ELED 5315 Syllabus

Social Studies Methods in the Elementary Classroom, Advanced
3 Credit Hours
ELED 5315.501
Summer II 2021

Instructor: Sarah M. Straub, Ed.D.
Office: ECRC 201-H
Office Phone: (936) 468-1723; (281) 685-8873
Office Hours: https://calendly.com/straubsm

I will be available to answer emails during office hours. If you would prefer to visit in person, or via Zoom, please email 24 hours in advance to make arrangements.

Email: straubsm@sfasu.edu

Preferably, use your school email platform to send emails related to the course with “ELED 5315” somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

I. Course Information

Course Fees:
None

LiveText/Watermark Assessments:
None

Course Deliver Modality

This course is an online, asynchronous course. There is a group project component that will need to be scheduled with your peers but the remaining work occurs on a weekly basis and is determined by your schedule.

Course Description

ELED 5315, Social Studies Methods in the Elementary Classroom is designed to explore perspective and pedagogy to develop the knowledge and skills to be an engaging and effective EC-6 social studies teacher. It is an upper level social studies methods web-based course taught
through the Department of Education Studies. This course explores the scope and sequence of social studies content in grades EC-8 with emphasis on current social studies instructional trends and practices, practical classroom strategies and activities, technology, and planning effective social studies lessons.

The National Council of Social Studies (NCSS) states that the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. To do that, social studies education must develop social understanding and civic efficacy in students. Social understanding is knowledge of the social aspects of the human condition, the effects of the physical environments and cultural settings on people, and the trends likely to shape the future. Civic efficacy is the readiness and willingness of people to assume citizenship responsibility.

To develop social understanding, educators in this course study ideas from the academic disciplines of history, civics and government, geography, and economics. They learn how to guide students in understanding these ideas and in practicing the skills necessary for critical thinking about society. To develop civic efficacy, educators in this course learn how to encourage in students a reasoned respect for and commitment to the core values of democracy. Educators will also learn how to guide students into becoming active participants in civic life.

In this course, we will inquire:

- What is social studies education, and what is its purpose?
- What does teaching for civic competency mean?
- What are the most effective ways to increase students' knowledge and skills in social studies?

II. Course Goals

This course is aligned with the mission of the PCOE, which is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. 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 and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC)
standards, ISTE, NCSS and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

**Program Learning Outcomes (Student Learning Objectives)**

1. **PLO 1** The master’s graduate will locate, critically analyze, and synthesize current, relevant literature about a topic related to the area of concentration at the preK-eighth grade level.
   a. **SLO 1.1** Students will demonstrate a comprehensive knowledge of the social sciences (SBEC Social Studies Stds. I, IV, V, VI, VII, VIII, IX, & X; TExES EC-6 Core Subjects Competencies 017, 018, 019; TExES 4-8 Core Subjects Competencies 29, 30, 31, 32, & 33; TExES Social Studies 4-8 Competencies 001, 002, 003, & 004)
      i. **SLO 1.1.1 Assessment** – TEKS Analysis Activity and Social Studies for Social Justice Plan
      ii. **SLO 1.1.2 Assessment** – Reaction Statements
   b. **SLO 1.2** Students will demonstrate the ability to use technology to produce lesson plans and projects that teach one or more appropriate social studies TEKS (TExES PPR Domain I, Competency 001)
      i. **SLO 1.2.1 Assessment** – Mini Lesson Feedback Loop Assignment
   c. **SLO 1.4** Students will demonstrate an understanding of cultural diversity from historical and contemporary contexts (TExES PPR Domain I, Competency 001 & 002; TExES EC-6 Core Subjects Competency 016; TExES 4-8 Core Subjects Competency 035; TExES Social Studies 4-8 Competency 007)
      i. **SLO 1.4.1 Assessment** – TEKS Analysis Activity
      ii. **SLO 1.4.2 Assessment** – Reaction Statements

2. **PLO 3** The master’s graduate will impact preK-eighth grade student learning in the area of concentration.
   a. **SLO 3.3** Students will demonstrate the ability to plan and implement effective social studies instruction in the classroom. (SBEC Stds. II & III; TExES PPR Domain I, Competencies 003, 004, 009, & 010; TExES EC-6 Core Subjects Competency 016; TExES 4-8 Core Subjects Competency 035; TExES Social Studies 4-8 Competency 007)
      i. **SLO 3.3.1 Assessment** – Mini Lesson Feedback Loop Assignment
   b. **SLO 3.5** Students will demonstrate professionalism as an educator through knowledge of research supported current instructional trends and practices in social studies education and using English to communicate effectively and correctly with students, parents, and others. (TExES PPR Domain I, Competency 001, Domain II, Competency 007, Domain IV, Competencies 011,012, & 013; TExES EC-6 Core Subjects Competency 016; TExES Social Studies 4-8 Competency 006; SFASU College of Education Core Values)
      i. **SLO 3.5.1 Assessment** – Book Circle Project

### III. Assignments, Instructional Materials, Use of Technology

**Course Assignments**
This section will begin with a description of each of the course components. It will include a rubric for the specific course assignments and will have a Grade Tracker at the end of the section that will also be included as a separate document in Brightspace by D2L.

