Prerequisites
Admission to Teacher Education and Post-Baccalaureate Initial Certification Program
Must have sufficient computer access and skills to participate fully online.

I. Course Description
Focus on acquisition and development of reading skills in early childhood.
There are 2 Live Text assignments (now called Watermark); see section VI.

READ 5300 “Reading Methods for Early Childhood” (3 graduate level credits) is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. This course delivered in the summer meets “online anytime” http://d2l.sfasu.edu for half the regular semester duration. Prepare for a fast ride!

SFA complies with SACSCOC Standard 9.6 of The Principles of Accreditation (2018) for all graduate courses: “Post-baccalaureate professional degree programs are progressively more advanced in academic content than undergraduate programs, and are structures (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.”

During a normal regular 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). This course includes a detailed calendar to guide students through the content reading modules and videos; retakable quizzes are intended to help master course content; there are multiple assignments, three of which are to be entered into Live Text, all of these provide opportunity to apply what is being learned and to demonstrate mastery. Assignments include: writing a paper on how to teach reading using the latest scientifically based reading research; creation of lesson plans reflecting the TEKS and LO TEKS using 1) the engaging explicit and systematic word building phonics teaching strategy and 2)
guided reading focused on comprehension and prediction skills; assessment of children’s reading and how to improve it; monitoring instruction and what to do when a child falls behind; writing a paper on the reflective practitioner; plus a final mastery exam aligned with the SLOs in this course. As you can see, we will be busy. The course content from this course is clearly important. In fact, starting 2021, Texas teachers are expected to pass a stand-alone reading test on the Science of Teaching Reading (essentially this course)!

This course is delivered during half of the semester, so you should plan to devote serious attention to this course as it will be moving along at twice the normal pace, yet it is already a very intense course full of critical information about setting a strong foundation upon which all future learning builds (a national priority).

Alignment. This course is aligned with state (TExES) and national (IRA/NCATE/CAEP) teaching standards for teachers of reading, and continually monitors and fully incorporates the latest science of teaching reading (STR). Today's teachers are accountable. [Visit this link](https://www.youtube.com/watch?v=ZWQgmuJ80Q)

Diversity. 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. [Visit this link](https://www.sfasu.edu/coe/about/deans-office-statements)

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course encompasses the mission of the Perkins College of Education’s (PCOE) Conceptual Framework (Vision, Mission, and Core Values) which describes a shared vision and purpose 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.” This Framework provides coherence for the curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values of academic excellence, life-long learning, collaboration, openness, integrity, and service translate into knowledge, skills, and dispositions in the PCOE. It is this philosophy and vision that helps to distinguish SFA graduates from those of other institutions.

Program Learning Objectives (PLO) are goals of the overall program which are aligned with the International Reading Association (IRA) Standards. Within the program, Student Learning Objectives (SLO) are established for each course. The list below shows the course alignment for READ 5300, which provides the foundation needed to successfully complete the remaining reading courses and field experiences in our program. In keeping with the PCOE goals for academic excellence this course carefully guides and supports the teacher candidate through a variety of ways to learn and master reading content toward becoming an effective teacher in the elementary classroom.

Below are the program learning objectives (PLO) and student learning objectives (SLO) for this course, READ 5300:

**PLO 1** (program expectations) Teacher Candidates (TC) know, understand, and use the major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

- **SLO 1.1** – (course expectations) TC are aware of state and national content and performance standards for reading/language arts and approaches for teaching and assessing those standards.
- **SLO 1.3** – TC are able to **use a variety of techniques for fostering emergent literacy** in research-based skills such as phonemic awareness, phonics, word recognition, vocabulary, fluency, and text comprehension.

**PLO 3** TC use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement **collaborative engaging**, thought provoking, inquiry-based instruction to meet the needs of all learners.

- **SLO 3.4** – TC are able to use varied methods, materials, and grouping patterns to **teach students of varying abilities from a variety of cultures and backgrounds**.
- **SLO 3.5** – Be aware of and be able to **use a variety of approaches** to teaching literacy.

**PLO 4** TC know, understand, and use **formal and informal assessment** strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children.
SLO 4.2 – TC are able to use a variety of methods to monitor and assess students’ progress.

PLO 5 TC know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children.

SLO 5.6 – TC are able to work collaboratively with other professionals.

III. Course Assignments, Activities, Instructional Strategies, Technology

When you enter the D2L course pages (now called Brightspace) http://D2L.sfasu.edu you will be directed to look above and click CONTENT (then PAGE ONE) where you will find a detailed syllabus, calendar, grading rubrics, and all documents and online activities needed for completion of this course. Just follow the directions, read each module page carefully, turn in assignments ON TIME, and ASK when things are not clear, and you should do well in this course. The CALENDAR is your best overall guide; follow it closely, it will guide you to the end of the course.

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.

BEGINNING DAY ONE you SHOULD:
• be computer ready with strong computer skills
• have purchased required BOOKS (see section VI)
• have the ability to work in an independent learning format yet 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
• check in often (at least 4 days per week) for important messages and updates; visits are tracked

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 comment to guide you. Put your name & section # in subject area.

