Instructor Information:

Dr. Susan Reily
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Office: ECRC 201P
Phone: 936 468 2368
Office hours: I am available at other days/times not listed below by appointment.
Tuesday – 11:00-1:00
Wednesday – 2:00-4:00
Thursday – 12:30-1:30 online
Friday – by appointment
Credits: 3 hours
Course Time & Location: Monday/Wednesday, 12:30-1:45, Room 214

I. Course Description:

RDG 415 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: There are no LiveText assignments in this course.

II. Intended Learning Outcomes/Goals/Objectives:

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), 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.

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) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.
RDG 415 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.

**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- **ESL SLO 1.1** Candidates understand content related to all ESL SLOs 1-5 (Texas ESL ST I-VII; TESOL all).
  - ESL SLO 1.1.1 ESL Certificate Assignment

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4) Candidates will understand and use the central concepts, tools of inquiry, standards, and research/structures of content to plan and implement curriculum that develops all young students and adolescents’ competence in subject matter (AMLE 2; InTASC 4).

- **SLO 2.1** Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings (EC6 Texas ELA ST 8.1k, 2k, 3k, 4k, 5k, 6k, 7k, 2s, 4s, 6s, ST 9.1k, 2s, 3s; 4/8 ELA Texas ST 5.1k, 2k, 6k, 7k, 8k, 10k, 4s, 6s, 9s, 10s)
  - SLO 2.1.1 Assessment – Thoughts About Writing So Far Discussion
  - SLO 2.1.2 Assessment – The Written Language Quiz (EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 10k, 6s)
  - SLO 2.1.3 Assessment – Writing as a Process Quiz (ELA EC6 ST 8.1k, 2k, 4k, 4s; ST 9.1k, 2s, 3s; 4/8 ST 5.1k, 2k, 6k, 7k, 4s, 9s)
  - SLO 2.1.4 Assessment – Writer’s Notebook Example Assignment (EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s)
  - SLO 2.1.5 Assessment – Personal Narrative Assignment (ELA EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s)
  - SLO 2.1.6 Assessment – Stages of Writing Development Quiz (ELA EC6 8.1k, 5k, 6k)
  - SLO 2.1.7 Assessment – Models of Writing Quiz (ELA EC6 8.2k, 3k, 5k)

- **SLO 2.2** Candidates know and understand the terms syntax and vocabulary, how spelling develops and the relationships among spelling, phonological, graphophonemic knowledge, alphabetic awareness, the importance of this relationship, and the use of writing conventions (EC6 Texas ELA ST 8.7k, 9.2k, 3k, 4k, 7k; 4/8 Texas ELA ST 5. 1k, 3k, 4k, 5k,10s).
  - SLO 2.2.1 Assessment - Spelling & Conventions Assignment (EC6 9.3k, 7k; 4/8 5.1k, 3k, 5k, 10s)

**PLO 3** Candidates 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 (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8).

- **SLO 3.1** Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop) that assists students in developing competence in written communication (EC6 Texas ST 8, 5k,8k,1s, 5s, 9.1s, 4s, 5s, 6s; 4/8 Texas ST 5.11k, 8k, 2s, 10s, 11s, 12s; ISTE ST II).
  - SLO 3.1.1 Assessment – Writing Workshop Quiz (EC6 8.5k, 1s; 4/8 5.8k, 2s)
  - SLO 3.1.2 Assessment - Workshop Minilesson Assignment with technology integration (ISTE ST II; EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s)
PLO 4 Candidates 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 (ACEI 4; AMLE 4; InTASC 6).

- SLO 4.1 Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families (EC6 Texas ELA ST 8.9k, 3s, 7s, 8s, 10s, 9.7s; Texas ELA 4/8 ST 5.12k, 1s, 7s, 8s, 14s).
  - SLO 4.1.1 Assessment - Conference Assignment (EC6 8.9k, 3s, 7s, 10s, 9.7s; 4/8 5.12k, 1s, 7s, 8s, 14s)

- ESL SLO 4.2 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL student (ESL SLO 4.1; ESL Texas ST VI; TESOL 4c).

- ESL SLO 4.3 Candidates know and understand how listening, speaking, and reading relate to writing development and connect to the performance level descriptors (PLDs) used in the assessment of ELLs and articulate beginning, intermediate, advanced, and advanced high language acquisition levels relating to instructional strategies (EC6 Texas ST 8.6k, 2s; 4/8 Texas ST 5.9k, 3s; ESL SLO 4.2; Texas ESL ST VI; 4c)

- ESL SLO 4.4 Candidates use the Texas holistic process to assess writing using the PDL rubrics (ESL SLO 4.2 related; Texas ESL ST VI; TESOL 4c).
  - ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c)