- **TEKS Analysis Activity (15 Points):** See full details in the Brightspace by D2L course content.

- **Social Studies for Social Justice Plan (20 Points):** See full details in the Brightspace by D2L course content.

- **Reaction Statements (10 Points x 2):** Students in this course are expected to submit several reading reaction statements to Brightspace by D2L at various times throughout this summer session. Reflective reaction papers will share 2-3 key takeaways, identify areas for further study, and include specific, actionable ways to incorporate recommendations into your specific role.

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<tr>
<th>+2</th>
<th>+4</th>
<th>+1</th>
<th>+3</th>
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<tr>
<td>The reaction statement is double-spaced and includes identifiable sections with either headings or paragraphs.</td>
<td>The reaction statement identifies and describes 2-3 takeaways from the text.</td>
<td>The reaction statement identifies a point from the text that was unclear, uncomfortable or confusing. If this is not applicable, the reaction statement will identify where concepts might be a challenge to incorporate.</td>
<td>The reaction statement explains how the reader could specifically incorporate ideas from the reading into his/her/their role for the upcoming academic year.</td>
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- **Mini Lesson Feedback Loop (25 Points):** Students in this course are expected to plan a social studies lesson for students in grades PK-8. There are three primary components for this mini lesson: Lesson and Resource Planning/Development; Professional Commentary on Colleague Lessons; Reflection on Lesson and Feedback. The lesson plan/resources and the reflection must be submitted to the Dropbox AND your professional commentary will be collected in the Discussion Boards. The reflection template and lesson plan template will be shared on Brightspace by D2L.

  NOTE: If a student does not engage in the Discussion Board at the time it is assigned, the student may submit his/her/their comments but will not be able to receive full credit for that area of the rubric. The rationale for this is that a Discussion Board is meant to be interactive and late participation means the replies will not have the opportunity for engagement.

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<th>+3</th>
<th>+9</th>
<th>+4</th>
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<tr>
<td>The lesson has 2 clear objectives AND these objectives are aligned with the</td>
<td>The lesson follows traditional formats (5-Step, 5E, Workshop, etc.). This includes an</td>
<td>The lesson includes hyperlinks or attachments for the resources that</td>
<td>The student has contributed constructive, critical feedback to his/her/their</td>
<td>The student has submitted a well-written and</td>
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  The lesson has 2 clear objectives AND these objectives are aligned with the lesson. The lesson follows traditional formats (5-Step, 5E, Workshop, etc.). This includes an explanation of how the lesson follows a specific structure. The lesson includes hyperlinks or attachments for the resources that support the lesson. The student has contributed constructive, critical feedback to his/her/their role for the upcoming academic year. The student has submitted a well-written and thought-provoking reflection.
lesson. One objective is a lower-level Bloom's verb (i.e. “identify”) and the second is an upper-level Bloom's verb (i.e. “formulate”).

engage/hook, a group activity, an individual activity, an opportunity for direct instruction or teacher modeling and a wrap up.

will be needed (i.e. PPT, online simulation, PDF of handouts, activity resources, etc.)

peers for the duration of the course. It is professionally written and specific.

open reflection of the lesson and the feedback they received.

• Zoom Book Circle Project (20 Points): The ability to create structures for continued learning is something about which I feel strongly. I plan to be flexible with this one (you may choose your partner and the modality with which you engage) while also having some clear parameters. You cannot read an entire book during this summer session AND have meaningful dialogue AND engage with the course material. Therefore, you will need to come up with a plan. While all of these books are wonderful resources for you to have in your professional library, you may feel free to rent these from the library rather than purchasing. You may choose from:

  o  Lies My Teacher Told Me – James W. Loewen
  o  A Different Mirror – Ronald Takaki
  o  An Indigenous Peoples’ History of the United States For Young People – Roxanne Dunbar-Ortiz
  o  A Young People’s History of the United States – Howard Zinn

