasing in “IV. Readings” below and in D2L. Those requiring financial aid see instructions in D2L. Become familiar with the NSTA Website.

   Become familiar with the NSTA website. Below is a list of things to try:
   1. Visit your class landing page by clicking “Menu” and selecting “Cohorts.”
   2. Edit your profile – you will find it by clicking “Menu” and selecting “My Account.”
   3. Explore the “Discussion Forums” – they can be found by clicking “Menu” – make a post!

2. Attend the NSTA Website Orientation on August 25th at 6:00 PM CST, OR September 8th at 6:00 PM CST. Certificate of Completion required for points.
3. Introduce yourself through a **FlipGrid video due August 29th at 11:59 PM**
4. Read everything in **Defining STEM Module.**
5. What is STEM? Discussion **due September 5th at 11:59 PM**
6. How is STEM Education Reform Different? Discussion **due September 5th at 11:59 PM**
7. Complete Earth and Space, Life, and Physics indexers (diagnostic tests) in the NSTA Website **Due September 5th 11:59 PM**
Week 2: August 30 - September 5

____ 2. Emphasizing the “E” in STEM Education Discussion Due September 5th at 11:59 PM
____ 3. Engineering Design Process Discussion Due September 5th at 11:59 PM
____ 4. Science Content Knowledge Discussion Due September 5th at 11:59 PM
____ 5. Explore resources for your STEM Engineering Project activity with video assignment due Sept. 12th at 11:59 PM in Flipgrid.
____ 6. Secure permission to teach your integrated STEM lesson. You may use the letter provided in D2L if you are not already teaching in a school district. Schedule your lesson!
____ 7. After you have decided on the integrated STEM lesson you will teach, you will need to choose and begin working on an interactive E-book + on the NSTA website that will enhance your knowledge of the science content contained in the integrated STEM lesson that you will teach. This can take up to 10 hours to complete. Certificate of completion of the interactive e-book + is due October 10th at 11:59 PM.
____ 8. Begin building your STEM resource list. This list will be shared in a discussion post. Due October 10th at 11:59 PM.

Week 3: September 6 - September 12

____ 1. Read everything in the The STEM Lesson Design Using the 5E Instructional Model Module. This is to assist you with planning your integrated STEM lesson.
____ 2. Complete your STEM Engineering Project with video assignment. Submit in Flipgrid due Sept. 12th at 11:59 PM.
____ 3. Plan your integrated STEM lesson. Use the 5E instructional model template. Completed lesson plan is due Sept. 19th at 11:59 PM. Lesson plan must be submitted to me through email for feedback before I clear you to teach your lesson.
____ 4. Begin searching for articles to include in your annotated bibliography in the NSTA Website and begin building your annotated bibliography. Due Oct. 10th at 11:59 PM.
____ 5. After you have decided on the integrated STEM lesson you will teach, you will need to choose an NSTA Interactive e-book + in the NSTA Learning Center that will enhance your knowledge of the science content contained in the integrated STEM lesson that you will teach. This can take up to 10 hours to complete. Due Oct. 10th at 11:59 PM.
____ 6. Continue building your STEM resource list. This list will be shared in a discussion post. Due October 10th at 11:59 PM.

Week 4: September 13 - September 19

____ 1. Continue planning your integrated STEM lesson and teaching your lessons. Lesson plan is due Sept. 19th at 11:59 PM. Lesson plan must be submitted to me for feedback through email before I clear you to teach your lesson.
____ 2. Continue working on NSTA interactive e-book +. The Interactive e-book + you choose should be connected to the content contained in your STEM lesson. This can take up to 10 hours to complete. Due Oct. 10th at 11:59 PM.
____ 3. Continue building your STEM resource list. This list will be shared in a discussion post. Due Oct. 10th at 11:59 PM.
____ 4. Continue working on annotated bibliography Due Oct. 10th at 11:59 PM.
____ 5. Plan your STEM Kit Challenge. Due Sept. 26th at 11:59 PM.
Week 5: September 21 - September 27

1. Integrated STEM lesson must be taught by October 8th. Your lesson plan should have already been submitted by now. Lesson plan must be submitted to me for feedback before I clear you to teach your lesson. Lesson plan was officially due on Sept. 19th through email.

2. Work on STEM Kit Challenge. Due Sept. 26th at 11:59 PM.

3. Begin planning your Citizen Science Challenge due Oct. 3rd at 11:59 PM.


5. Continue building your STEM resource list. This list will be shared in a discussion post. Due October 10th at 11:59 PM.

