This course provides an examination of early literacy of young children, issues, theories, and content related to early literacy, assessment, and explicit instruction. Through participating in and reflecting upon the intended learning outcomes listed below, course activities, and collaborative discussions in READ 5308, we believe the candidate's ability to plan, differentiate, and deliver effective instruction will be enhanced. We believe candidates will continue to grow professionally and most importantly, we believe this course will equip candidates to become advocates for young children's literacy development.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course justification

During the normal regular 15 week semester, class preparation and participation is expected to demand approximately 9 hours per week of serious investment of time devoted to mastering course content (equivalent to expectations for the typical course on campus delivered 3 hours per week in class with 6 hours a week prep time). However, this three-credit hour online graduate course covers all content within 6 weeks of instruction plus a week for the final examination; students are to anticipate the fast-pace and intensity of this class and encouraged to jump in with both feet on day 1 to be successful.

The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Each week, candidates have opportunities to interact with course content through discussions, assignments, team projects, quizzes, videos, and readings. A data point benchmark, the Livetext Case Study Sample, provides an opportunity for candidates to demonstrate knowledge of early literacy assessment and effective instructional coaching principles to improve student learning with individual students in the primary grade setting. While Dr. Marie Clay’s theories and diagnostic assessment are thoroughly
II. Intended Learning Outcomes/Goals/Objectives

Program Learning Objectives (PLOs)

PLO 1: Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

This course is aligned with the mission of the Perkins College of Education (PCOE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The PCOE theme is “preparing professional educators who positively impact learning for all students.” In the PCOE 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 are aligned to the International Reading Association (IRA) Standards. All content and assignments are aligned to these IRA standards. To view the Conceptual Framework and complete list of proficiencies, visit [http://www.sfasu.edu/elementaryed/410.asp](http://www.sfasu.edu/elementaryed/410.asp)

Student Learning Outcomes (SLOs)


STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate.

1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and **evidence based instructional** approaches that support that development.

1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and **evidence based instructional** approaches that support writing of specific types of text and producing writing appropriate to task.

1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the **centrality of language** to literacy learning and **evidence-based instructional** approaches that support the development of listening, speaking, viewing, and visually representing (communication).

1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and **evidence-based frameworks** that describe the **interrelated components** of literacy and interdisciplinary learning.

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

BEGINNING DAY ONE you SHOULD:
- be **computer ready** with strong computer skills [https://www.sfaonline.info/get-prepared-](https://www.sfaonline.info/get-prepared-)

READ 5308
• have purchased required BOOKS (see section VI)
• have the ability to work in an independent learning format yet possess skills to collaborate well with others
• have adequate computer connectivity throughout the semester
• have time & skills to view course videos which are accessed via URLs, some may use Real One Player
• not fall behind -- it will be difficult to catch up in this intensive course
• not ask for extra work to supplement your grade; do your best the first time around / Free Feedback available
• check in often (at least 4 days per week) for important messages and updates; visits are tracked

Please be aware of your time zone. This course operates under central standard time (CST). If you are in a time zone other than CST, please adjust your submissions, chat times, and all in accordance with CST.

Assignments, Quizzes, Exams, Feedback. Refer to list of assignments in section IV below. If you would like FREE FEEDBACK on any assignment, email a copy to me early and I will give you some brief but helpful comments to guide you. Put your name & section # in subject area.

Attendance Policy and Financial Aid. READ CAREFULLY: University and department policies require evidence of attendance and participation of all students in all courses. Students must be attending and participating in all courses to qualify for and to receive financial aid. Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn.

While this class meets online and some flexibility is offered, students are expected to check in minimally several times per week. Your progress and visits are tracked and monitored closely. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. Clearly, they will not be a contender for a higher grade should their total points at the end of the semester be “very close.” Acceptance of late work (with late penalty) is to permit flexibility in your busy lives and to absorb some of technology and life’s unanticipated surprises; it is not an invitation to cram learning. Please work ahead to avoid problems and to maximize your potential for learning in this class.

Late Assignments. LATE ASSIGNMENTS will automatically be reduced by one letter grade; if accompanied with official documentation explaining the extenuating circumstance for being late, points deducted may be reconsidered. If you are concerned about being late, submit early.

Submitting Work. Please submit docs as jpg, pdf, doc, or doxc. Scholarly work is expected of TC and college level students.

Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students https://tea.texas.gov/academics/curriculum-standards/teks-review/technology-applications-tek

D2L Support -
• For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
• For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
• To learn more about using D2L, visit online video tutorials at http://sfaonline.sfasu.edu

Readings/Assessments/Assignments to Complete – Some readings are already in D2L in (docx or pdf) format. Readings will be synthesized and may/may not be tested. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing related assignments.