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<td>The partners will submit their Book Circle plan by the end of the second week. This plan includes: Title, 3 chapters to focus on, and plan for collaborative processing.</td>
<td>While this will be submitted at the end of the session, students will reflect on their collaborative processing session and on their individual takeaways for the first chapter.</td>
<td>While this will be submitted at the end of the session, students will reflect on their collaborative processing session and on their individual takeaways for the 2nd chapter.</td>
<td>While this will be submitted at the end of the session, students will reflect on their collaborative processing session and on their individual takeaways for the 3rd chapter.</td>
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### Grading Tracker

#### Dropbox Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Score</th>
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<tbody>
<tr>
<td>TEKS Analysis Activity</td>
<td>____ / 15</td>
</tr>
<tr>
<td>Social Studies for Social Justice Plan</td>
<td>____ / 20</td>
</tr>
<tr>
<td>Journal Reflection 1</td>
<td>____ / 10</td>
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<tr>
<td>Journal Reflection 2</td>
<td>____ / 10</td>
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<tr>
<td>Book Circle Project</td>
<td>____ / 20</td>
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</table>

#### Discussion Board Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Score</th>
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<tbody>
<tr>
<td>Mini Lesson Feedback Loop – Lesson and Resources</td>
<td>____ / 12</td>
</tr>
<tr>
<td>Mini Lesson Feedback Loop – Colleague Evaluation Posts</td>
<td>____ / 9</td>
</tr>
<tr>
<td>Mini Lesson Feedback Loop – Lesson Reflection</td>
<td>____ / 4</td>
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<tr>
<td>Discussion Board 4 – Critical Dialogue on Future Readings</td>
<td>____ / 10</td>
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### Required Technology

This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

### Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.
IV. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

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<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week of June 28</td>
<td>Module 1: Course Introduction and NCSS Standards</td>
<td>• Read Get Started module content, notably Syllabus and Course Calendar.</td>
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<td>• Take Get Started Quiz</td>
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<td>• Read module content and assigned readings.</td>
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<td></td>
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<td>• Submit <strong>Reaction Statement 1</strong> by Sunday 11:59 PM CST.</td>
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<tr>
<td>Week of July 5</td>
<td>Module 2: Teaching in Culturally, Racially, and Linguistically Diverse Classrooms</td>
<td>• Read module content and assigned readings.</td>
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<td></td>
<td>o Parker &amp; Beck – Chapter 2</td>
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<td></td>
<td>• Submit <strong>Book Circles</strong> Plan</td>
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<td>• Review Example/Non-Example Lesson Plans and respond to <strong>Discussion Board 1</strong> by Sunday 11:59 PM CST.</td>
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<tr>
<td>Week of July 12</td>
<td>Module 3: Democratic Citizenship Education</td>
<td>• Read module content and assigned readings.</td>
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<td>o Boyle-Baise &amp; Zevin – Chapters 1 and 2</td>
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<td>• Submit Mini Lesson by Wednesday 11:59 PM CST OR Review Lesson in <strong>Discussion Board 2</strong> by Sunday 11:59 PM CST.</td>
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<td>• Submit <strong>Reaction Statement 2</strong> by Sunday 11:59 PM CST.</td>
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<td>• Engage with your <strong>Book Circle</strong></td>
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<td>Week of July 19</td>
<td>Module 4: Pedagogical Tools</td>
<td>• Read module content and assigned readings.</td>
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<td>o Wade – Chapters 4 and 6</td>
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<td>• Submit Mini Lesson by Wednesday 11:59 PM CST OR Review Lesson in <strong>Discussion Board 3</strong> by Sunday 11:59 PM CST.</td>
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<td>• Engage with your <strong>Book Circle</strong></td>
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<td>Week of July 26</td>
<td>Module 5: Exploring Effective Teaching Strategies and Assessing Student Learning</td>
<td>• Read module content and assigned readings.</td>
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<td>o Parker &amp; Beck – Chapter 9</td>
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<td>• Engage with your <strong>Book Circle</strong> and submit final reflections to <strong>Book Circle Dropbox</strong> by Sunday, August 01 11:59 PM.</td>
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<td>• Submit <strong>TEKS Analysis and Social Justice Plan</strong> to Dropbox by Sunday, August 01 11:59 PM.</td>
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<td>• Complete End-of-Semester Evaluation</td>
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V. Readings

Course Materials

This course is an Open Educational Resources (OER) Course. This means all course materials, readings, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge are free to use.

All course materials and weekly reading/viewing assignments are posted to Brightspace by D2L.

VI. 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.

VII. Student Ethics and Other Policy Information

All policies can be accessed in their entirety at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

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

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

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.

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- 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.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**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.

Acceptable Student Behavior: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.


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
**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 SFASU Disability Services.

**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, 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, 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. 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.

VIII. Other Relevant Course Information:

This course may be modified at the discretion of the professor.