- ESL SLO 4.5 Candidates understand fundamental language concepts and know the structure and conventions of the English Language (EC6 Texas ST 8.5k, 6k, 7k; 8.1s, 2s, 3s, 4s, 9s)

- ESL SLO 4.6 Candidates understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate instruction (EC6 Texas ST 8.5k, 6k, 7k; 8.1s, 2s, 3s, 4s, 9s)
  - ESL SLO 4.5.1/4.6.1 – Pre and Post Survey (EC6 8.5k, 6k, 7k)
  - ESL SLO 4.5.2/4.6.2 – Writing Project Final (EC6 8.5k, 6k, 7k; 8.1s, 2s, 3s, 4s, 9s)

PLO 5 Candidates 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 (ACEI 5; AMLE 5; InTASC 9, 10; EC6 Texas ST 8.5k, 6k, 7k, 8.8s, 9s; 4/8 Texas ST 5.14s, 15s).

- SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development (EC6 Texas ST 8.8s; 4/8 Texas St 14s).
  - SLO 5.1.1 Assessment – Conference Assignment (which includes email text to families) (EC6 8.7s; 4/8 5.14s)

- SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction (EC6 Texas ST 8.9s; EC6 8.5k, 6k, 7k)
  - SLO 5.2.1 Assessment – Writing Project Final (EC6 8.9s; EC6 8.5k, 6k, 7k)

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

DISCUSSIONS – (12 pts.)
- Thoughts About Writing So Far (PLO 2/InTASC 4) (2 pts) – You will post your thoughts about writing based on your personal history of writing, your attitude survey, and the information you have read in The Reasons We Write module.
- Writing Project Final (PLO 5/InTASC 9, 10) (10 pts) – You will write a descriptive paper on what you have gained about the teaching of writing and how to implement writing strategies with different levels of students based on your experiences working with students.

DROPBOXES – (44 pts.)
• The Personal Narrative (PLO 2/InTASC 4) (14 pts.) – You will create a personal narrative that shows the steps in the writing process and will participate in self-assessment.
• Spelling & Conventions (PLO 2/InTASC 4) (10 pts.) – You will analyze a student writing example and respond to the stage of spelling, convention concerns, skills to be taught, and suggestions for needed minilessons.
• The MiniLesson (PLO 3/InTASC 2, 3, 5, 7, 8/ISTE II) (8 pts.) - You will create a Writing Minilesson Plan based on the planning format shown in this course for the grade level you will work with as part of the Writing Project.
• The Writing Conference (PLO 4/InTASC6) (12 pts.) – You will review the student-writing sample of your student. You will create a writing conference for this student and will create text for an email to communicate the writing performance of this student to a family member.

QUizzes – (30 pts.)
• Writing Workshop Quiz (PLO 3/InTASC2, 3, 5, 7, 8) (5 pts.)
• Models of Writing Quiz (PLO 3/InTASC 4) (5 pts.)
• Writing as a Process Quiz (PLO 2/InTASC 4) (5 pts.)
• Stages of Writing Development Quiz (PLO 2/InTASC 4) (5 pts.)
• The Written Language Quiz (PLO 2/InTASC 4) (5 pts.)
• TELPAS Quiz (PLO 4/InTASC 6) (5 pts.)

Submit Hardcopy – (14 pts.)
• The Writers’ Notebook (PLO 2/InTASC 4) (10 pts.) – You will create an example of a Writer’s Notebook that will show crafting techniques and at least one of the entries will showcase a mentor text.
• Pre and Post Survey for Writing Project

Professionalism/Class Participation – (140 pts.)
• It is important that you come to class prepared and actively participate throughout our time together. You will have required readings to completer prior to some of our class sessions and at times, you will be asked to bring items to use for assignments related to class participation. I ask that you respect the time of others in the class, turn off your cellphones, and leave the room if you need to use them in case of an emergency only. As a class, we will develop the other guidelines for a successful semester during our first class and add them to the items listed here. (130 pts.)
• AXE ‘EMS Day Participation (10 pts.)

BONUS - 2 points for completing the ESL Certificate course.
• ESL Certificate Dropbox (PLO1/InTASC 1) - After you have completed the ESL preparation course at the T-Cert site, you will receive a certificate of completion. Upload that certificate in this assignment.

TOTAL: 240 plus the 2 bonus points

Technology - This is class requires the use of D2L. You will navigate web sites and video links. Additionally, you may use Word and PowerPoint for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

A = 216 - 240 points
B = 192 - 215 points
C = 168 - 191 points
F < 167 points

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415. There are no LiveText assignments in this class.

See the section above for a detailed description of the assignment and the point totals for that assignment.
All assignments are expected to be at least attempted!
The professor reserves the right to lower the grade by one letter if assignments are not attempted.