Emergency Situations. Please let me know ASAP when hospitalized or something serious interferes with your ability to progress through this course. For any modifications to be made, official documentation of extenuating circumstance must be provided. Professor discretion.

Life Happens
In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses.
of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me as soon as possible.

**Drop Class**
Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

**Dates & Deadlines** [http://www.sfasu.edu/registrar/687.asp](http://www.sfasu.edu/registrar/687.asp)

**Professor Judgment.** There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than "objective criteria" reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers during class or on essays, indicate a significantly greater competence and understanding of the material than objectively demonstrated.

**Professionalism/Discussion** You are expected to show initiative stay on top of all assignments and quizzes, and to **actively participate** in online discussion with a professional demeanor that will reflect your future successful Reading Specialist/Literacy Coach qualities. Work is to be professional, neat and have the quality and integrity expected of a future literacy leader. **Correspondences, whether by e-mail or in writing are expected to be professional. All email communications must have the following in the SUBJECT heading:** course number, your name, topic (example: 5308-johndoe-question)

### IV. Evaluation and Assessment (Grading)

A maximum of 1000 points may be earned in this course. Final grades will be assigned at the end of the semester based on total points earned, but keep in mind the Master level requirement of a B average [http://docs.sfasu.edu/gradbulletin-2015/education/elementaryeducation/me-elementaryed](http://docs.sfasu.edu/gradbulletin-2015/education/elementaryeducation/me-elementaryed)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due midnight SUN</th>
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</thead>
<tbody>
<tr>
<td>Discussion: Introduction</td>
<td>5</td>
<td>Aug 28</td>
</tr>
<tr>
<td>Quiz: Syllabus</td>
<td>5</td>
<td>Aug 28</td>
</tr>
<tr>
<td>Discussion: Reflection on Readings</td>
<td>40</td>
<td>Aug 28</td>
</tr>
<tr>
<td>Discussion: Observation Survey Assessments Q+A ongoing</td>
<td>25</td>
<td>Sep 4</td>
</tr>
<tr>
<td>Dropbox: Red Book BIG 5 Visual</td>
<td>100</td>
<td>Sep 11</td>
</tr>
<tr>
<td>Discussion: Share Parent BIG 5 Handout</td>
<td>100</td>
<td>Sep 11</td>
</tr>
<tr>
<td>SBRR Quiz: Phonemic Awareness/Phonics/Fluency - retakable</td>
<td>100</td>
<td>Sep 18</td>
</tr>
<tr>
<td>Dropbox: O’Survey Assessments, Scoring, &amp;Chart Analysis Case part 1</td>
<td>200</td>
<td>Sep 18</td>
</tr>
<tr>
<td>Discussion: Final Course Reflection &amp; Discussion</td>
<td>25</td>
<td>Final Week</td>
</tr>
<tr>
<td>Course Evaluation – check Jacks email from the Dan</td>
<td>----</td>
<td>Final Week</td>
</tr>
<tr>
<td>Dropbox/Livetext: Case Study Professional Report – Part 2</td>
<td>200</td>
<td>Oct 2</td>
</tr>
<tr>
<td>Quiz: Final Exam</td>
<td>200</td>
<td>Closes FRI Oct 8</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900 – 1000 total points</td>
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<tr>
<td>B</td>
<td>800 – 899</td>
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<tr>
<td>C</td>
<td>700 – 799</td>
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<tr>
<td>D</td>
<td>600 – 699</td>
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<tr>
<td>F</td>
<td>599 or below</td>
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To earn a grade of A in this course, all assignments must be completed. Failure to complete any assignment will results in a zero for the assignment. Late work is accepted but is automatically reduced a letter grade before graded. Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>MODULES to read this week</th>
<th>SUBMISSIONS DUE by end of this week on SUN, midnight</th>
</tr>
</thead>
</table>
| 1    | Aug 22 – Aug 28 | Log on to D2L day 1, Aug 23  
Read: Overview  
Meet your Professor  
Before Class Begins  
Syllabus & Calendar Timeline  
Writing Expectations  
What is a Balanced Reading Program  
Every Young Child a Reader  
Read Chap 1  
Article, More than ABCs  
VIEW Reading Recovery video  
VIEW Guided Reading (before) | 5 - Quiz – Syllabus & Calendar Timeline  
5 - Discussion – Introduce yourself  
40 – Discussion EYCR – Reflect on Readings 1st week |
| 2    | Aug 29 – Sep 4 | Observation Survey Assessments & Stanine Chart  
Take time to learn each of 6  
Find a 4-5-year-old  
or test Aiden (in the video)  
BEGIN NOW on your case study part 1  
Every Young Child a Reader  
Read Chap 2 and 3 | 25 - Discussion: OS Assessments Q+A  
Ask/answer questions here (ongoing) |
| 3    | Sep 5 – Sep 11 | A Brief History  
Reading Wars  
Reading Academy  
Red Book Series (5 booklets)  
Reading First Outcomes  
Professional Reading Organizations  
* A great truth wants to be criticized, not idolized* | 100 – Dropbox: Red Book BIG 5 Visual SUM of the SBRR  
100 – Discussion: Share BIG 5  
Handout for Parents on Foundational skills for reading |
| 4    | Sep 12 – Sep 18 | Phonological & Phon. Aw, Phonics, Fluency  
Check QUIZ HINTS & Prep Links | 200 - Drop Box: Observation Survey 6  
Tests & chart (Case Study pt 1)  
100 – SBRR QUIZ, Ph.Aw, Phonics, Fluency (retakable; highest score counts) |
| 5    | Sep 19 – Sep 25 | The RESEARCH EYCR, chap 5 and 6 & Epilogue  
Read: Narrative & Informational Texts  
TEKS and Early Literacy Instruction  
Learning to Write informational texts  
Invented Spelling |
### VI. Required Readings