6. Continue working on annotated bibliography. Due Oct. 10th at 11:59 PM.

7. Begin planning your Citizen Science Challenge. Due Oct. 3rd at 11:59 PM.

Week 6: September 27 - October 3

1. Work on Citizen Science Challenge due October 3rd at 11:59 PM.

2. Continue building your STEM resource list. This list will be shared in a discussion post. Due Oct. 10th at 11:59 PM.

3. Continue working on annotated bibliography. Due Oct. 10th at 11:59 PM.

4. Complete a review of an article or book chapter in the NSTA Learning Center. Due Oct. 10th at 11:59 PM.

5. Participate and post in NSTA Learning Center forums. Due Oct. 10th at 11:59 PM.

6. Continue working on building STEM resource list with six resources and a brief summary of each. Due Oct. 10th at 11:59 PM.

Week 7/8: October 4 - October 10

1. Continue working on annotated bibliography. Due Oct. 11th at 11:59 PM.

2. Work on, and complete the reflection and finish assessment components of the Integrated STEM Lesson assignment. Do not submit any part of the Integrated STEM Lesson assignment to livetext until you receive feedback. Due Oct. 11th at 11:59 PM.

Week 8 October 12-October 18

Final exam reflection opens on October 8th at 11:59 PM and closes on October 10th at 11:59 PM.

Ongoing Assignments:

It is imperative that these assignments be worked on consistently throughout the semester. Pace yourself accordingly. Note the due dates following each assignment. You will find a module with instructions for each of these assignments in D2L.

- Engineering Design Process activity with FlipGrid video. Due Sept. 12th at 11:59 PM.
- STEM Lesson: planning and Implementation. Lesson taught and reflections and assessment components submitted. Lesson Plan through email due by September 19th at 11:59 PM, Lesson taught by October 8th and reflection and assessment components are due Oct. 10th at 11:59 PM.
VI. READINGS

TEXT AND MATERIALS:
You have an online textbook for this class. We will be using the National Science Teachers Association Website and NSTA student membership class bundle as our "E-Textbook." This resource is also available through the Barnes and Noble SFASU Bookstore for those of you who must use financial aid to purchase. You will receive an access code. Those of you who are not using financial aid to purchase may purchase directly from NSTA. Please CAREFULLY read and follow the directions below:

Below are instructions for you to purchase the NSTA Class Bundle which includes access to NSTA fee-based digital resources AND NSTA student membership.

IMPORTANT NOTE for STUDENTS:
Do not purchase an Individual NSTA Membership. Individual NSTA membership is sold online for $40, $60, $80 or $99 but this product is different from the NSTA Class Bundle for your course.

You must purchase the NSTA class bundle available ONLY at the web address provided below.

Dear Students: Follow the instructions below to create your NSTA account and purchase the Class Bundle:

(1) Go to the NSTA website to create your account: https://my.nsta.org/preservice

Note: If you already have an account at NSTA you do not need to create a second account. Use your NSTA e-mail address & password or your last name (instead of e-mail) & ID number (instead of password) to login to the website. If you are unsure, please send a message to: (learningcenterhelp@nsta.org) for assistance.

(2) After creating your account press “Continue” and on the next screen select your state, institution, professor, and course. At this time enter your “Expected Graduation Date.”

(3) Click “Continue” and on the next screen use your credit card for payment. Your professor selected the price point ($72) for everyone in the class.

Next steps?
Become familiar with the NSTA website. Below is a list of things to try:

(4) Visit your class landing page by clicking “Menu” and selecting “Cohorts.”
(5) Edit your profile – you will find it by clicking “Menu” and selecting “My Account.”

(6) Explore the “Discussion Forums” – they can be found by clicking “Menu” – make a post!

**Note:** A limit for the number of fee-based e-book chapters that each student may add to their library for free has been set at 15.

Send your questions to: learningcenterhelp@nsta.org
Flavio Mendez, NSTA.

II. TEKS (Texas Essential Skills and Knowledge) - Science Curriculum for the State of Texas. You can acquire these on the Texas Education Agency web-site. Make sure you are using the updated science TEKS.

III. National Science Education Standards. National Academy Press (1996). The Standards, which can be found on the web, are guidelines designed to ensure that all students graduate with the science knowledge and intellectual abilities they will need to make effective decisions in their everyday lives, participate in civic and cultural affairs, and become economically productive citizens.

Materials and supplies you will need

Computer software/hardware you will need:
1. Microsoft Word
2. PowerPoint
4. RealPlayer

**LiveText Statement:**

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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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 may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.
Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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.

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/.

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, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
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.

**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**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-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
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 [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

ASSIGNMENT POLICY:
All students are expected to complete assignments on the due date shown on the Calendar of Assignments. In order to receive an ‘A’ in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Written work in which the use of the English language is not at an acceptable level for a graduate student will be returned to the intern marked “Unacceptable” and a zero assigned.

MAKE-UP WORK POLICY:
The decision whether to accept make-up work is at the discretion of the instructor.

LATE WORK POLICY:
No late work will be accepted.