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 docx. Scholarly work is expected of TC and college level students.

All quizzes. Quizzes give you practice working through the material and offer an opportunity for me to add related and updated info without you having to purchase yet another book. We call these “learn as you go” quizzes. The calendar (and quiz link) shows when each is due. Look at the quiz LINK in D2L to learn more about each quiz. Click on the quiz link to learn additional information but do not click START QUIZ until you are ready to begin. Once you begin a quiz, you must finish it in one sitting. You must also SAVE your work as you go and move your mouse regularly so the quiz will not shut down. Once you begin a quiz, it will remain open for the designated amount of time, even if you begin a few minutes before the closing time—not a good strategy but good to know you MAY take quizzes/exams at the last minute when in a pinch. Some quizzes are retakable 3 times (3x) and “averaged” every time you take them; others quizzes (most difficult ones) are set to take only your highest score no matter how often you take them. MOST quizzes remain available until the end of the term. Still others may be taken only once. DO NOT WAIT UNTIL THE VERY LAST MINUTE to take quizzes; technology and weather are UN-reliable and so is life. Take quizzes early to prevent surprises, and for most quizzes enjoy the opportunity of retaking them to review and/or for a better score.
Live Chats  Zoom – Live chats and/or zoom meetings may be offered from time to time during the semester to discuss more complicated assignments. Please do your best to attend. Notification via D2L email.

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.

Technology Support. Check our TECH support link in the D2L early module section of the course pages. NOTE: For those of you living close to campus, there are many FREE computers for your use across the SFA campus and many new ones in the ECRC 2nd floor resource room (call ahead to check availability / 936 468 2259).
https://www.sfasu.edu/academics/sfaonline

A Live Person on campus  Call 936-468-4357 to speak to a real live person who can assist with computer related issues. If you live near campus or are visiting, you may take your computer to the Technical Support Center and have someone service it free of charge.

Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students.

IV. Evaluation and Assessments (Grading)

Points / Assignments
A maximum of 1000 points plus a few bonus points may be earned in this course.
250 – Quizzes on (green) Book by Hougen, and D2L Modules: Ph Awareness, Phonics, Dyslexia, ESL, and Teaching Strategies (videos)
100 – Paper on HOW to teach reading
*100 – Spelling Test & Word Study Lesson Plan; LiveText (watermark) #1 on Lesson Planning; PLO 1,3,4
50 – Assignment on CBM Progress Monitoring
100 – Running Record Assignment (submit only your thoughtful answers to 7 questions)
50 – Read seminal article, Focus on Fluency and answer 20 questions.
100 – Final Exam part 1 – Reflection Discussion (Kilpatrick’s summary on STR)
* 250 – Final Mastery Exam part 2 – Live Text #3 M/C Comprehensive Exam (must pass to be eligible for A in course)

Bonus Options (5): Hello Posting (1), PreTest survey (1), Survey (1), Course Evaluation (2)

Grading: We are collecting points, not averaging scores. When you earn a TOTAL of 900 points, you earn an A for the course (provided you pass the Mastery Final Exam); 800 (B); 700 (C); 600 (D); <600 = F

*Indicates LiveText (Watermark) Assignment. See Section VI below.

LATE ASSIGNMENTS & QUIZZES. All assignments must be submitted by 11:30pm on the day it is due (see calendar). I will accept LATE assignments but penalty points increase with time lapsed. Look at the QUIZ LINK to learn about each quiz and when each quiz shuts down. Many are retakable and set to grab your best score.

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.
**Grading Rubrics.** Rubrics tentatively showing how you will be graded are located in the early modules under Table of Contents, syllabus section. Details for each assignment and sample copies are provided in the module area where they are taught/discussed.