<table>
<thead>
<tr>
<th>Read: Early Literacy Activities</th>
<th>Steep Gradient to More Complex Tasks</th>
<th>Classroom Based Instructional Change</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Sep 26 – Oct 2</td>
<td>Case Study Report Module – part 2</td>
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<td>Feel free to email for feedback</td>
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<td></td>
<td></td>
<td>Complete Case Study Final Report pt. 2</td>
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<td>Check grades</td>
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<td>200 – Submit Drop box and Livetext</td>
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<td><strong>Case Study pt.2</strong></td>
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<td>Professional Report</td>
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<td>7</td>
<td>Oct 3 – Oct 8</td>
<td>Final Exam Optional:</td>
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<td>Beck Book of Sequential</td>
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<td>Phonics Lessons ready to use</td>
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<td>Certification Exams</td>
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<td>Additional Resources</td>
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<td>25 – Final (course reflection)</td>
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<td>Discussion</td>
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<td>Complete Course Evaluation / jacks</td>
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<td>email</td>
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<td></td>
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<td>Oct 3 - Last day to turn in late work</td>
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<td>Oct 3 - Last day to work on quizzes</td>
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<tr>
<td></td>
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<td>200 – Final Exam (available Oct 5 - 8)</td>
</tr>
</tbody>
</table>

**Required Texts:**


Red Book Series, Book 1: Beginning Reading Instruction
Red Book Series, Book 2: Comprehension Instruction
Red Book Series, Book 3: Guidelines for Examining Phonics and Word Recognition
Red Book Series, Book 4: Research-Based Content Area Reading Instruction
Red Book Series, Book 5: Promoting Vocabulary Development

TEKS Tour [https://www.teksguide.org/home](https://www.teksguide.org/home)

**Recommended:**


Contains explicit sequential engaging word building lessons for teaching basic phonics

FREE ONLINE:
*Steps to Success: Crossing the Bridge between Literacy Research and Practice* By Kristen A. Munger ED. (2016) Published by Open SUNY Textbooks, Milne Library. ISBN 978-1-942341-22-2 Retrieved: [https://milnepublishing.geneseo.edu/steps-to-success/](https://milnepublishing.geneseo.edu/steps-to-success/)

Steps to Success: Crossing the Bridge Between Literacy Research and Practice by K. Munger (2016) [https://textbooks.opensuny.org/steps-to-success/](https://textbooks.opensuny.org/steps-to-success/)
Phonics Practice for Teachers [http://english.glendale.cc.ca.us/phonics.html](http://english.glendale.cc.ca.us/phonics.html)
STR – Diagnostic Practice Test – 50 questions [https://study.240tutoring.com/preview/texes/27g8xf3m1n25k1ht20k?_ga=2.69195729.1596494557.1598042380-753226692.1598042380](https://study.240tutoring.com/preview/texes/27g8xf3m1n25k1ht20k?_ga=2.69195729.1596494557.1598042380-753226692.1598042380)
Others are listed and available in the course pages.

Live Text (Watermark) Assignment – There is 1 Watermark assignment in this course. Scroll to the bottom of syllabus.

### 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. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Faculty are NEVER able to associate a student’s name with any of these evaluation marks; it is kept strictly confidential. Students in small classes will be combined with others in the same course on the final report to the professor to keep responses anonymous. Instructions: Find it in Jacks email or log onto MySFA, click Academics, scroll down to course evaluations and surveys section.

