I. Course Description:
This course applies psychological principles to education. In addition, it introduces information, issues, theories, and concepts related to the teaching profession. A prerequisite for admission to the Educator Certification Program (this course requires a C or better), the course provides a foundation of basic knowledge for EC-4, 4-8, 8-12 and EC-12 educators, and begins the process of preparation for the Texas Examinations of Educator Standards (TExES). This course introduces students to multiple theories, methods, and teaching strategies and is the first in a series of professional education courses.

SPSY 3380 “Educational Psychology” (3 credits; fully online) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online material for at least three hours per week. Primary source readings are included in the content to support key concepts. You are required to read the textbook, complete quizzes/exams over the course, read the additional content, and complete multiple writing assignments that evaluate your ability to interpret primary sources. Please expect to spend at least three hours per week completing discussions/activities, quizzes, projects, and the final exam.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
All students must adhere to the SFA Way:

This course reflects the following core values of the College of Education:

- 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
- Service that enriches the community

The goals of this course are closely aligned to those 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. As a preliminary step in this process, the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program. This course also supports the mission of the Department of Human Services and Educational Leadership.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned readings, experiences, papers, presentation, and participation are designed to foster these core values.

Program Learning Outcomes (PLO): Program Specific
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes (SLO): Course Specific**

**Objective 1** – The student should be able to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

*Student Learning Outcome:* Students will be able to identify educational psychology research methods including laboratory and field experiments, as well as descriptive and correlational research.

**Objective 2** – The student should be able to use and critique alternative explanatory systems or theories.

*Student Learning Outcome:* Students will be able to recognize the elements of various developmental and learning theories and to identify strengths and criticisms of each one.

**Objective 3** – The student should be able to analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

*Student Learning Outcome:* Students will be able to identify social, political, economic, and cultural forces on public education.

**Objective 4** – The student should be able to identify and understand differences and commonalities within diverse cultures.

*Student Learning Outcome:* Students will be able to identify factors related to academic achievement among diverse populations.

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

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. **Syllabus Agreement Form (Pass/Fail):** As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. **Quizzes (140 points/31%):** You will take 14 quizzes this semester. Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters.

   The quizzes will be administered online. Quizzes will be available for several days and will open by 8:00 am and stay available until 11:59 pm on the last day of module availability for your convenience. You will get 12 minutes to take each quiz at which time it is over and any questions not answered are incorrect. You may take each quiz two times. Your score will be the highest attempt score. The questions will be similar, but different on each attempt. Be forewarned, you will want to take the test in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing.

   **Late Submission Policy and Make-up Quizzes:** All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked 10 points for each day it is late. Make-up quizzes will be administered only in extreme circumstances and reasons for missing a quiz should be documented. Students must contact the instructor in advance of missing a quiz. By failing to complete the activity/quiz/exam by the due date, you forfeit the opportunity to make-up the assignment.

3. **Discussions/Activities (150 points/33%):** Attendance and participation will be required through discussions and activities. These will occur throughout the semester. Initial discussion posts should be a minimum of 150 words and should not exceed 3 paragraphs. Each student is required to make one original post each week (worth up to 5 points) and respond to 2 different peers (worth up to 5 points per post). Discussions and responses to 2 peers should be posted
by Sunday at 11:59pm of the week they are due. These must be thoughtful discussions and not simply statements of agreement.

Missed discussions/activities cannot be made up without documentation of a medical emergency and will result in a grade of zero. If you have a documented medical emergency, then you can make up a discussion/activity by writing a minimum of three pages (double-spaced) summarizing the information from the chapter that you found most interesting. This must be emailed to the professor before the final class day prior to final exam week.

4. **Projects 1 & 2 (50 points each/11 each%)**: Each student will complete two projects (each worth 50 points) throughout the semester related to educational psychology in which you will seek and prepare information related to several methods and theories. You will be graded based on your accuracy, thoroughness, and professional writing.

You will submit your assignment by uploading a file to the Dropbox. You can access Dropbox through the Course Tools section of this course.

**Project 1**: For this assignment, you are to find three separate news articles that feature something about education. You will then choose one theorist from each of the chapters (two, three, and five) to discuss the different theories of development. Further directions are provided in the Chapter 6 module.

**Project 2**: Using a Word document, think of a specific lesson that you would teach to a future class within the area you will specialize. Create a lesson plan thinking of your subject matter and at least one of the chapters that you found valuable this semester. Use three different methods from the book to assist your lesson plan. Further directions are provided in the Chapter 12 module.

5. **Final Exam (60 points/13%)**: The final exam will include 20 questions. The exam will cover content from the entire semester. Questions will come from the chapter quiz question pool and a practice exam will be available to help students become familiar with exam format. Students will have 25 minutes to complete the exam and may take the exam only one time. **The exam will open at 8:00am on December 6th and close at 11:59 pm on December 10th.** It is strongly recommended that students complete the exam early enough to not encounter technical issues because no technical support will be available after this time. No late exams will be accepted.

**If you experience technical difficulties during a quiz, project, or activity in Desire 2 Learn:**

If you experience a technical problem during a quiz attempt, you must notify the professor of the problem prior to the last class day. If the problem can be verified using the quiz log (that shows quiz entry time as well as the time that each question is saved), then the attempt can be reset. If
you are having difficulty logging into D2L and cannot take the quiz online, then you must schedule a time to take the quiz in person prior to the last class day. If you have difficulty completing or uploading a project, you must email your project to your course instructor before the deadline.

