I. **Course Description:**

- An introduction of the importance and need for early childhood education; birth to age 8.
- This course focuses on developmentally appropriate practice and gives an overview of observing and assessing young children.
- Other topics to be discussed include historical perspectives and the development of young children through the classroom curriculum.

**Course Justification:** Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 16 weeks. Over the course students will learn about the need for early childhood education, age-related commonalities among children, the influence of family and teachers, developmental theorist, standards and assessments, indoor and outdoor environments, social, cognitive, and physical development of children from birth to 8.

**Course Delivery Modality:** The course is offered complete online in an asynchronous form. The course information opens on Monday at 12:01 am and weekly assignments are due Sunday at 11:59 pm unless otherwise stated within the course.

**Zoom Office Hours:** The professor offers zoom office hours. The times that are posted are hours I will be available. Please e-mail me and I will send you a Zoom link. If you need a time outside of these hours, please send an email and we will work to find a time for both of us.

**Email:** I will be checking email from 8 a.m. on Monday morning through Friday at 12:00 p.m. I do occasionally check emails on the weekend but do not guarantee this. Please look ahead in the course modules and email with questions prior to the weekend.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course enhances student learning in the area of child develop and serves as one of the foundation courses in the Family Studies Program in the School of Human Sciences. It also aligns with the standards of the national Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child develops and family relationships.

- **Program Learning Outcomes:**
  - Learners will identify social and cultural influences affecting family life (CFLE content area #1)
  - Learners will recognize healthy and unhealthy characteristics pertaining to family relationships (CFLE content area #2)
  - Learners will apply appropriate practices based on theories of human growth and development to individuals and families (CFLE content area #3)
  - Learners will apply strategies based on child’s age/stage of development to promote effective developmental outcomes.
  - Learners will develop culturally-competent educational materials and learning experiences (CFLE content area #10)
  - Learners will demonstrate professional behaviors that are reflective of ethical standards & practice (CFLE content area #9)
  - Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes (CFLE content area #7)

**Student Learning Outcomes:**

Upon successful completion of the course, the student will know:

- The purpose of Developmentally Appropriate Practices (DAP)
- Diverse methods of play for children within different cultures
- Theoretical frameworks in early childhood education and the importance of theory and research
- How to promote independence and exploration for children
- How to create a developmental/age-appropriate curriculum based on the cognitive, social, emotional, and physical domains of early childhood
- How to help children develop coping skills and resiliency

[https://www.sfasu.edu/coe/about/deans-office-statements](https://www.sfasu.edu/coe/about/deans-office-statements)
Family Life Educator Certification
Course content in TECA 1311 emphasizes the following four of the ten Family Life Content Areas identified by the National Council of Family Relations (NCFR).

- **Family Life Content Area I**: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

- **Family Life Content Area V**: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

- **Family Life Content Area VII**: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

- **Family Life Content Area IX**: Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

*The notes from this class should be retained to use for review purposes for the CFLE exam*

Teacher Certification
Course content in TECA 1311 provides information related to the following standards for the professional qualifying exam (TExES) for students certifying to teach EC-6.

**NCATE Objective Standard I- Promoting Child Development and Learning**
1a. The candidate knows and understand young children’s characteristics and needs
1b. The candidate knows and understands the multiple influences on development and learning
1c. The candidate uses developmental knowledge to create healthy, respectful supportive and challenging learning environments.

*The notes from this class should be retained to use for review purposes for the TExES*

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Use of technology may include: D2L (My Courses), internet assignment/activities/research, and word processing.

1. TECA 1311 is a D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icons for class assignments, discussion questions, pop quizzes, exams, and Dropbox assignments. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon.
2. Course content is delivered but not limited to class lectures and discussions, D2L (My Courses), scheduled assignments with deadlines, offline reading assignments, online readings and participation, utilizing web pages, Power Points, emails, the Dropbox assignments. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Course Points are earned through:

   **Syllabus Quiz: 10 pts**
   This is a quiz to show that you understand and agree to the syllabus.

   **Introduce Yourself Discussion: 10 pts**
   This is a discussion to introduce yourself to online peers.

   **Developmentally Appropriate Practice (DAP) Assignment: 10 pts.**
   Students are responsible to for completing the DAP assignment in D2L to show their understanding of DAP. (SLO 7)

   **Observations: 170 pts**
   Students are responsible for finding a location to observe toddlers (10 pts.) and for observing 8 hours throughout the semester. (1 hour a week) (160 pts.)

   **Discussion: 50 pts**
   There is a discussion assignment worth 50 points. Students are to post and respond by 11:59 pm on Sunday.

   **Room Arrangement Assignment: 10 pts.**
   Teacher candidates will review the physical environment guidelines and create a classroom floor plan that includes these elements. Student will be responsible for uploading assignment to both the D2L dropbox and to Qclassroom.

   **Discovery Activity: 10 pts.**
   Students will select a discovery activity to create. Students will then submit a Flipgrid to discussing what recipe was made, what they liked about the project, what did or did not work, and would they try with children. The discovery item is then to be shown in the Flipgrid. (SLO 1)
Case Study: 100 pts.
Students will be responsible for completing the online case study. Students will be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. Student will be responsible for uploading assignment to both the D2L dropbox and to Qclassroom. (SLO 3)

Chapter Quizzes: 320 pts.
16 Quizzes at 20 points each = 320 points. Quizzes will be Multiple Choice and True/False. Each chapter quiz can be taken twice and the higher of the two scores will be recorded. There are 10 questions on each quiz and the student will have 20 minutes to complete. Refer to the syllabus timeline for dates.

5. The time to worry about your grade in this class is at the BEGINNING of the course, not at the end. If you are as concerned about your grade every day of the semester as most students are on the last couple of days, you will not need to be concerned those last couple of days. The grades you receive throughout the semester will determine your final grade in the course. I will not change the grade you earn. If you keep up with the work and do your best throughout the semester, you will earn the points you need for the class.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). The final grade will be determined by a percentage of required points earned. A tentative grading scale is listed below. (The grading scale is subject to change to reflect additional points earned through participation in various in-class activities as assigned by the professor). Grades are based on the following:

<table>
<thead>
<tr>
<th>Syllabus Quiz</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Yourself</td>
<td>10</td>
</tr>
<tr>
<td>Developmentally Appropriate Practices</td>
<td>10</td>
</tr>
<tr>
<td>Observation Location</td>
<td>10</td>
</tr>
<tr>
<td>Room Arrangement Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Discovery Activity</td>
<td>10</td>
</tr>
<tr>
<td>Chapter 14 Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Observation Hours</td>
<td>160</td>
</tr>
<tr>
<td>Chapter Quizzes (16 quizzes at 20 points each)</td>
<td>320</td>
</tr>
<tr>
<td>Total Points</td>
<td>690</td>
</tr>
</tbody>
</table>

A = 89.5-100%, B = 79.5-89.4%, C = 69.5-79.4%, D = 59.5-69.4%, F = 0-59.4%
**V. Tentative Course Outline/Calendar:**

**TECA 1311 Course 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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17 – 21</td>
<td>Getting Started Observations</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>• Complete Introduce Yourself Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 1</td>
</tr>
<tr>
<td>Jan. 22 – 28</td>
<td>Chapter 2</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td></td>
<td>• <strong>Solidify Observation Location: Jan. 28</strong></td>
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<td></td>
<td>• Complete Quiz 2</td>
</tr>
<tr>
<td>Jan. 29 – Feb. 4</td>
<td>Chapters 3</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Quiz 3</td>
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<tr>
<td></td>
<td></td>
<td>• Complete DAP Assignment</td>
</tr>
<tr>
<td>Feb. 5 – 11</td>
<td>Chapter 4</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td>• Complete Quiz 4</td>
</tr>
<tr>
<td>Feb. 12 – 18</td>
<td>Chapter 5</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td>• Complete Quiz 5</td>
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<tr>
<td>Feb. 19 – 25</td>
<td>Chapter 6</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td>• Complete Quiz 6</td>
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<tr>
<td>Feb. 26 – Mar. 3</td>
<td>Chapter 7</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td></td>
<td>• Complete Quiz 7</td>
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<tr>
<td>Mar. 4 – 10</td>
<td>Chapter 8</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
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<td>• Complete Quiz 8</td>
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<tr>
<td>Mar. 11 – 17</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Instructions</td>
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<tr>
<td>Mar. 18 – 24</td>
<td>Chapter 9</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td>Case Study</td>
<td>• Complete Quiz 9</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Case Study</td>
</tr>
<tr>
<td>Mar. 25 – 31</td>
<td>Chapter 15</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td>• Complete Quiz 15</td>
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<td></td>
<td></td>
<td>• Complete Start, Stop, Continue Bonus</td>
</tr>
<tr>
<td>Apr. 1 – 7</td>
<td>Chapter 11</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Chapter 11 Quiz</td>
</tr>
<tr>
<td>Apr. 8 – 14</td>
<td>Chapter 12</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Discovery Activity</td>
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<td></td>
<td></td>
<td>• Complete Chapter 12 Quiz</td>
</tr>
<tr>
<td>Apr. 15 – 21</td>
<td>Chapter 14</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Chapter 14 Discussion</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Quiz 14</td>
</tr>
<tr>
<td>Apr. 22 – 28</td>
<td>Chapter 16</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<td></td>
<td>• Complete Quiz 16</td>
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<td></td>
<td></td>
<td>• Observation Hours Due</td>
</tr>
<tr>
<td>Apr. 29 – May 5</td>
<td>Chapter 10</td>
<td>• Read module content, assigned readings, and watch all associated videos.</td>
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<tr>
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<td>• Complete Quiz 10</td>
</tr>
<tr>
<td>May 6 – 10</td>
<td>Chapter 13</td>
<td>• Complete Quiz 13 by Friday December 8</td>
</tr>
</tbody>
</table>

All assignments are due Sunday at 11:59 pm unless otherwise stated in the calendar. Example: All assignments available “Week of August 23” are due August 29th at 11:59 pm. No late work is accepted.
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation.

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 Policy

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.
Professionalism Work Policies:

Late Work receives no points. Under extenuating circumstances such as health reasons, family emergencies, or student participation in approved university-sponsored events are always considered.

- Late work that is approved by the instructor must be turned in no later than one week after the due date.
- Complete all assignments independently unless otherwise stated by the instructor.
- 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.

AI Statement

It is expected that all work students submit for this course will be their own. ChatGPT or any other generative artificial intelligence (AI) tools are prohibited at all stages of the work process, including preliminary ones. All student’s work will be run through a system to check for AI usage. Violations of this policy will be considered academic misconduct.

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

    If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation

- **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](#).
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

- 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.

- 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
  - 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.
- 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 SFA.
- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.