### VIII: Student Ethics and Other Policy Information

See [http://www.sfasu.edu/judicial/policies.asp](http://www.sfasu.edu/judicial/policies.asp)  [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

### Attendance

Class Attendance and Excused Absence: Policy 6.7
Please also see section IV above for specifics for this ONLINE course. SFA policy reads: 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 (attendance & participation is tracked in D2L). 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 (in face to face classes). 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.

For our online READ 5308 – Your participation is critical. Being an active online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings.

NEW POLICY – Attendance Policy for students receiving FINANCIAL AID: In compliance with federal regulations governing financial aid, instructors are required to report students who have never attended or participated in class. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Students marked as never attended will be dropped from class if they receive financial aid. Federal laws for Financial Aid have dictated that any student who is not attending class will not receive financial aid. Due to these regulations, stricter deadlines for roster submissions have been created. All of the above changes have been brought about by stricter adherence by the Department of Education Studies to federal laws and approved by the Provost for implementation in Fall 2014.

http://www.sfasu.edu/faid/enrollment.asp

In Sum: Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses (either face to face or online) could have their financial aid withdrawn.

Students with Disabilities

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 each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish 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/. PLEASE NOTE: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be made. Re videos, scripts are available; just ask. ALSO NOTE: This course gives as much time as possible for taking exams, and quizzes are retakable so no special provision is needed or will be made for quizzes/exams for this course.

Academic Integrity

Academic integrity is a responsibility of 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 policy on penalties for cheating and plagiarism.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of 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 policy on penalties for cheating and plagiarism (please let me know if any of this is not clear). NOTE: Turnitin may be used to detect plagiarism on submitted work for this course http://turnitin.com/

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).

Written Work Policy.
Written work in which the use of English language is not acceptable for a university student (or prospective teacher) will result in reduced points for that grade. Teachers are expected to be able to model and teach the conventions of our English language. ASK for assistance and feedback well ahead of assignment due date if this is an issue for you.

AARC – Academic Support. If you are experiencing difficulty in your courses or with “Academic English” and/or conventions of writing you may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) ONLINE at 936-468-4108. Take every opportunity to use these online supports and email me ahead of a due date for feedback on a particular assignment, if concerned. Some ideas are provided in LINKS (look upper right in D2L).

If you have trouble completing any assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let’s talk.

Withheld Grades: Semester Grades Policy (A-54)

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.

Acceptable Behavior

Student Code of Conduct: Policy 10.4
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 (face-to-face or online format). To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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/osrr/incident-reporting or call the office at 936-468-2703. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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. TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators [https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

If you visit our campus, beginning FALL 2021, SFA will return to normal. Please be considerate of everyone and continue to keep yourself informed during this transitional time.


**Free walk-in vaccine available** north of campus (Walgreens pharmacy, corner Austin and North street) or south of campus (CVS pharmacy, corner of Starr and North street).

**SFA testing, Free vaccine, SFA campus updates** [https://www.sfasu.edu/covid19](https://www.sfasu.edu/covid19)

**Texas Certification/Licensing**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

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/.

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=GENTests.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.

Live Text

Live Text (Watermark) Assignment – There is 1 Watermark assignment in this course.

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may negatively affect your grade for this course.

Note: LiveText, Taskstream, and TK-20 recently merged companies, and rolled out their new name, Watermark. When you log into LiveText, you will receive an information notice about this change. Everything else should look the same for you at this time.

The Livetext assignment for this course involves a case study. For the Case Study, you will submit the completed Observation Survey Summary Form, a 2-3 page professional report, and Appendices that include the 6 assessments. You will respond to the following scenario:

As a culminating project in this course, candidates will complete a case study that is related to early literacy. For this assignment, candidates will assess a five or six year old child using Running Records, Concepts About Print, Letter Identification, Word Reading, Writing Vocabulary, and Hearing and Recording Sounds in words observation survey batteries. Then, candidates will respond to the following scenario.
“After six weeks of school, a kindergarten or first grade teacher noticed that a student was progressing slowly in her class and she wanted to help the student. So, she approached you, the Master Reading Teacher and requested recommendations on how to support this child. You gave the student the six Observation Survey tasks. After assessing the child, you completed the Observation Survey Summary Form and made a professional 2-3 page report of findings and recommendations. You scheduled a meeting with the teacher to discuss the student’s strengths and roadblocks, as well as, strategies to support this child’s literacy development.”

Upload your Case Study to the Dropbox and LiveText before the final week of classes; check the timeline schedule.