6. **Extra Credit:** A fluency-based vocabulary quiz will be available to earn extra credit. This quiz will require you to quickly answer multiple choice questions concerning terms and definitions. You may earn 5 points of extra credit if you make 90% or better on this quiz. Scores below 90% correct will not earn extra credit. This quiz can be re-taken unlimited times until December 6th at 11:59pm. Your extra credit will be determined using your highest quiz score.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

IV. Evaluation and Assessments (Grading):

**Grading Policy**
1. Syllabus Agreement Form Pass/Fail
2. Quizzes 140 points
3. Discussion/Activities 150 points
4. Project 1 50 points
5. Project 2 50 points
6. Final Exam 60 points 450 points

**Grades**

A = 90-100% (405-450 points)
B = 80-89% (360-404 points)
C = 70-79% (315-359 points)
D = 60-69% (270-314 points)
F = 59 or below (0-269 points)

**Posting Grades**
Grades will be posted on D2L after everyone has completed the assignment. Student performance cannot be reported or discussed on the phone or through email.

V. Tentative Course Outline/Calendar:
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student should be able to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.</td>
<td>Class discussion and activities</td>
<td>-Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Project 1</td>
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<td>-Project 2</td>
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<td>-Activities</td>
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<td>-Final Exam</td>
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<tr>
<td>Core Curriculum Objectives</td>
<td>Course Assignments</td>
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</tr>
</tbody>
</table>
| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | -Quizzes  
-Project 1  
-Project 2  
-Activities  
-Final Exam |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | -Project 1  
-Project 2  
-Activities |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | -Quizzes  
-Final Exam |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | -Activities |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | -Quizzes  
-Project 1  
-Project 2  
-Activities  
-Final Exam |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | -Quizzes  
-Activities  
-Final Exam |
### Tentative Course Schedule and Other Important Dates

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Quizzes</th>
<th>Activities</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 23-Aug 29</td>
<td>Chapter 1</td>
<td>Educational Psychology</td>
<td>Getting Started &amp; Chapter 1</td>
<td>Discussion 1</td>
<td>Syllabus Agreement Form</td>
</tr>
<tr>
<td>2 Aug 30-Sept 5</td>
<td>Chapter 2 &amp; Chapter 3</td>
<td>Theories of Development &amp; Social Development</td>
<td>Chapter 2 &amp; Chapter 3</td>
<td>Discussion 2</td>
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<tr>
<td>3 Sept 6-Sept 12</td>
<td>Chapter 4</td>
<td>Diversity</td>
<td>Chapter 4</td>
<td>Discussion 3</td>
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<tr>
<td>4 Sept 13-Sept 19</td>
<td>Chapter 5</td>
<td>Behavioral Learning Theories</td>
<td>Chapter 5</td>
<td>Discussion 4</td>
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<tr>
<td>5 Sept 20-Sept 26</td>
<td>Chapter 6</td>
<td>Information Processing</td>
<td>Chapter 6</td>
<td>Discussion 5</td>
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<tr>
<td>6 Sept 27-Oct 3</td>
<td>Chapter 7</td>
<td>Effective Lesson</td>
<td>Chapter 7</td>
<td>Project 1</td>
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<tr>
<td>7 Oct 4-Oct 10</td>
<td>Chapter 8</td>
<td>Constructivist Approaches</td>
<td>Chapter 8</td>
<td>Discussion 6</td>
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<tr>
<td>8 Oct 11-Oct 17</td>
<td>Chapter 9</td>
<td>Differentiation</td>
<td>Chapter 9</td>
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<tr>
<td>9 Oct 18-Oct 24</td>
<td>Chapter 10</td>
<td>Motivation</td>
<td>Chapter 10</td>
<td>Discussion 7</td>
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</tr>
<tr>
<td>10 Oct 25-Oct 31</td>
<td>Chapter 11</td>
<td>Effective Learning Environments</td>
<td>Chapter 11</td>
<td>Discussion 8</td>
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<tr>
<td>11 Nov 1-Nov 7</td>
<td>Chapter 12</td>
<td>Disability</td>
<td>Chapter 12</td>
<td>Discussion 9</td>
<td></td>
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<tr>
<td>12 Nov 8-Nov 14</td>
<td>Chapter 13</td>
<td>Assessment</td>
<td>Chapter 13</td>
<td></td>
<td>Project 2</td>
</tr>
<tr>
<td>13 Nov 15-Nov 21</td>
<td>Chapter 14</td>
<td>Standardized Testing</td>
<td>Chapter 14</td>
<td>Discussion 10</td>
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<tr>
<td>14 Nov 22-Nov 28</td>
<td></td>
<td>UNIVERSITY BREAK</td>
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<tr>
<td>15 Nov 29-Dec 5</td>
<td></td>
<td>PREPARATION FOR FINAL EXAM</td>
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<tr>
<td>16 Dec 6-Dec 10</td>
<td></td>
<td>FINAL EXAM</td>
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</tr>
</tbody>
</table>
*All papers are to be submitted in APA format through Desire2Learn and in class. All papers are due at the start of the designated class period.

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

Additional reading assignments may be assigned during class.

LiveText/Watermark Statement:
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, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark 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/Watermark 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: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to
adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**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, 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/](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.

**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;
- 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;
- 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).

**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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**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. 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 Early Alert Program at SFA.

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

**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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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

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

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions. Thesis and dissertation students can expect a two week response rate.
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPSY 3380, Fall 2021. My class meets online.

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus. I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________  ________________
Signed                                           Date