V. Tentative Course Calendar of Assignments:
It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Discussions, Dropbox assignments, and Quizzes are due on Sundays by 11:59 PM, Central Standard Time unless noted otherwise. All assignments should be attempted! A letter grade may be deducted from the final grade if assignments are not uploaded or posted by the due date.

**Tentative Course Timeline RDG 415**

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>MODULE READING BEFORE CLASS</th>
<th>ASSIGNMENT DUE AFTER CLASS</th>
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<tbody>
<tr>
<td></td>
<td>Read all available pages in the weekly module prior to the first class each week.</td>
<td>ADDITIONAL ASSIGNMENTS THAT ARE PART OF YOUR DAILY PARTICIPATION GRADE, NOT LISTED IN THE TIMELINE, WILL BE THINGS YOU CAN EASILY ACCESS OR COMPLETE WITH THE RESOURCES PROVIDED IN CLASS. All assignments are due by 11:59 pm on Sunday unless noted otherwise.</td>
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<tr>
<td>Week 1</td>
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<tr>
<td>January 19-24</td>
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<td>Writer’s Notebook Decorated and Set Up</td>
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<td>Week 2</td>
<td>Reasons We Write Module</td>
<td>Writing Workshop Quiz</td>
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<td>January 25-31</td>
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<td>Thoughts About Writing Discussion</td>
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<td>Week 3</td>
<td>Introduction to Writing Workshop</td>
<td>Writing Workshop Quiz</td>
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<td>February 1-7</td>
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<td>Week 4</td>
<td>Models of Writing</td>
<td>Models of Writing Quiz</td>
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<td>February 8-14</td>
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<td>Week 5</td>
<td>Writing as a Process</td>
<td>Writing as a Process Quiz</td>
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<td>February 15-21</td>
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<td>Week 6</td>
<td>Introduction to Genres of Writing</td>
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<td>February 22-28</td>
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<tr>
<td>Week 7</td>
<td>Introduction to Genres of Writing Continued</td>
<td>Writer’s Notebook Example</td>
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<td>February 29- March 6</td>
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<td>Week 8</td>
<td>Spelling and Conventions</td>
<td>The Personal Narrative</td>
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<td>March 7-13</td>
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<td>Spelling and Conventions Assignment due March 20</td>
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<td>Week 9</td>
<td>AXE ‘EMS Day</td>
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<td>March 21-23</td>
<td>Achieving Excellence in English, Math &amp; Science</td>
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<td>Week 10</td>
<td>Preparing a MiniLesson to Teach Writing</td>
<td>Spelling and Conventions Assignment</td>
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<td>March 28 Holiday</td>
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<td>March 29-April 3</td>
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<td>Week 11</td>
<td>Writing Conferences</td>
<td>Writing Conference Assignment</td>
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<td>April 4-10</td>
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<td>Week 12</td>
<td>Stages of Writing Development</td>
<td>Stages of Writing Development Quiz</td>
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<td>April 11-17</td>
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<td>The Writing Conference</td>
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<td>Week 13</td>
<td>The Written Language</td>
<td>The Written Language Quiz</td>
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<td>April 18-24</td>
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<td>The Minilesson</td>
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<td>Week 14</td>
<td>ESL Writing Assessment</td>
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<td>April 25-May 1</td>
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<td>ESL Certificate Bonus</td>
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<td>Week 15</td>
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<td>Minilesson</td>
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<td>May 2-8</td>
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<td>Week 16</td>
<td>Writing Project Final</td>
<td>Writing Project Reflection due May 11</td>
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<td>May 9-12</td>
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VI. Required Text and Other Required Materials:

1. **LIVETEXT** - This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

2. 2009. APA Publication manual 6th edition. Washington, D.C.: American Psychological Association. ISBN # 9781433805615 (*Strongly suggested but know that you may access APA by Purdue Owl as directed in the APA Module. So, you do not have to purchase this at this time.*)

3. All other required reading is located in the content modules of the course *(Required)*.

There are no LiveText assignments required in this course; you will not have to use LiveText.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Class Attendance and Excused Absences:

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Do not wait until the last minute to submit assignments because, “technical difficulties” the day an assignment is due will not be accepted as a legitimate reason for missing the due date. Technical difficulties is defined as an issue with having access or power to a computer and/or access to internet service in order to submit your assignment on time. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in 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. Students must provide appropriate documentation for excused absences. Unexcused absences will result in loss of daily participation points. A make-up assignment for class participation points, due to an unexcused absence, may be submitted one time within two weeks of the unexcused absence. The content of the paper will be assigned by the professor. If tardiness and/or unexcused absences become an issue for an individual student, their final grade may be lowered one letter grade. This is at the discretion of the professor. There is no make-up assignment for excessive tardies. 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 (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the
falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals:**

A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 5.5):**

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 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). 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 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.

**Acceptable Student Behavior:**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information

The State of Texas Elementary Education TExES Preparation Law

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.