**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.

**V. Course Outline/Calendar** (tentative)

<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5300 Calendar</strong></td>
<td><strong>WITH DR. ABEL</strong></td>
<td><strong>Follow this calendar; it will take you to the end of the course.</strong></td>
<td><strong>Hang on for a fast Single-month ride!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GET READY TO HIT THE GROUND RUNNING!</strong></td>
<td><strong>Day 1 and June 1</strong></td>
<td><strong>May 30</strong></td>
<td><strong>Day 2 and June 1</strong></td>
<td><strong>June 2</strong></td>
<td><strong>June 3</strong></td>
<td><strong>June 4</strong></td>
</tr>
<tr>
<td>Log onto live text <a href="https://www.ivetext.com/misk5/logintext">https://www.ivetext.com/misk5/logintext</a>! (problem? call 936-468-1267)</td>
<td>Learning Modules:</td>
<td>Read: Module 1 &amp; 2 – Foundation Skills Try Phonemic Awareness Quiz; it is retakable</td>
<td>Read Mod 3 Approaches Mod 4 Levels/Stages</td>
<td>Read Module 5 it will tell you which chapters to read in your green Hougen book. These modules provide quiz hints for the retakable quizzes. If you have the new book edition (2nd), follow CHART to match chapter readings. Note D2L modules are not the same as CHAPTERS in your green book</td>
<td>Begin reading Chap. 1, pp.8-15 on Quality Teaching (or p. 7-17, 2nd ed)</td>
<td><strong>DUE TODAY</strong> Chap. 1 Quiz On teaching (refers to the Green Hougen book) Quizzes are retakable and set to grab best score.</td>
</tr>
<tr>
<td>In D2L, look up, click content. Read: PAGE ONE Calendar – Syllabus – Assignments</td>
<td>Review chap 7 &amp; Mod 5 Awareness Quiz – it is retakable</td>
<td>Download SHORT VERSION of the course summary &amp; read it (mod 4) to help write paper</td>
<td>Download LONG VERSION of the course summary &amp; read it (mod 4) for handy review summary LATER</td>
<td>Download LONG VERSION of the course summary &amp; read it (mod 4) for handy review summary LATER</td>
<td>Read Hougen green book Chap 2 p.18-27 on STR old book (or p.19-31 2nd ed book) Read chap 3 assessment, new 2nd ed book.</td>
<td></td>
</tr>
<tr>
<td><strong>June 4 DUE TODAY</strong> Paper on How to Teach Reading instructions, end Mod 4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>KEEPING UP?</strong></td>
<td><strong>DUE TODAY</strong> Chap. 2-3 Quiz Refers to Hougen book chap’s READ chap 1 Beck book.</td>
<td>6 Keep reading Mod 5: Refers to green Hougen book (use chart to determine which pages) READ Chap. 4, 5 Language, Phono.Aw, and Phonics in new 2nd edition (focus on pp.64 – 79, 84 – 98, 108-125, 128-146, 151-2)</td>
<td>7, 8 DUE wed 7th Phonemic Awareness Quiz (review chap 7 &amp; mod 1-2)</td>
<td><strong>DUE thur 8th</strong> Chap. 5-6 Language Quiz Module 5: Hougen book Read: Chap. 6 and 7 spelling, text types (refer to chart for 2nd ed)</td>
<td>Module 5: Read Chap. 8 On Building Reading Fluency (refer to chart for 2nd edition book) TRY the CHAP 11 Fluency Quiz Practice Phonics: <a href="http://english.glendale.cc.ca.us/phonics.html">http://english.glendale.cc.ca.us/phonics.html</a></td>
<td><strong>DUE TODAY</strong> Chap 11 Fluency Quiz Refers to our green Hougen book (or to chap 11 for 2nd ed book) Module 5: READ Chap. 9 – 17 on Vocab Dev. For 2nd edition, read chap 9, p. 202-216, 223-232, chap 17 and 19 plus Conclusion</td>
</tr>
</tbody>
</table>
### JUNE 11
**DUE TODAY**
Chap. 9 - 17
Morphological Aw. Quiz
We are now done w our Hougen book

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### JUNE 18
**DUE TODAY**
**DYSLEXIA Quiz**

**DUE TODAY**
**ESL Quiz**

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### JUNE 25
**READ the RESEARCH module on using WWC**
Prepare for 2-part final (Discussion & m/c mastery final exam)
All quizzes close down TODAY except final mastery exam

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### JUNE 30
**DUE TODAY**
Part 2 of the Final Exam MASTERY M/C FINAL EXAM
liveText #2 (comprehensive) I will score and place result in Live Text

Email ALL late assignmts due TODAY

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### VI. Texts

**REQUIRED:** This is the NEW edition (2nd), but either edition will be fine for this course.

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/policies/

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.

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 https://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 retakeable so no special provision is needed or will be made for quizzes/exams for this course.

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 polity 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 [http://www.youtube.com/watch?v=SZsGFNoeQ-U](http://www.youtube.com/watch?v=SZsGFNoeQ-U) you may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) ONLINE at 936-468-4108 [http://library.sfasu.edu/aarc](http://library.sfasu.edu/aarc). Take every opportunity to use these online supports and/or 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: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
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](https://www.sfasu.edu/judicial/earlyalert.asp) 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.

**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$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=Y)
Other Information
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 TEES 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.

IX. Other Relevant Course Information
Registrar https://www.sfasu.edu/info-for/current-students
SFA Links, Policies, DEADLINES http://www.sfasu.edu/registrar/194.asp http://www.sfasu.edu/52.asp This includes registration/withdraw dates, SFA calendar, financial aid, student services, book store, student employment.
University Calendar https://orion.sfasu.edu/calendars/
Drop Classes https://www.sfasu.edu/registrar/registration-information/how-to-drop-withdraw
Advising https://www.sfasu.edu/coe/student-resources/advising
Graduate Program & Bulletin https://www.sfasu.edu/docs/ed-studies/program-handbook-elem-med.pdf
Graduate Requirement B average https://www.sfasu.edu/admissions-and-aid/admissions-process/graduate
Have a Question? http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu