



Stephen F. Austin State University
James I Perkins College of Education Early Childhood Graduate Program

Mission Statements

University Mission

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

Graduate School Mission

In its programs of graduate education, Stephen F. Austin State University seeks to afford qualified students the opportunity and a supportive environment in which to gain sufficient mastery of their chosen fields, so that, by virtue of their depth and breadth of knowledge and the extent of their expertise, they may contribute importantly to those fields.

In the service of this mission, the university seeks to staff the graduate departments with faculty members who maintain a high level of competence and productivity and to equip them so as to permit scholarship, creation and practice to advance at the leading edge of their respective disciplines. The university seeks to provide the needed intellectual infrastructures and resources to support its mission to provide superior graduate education.

Essential to the accomplishment of this mission is careful selection in the admission of students. Selective entrance requirements are partly for the maintenance of the high standards that characterize graduate students and partly for the benefit of the student who needs to determine early whether to undertake graduate work.

Graduate School regulations in this bulletin are effective at the beginning of the fall semester 2020. The graduate degree requirements are governed by the bulletin in effect at the time of the student's first enrollment in a graduate program or by any subsequent bulletin, whichever the student chooses, within a period of six consecutive years (see the statement below on the limitation of time). The Graduate School reserves the right to institute, during the time of a student's work toward a degree, any new ruling that might be necessary. Although new policies usually are not retroactive, the Graduate School reserves the right to make them so. In addition, the Board of Regents has authority to establish tuition and required fees within limits prescribed by the legislature. Students should be aware that these fees are subject to change.

The dean of the Graduate School and the deans of the colleges are responsible for the academic program of all graduate students and for policies and standards formulated by the Graduate Council.

Additional policies and standards of graduate work, which do not conflict with general policies of the Graduate School and are approved by the Graduate Council, may be established by each department offering graduate work.

Each graduate student approved for work in a degree program is placed under the supervision of a faculty adviser or committee representing the major and, if applicable, minor departments. The major adviser or committee must approve the student's program and administer the required examinations. The dean of the appropriate college and the chair of the major department are ex-officio members of each graduate student's advisory committee.

James I Perkins College of Education Mission

The mission of the PCOE 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.

The PCOE is a reflection of the successes and achievements of its students, faculty, administration and staff. The PCOE is a vibrant and inclusive learning community that embodies access, equity, diversity, cultural relevance and collaboration in teaching, research, service and community engagement. Our programs offer real-world knowledge to prepare students to be successful professionals.

Education Studies Mission Statement

The mission of the Department of Education Studies is to prepare undergraduate and graduate candidates to meet the teaching demands of a culturally diverse society in the twenty-first century. Through dynamic learner-centered programs that support lifelong learning, candidates learn the pedagogy and technology necessary to create classrooms for children in pre-kindergarten through eighth grade.

Graduate course offerings are designed to improve the competence of early childhood and to prepare them for a variety of positions

Teaching and Learning

Each early graduate candidate is expected to meet the academic and ethical standards of the profession by thinking in disciplined, critical, quantitative, qualitative ways.

Intellectual and Creative Discovery

Encourage the candidate to investigate the educational needs of a changing society and to think in creative ways to provide holistic developmentally appropriate practices to culturally diverse populations of young children.

Service Interdisciplinary

Education is a service industry. By pursuing a graduate level degree, candidates are expected to demonstrate collaboration to meet the needs of culturally diverse populations of young children. These future leaders are advocates for a population of individuals who do not yet have a voice to speak on their own behalf.

Academic Achievement

The candidate will be provided an environment in which they become an ethically guided, critical thinker who uses a substantive general education in traditional and nontraditional ways to provide proactive, developmentally appropriate practices in an early childhood setting.

Early Childhood Professionals

Careers in early childhood education include but are not limited to:

- **Preschool Teacher:** These teachers work with children ages three to five who are not yet in kindergarten. The educational requirements vary by state. Some require only a high school diploma and a certification, while others require a four-year degree.
- **Kindergarten Teacher:** This position may be with a public or private school and may require a degree and certification, depending on the state.
- **Teacher for First, Second, and Third Grades:** These elementary school positions are considered to be part of early childhood education. They teach a full range basic academic subjects to a class rather than specializing. A bachelor's degree is required and a certification may be needed, depending on the state.
- **Teacher Assistant or Para educator:** The assistant works in the classroom under the direction of the lead teacher. Often they work with one or more students at a time. This position often does not require a degree.
- **Childcare Worker:** Nannies, babysitters, and workers at childcare centers usually perform basic duties such as feeding and bathing in addition to play and activities that may be mentally stimulating. An associate's degree in early childhood development or a credential may result in a higher salary.
- **Childcare Center Administrator:** The director of a childcare facility may be required by a state to have a bachelor's degree in Early Childhood Education or a certification in Child Development. This position trains and supervises the staff as well as performing the administrative duties of the facility.
- **Special Education Teacher:** This position often requires additional certification beyond that for a teacher. The special education teacher would work with children who have special needs, including mental, physical, and emotional challenges.
- **State Sponsored jobs:** Such as day care licensing or investigator.
- **ECI Specialist or Supervisor:** Early childhood interventionist for children served in homes ages birth until age three.

Early Childhood Advance NAEYC Program Learning Standards

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: *Demonstrating cultural competence and effective collaboration* to involve families and communities in their children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities

3d: *Demonstrating ability to collaborate effectively* to build assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches *with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity*

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

STANDARD 6. GROWING AS A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession

6b: *In-depth understanding and thoughtful application of* NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role

6c: Using *professional resources, inquiry skills and research methods* to engage in continuous, collaborative learning and investigation relevant to practice and professional role

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon *mastery of relevant theory and research*

6e: Engaging in informed advocacy for children and the profession, *skillfully articulating and advocating for sound professional practices and public policies*

6f: Demonstrating a *high level of oral, written and technological communication skills* with specialization for professional role(s) emphasized in the program

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b: Opportunities to observe and practice in at least two of the three main types of early education

settings (early school grades, child care centers and homes, Head Start program)

Admission into the Early Childhood Graduate Program

Apply for admission to graduate school. Graduate applications for admission are available online at www.applytexas.org

Admission to departmental graduate programs requires a 2.50 cumulative. There is no GRE requirement.

Three Types of Admission:

1. *Clear* admission under which the student is eligible to work toward a graduate degree;
2. Probationary admission under which the student is eligible to work toward a graduate degree but with the provision that the student earn a B average on course work the first semester or summer session of registration or be placed on academic suspension;
3. Provisional admission under which an individual is permitted to take graduate courses for one semester only.

How do I graduate?

Use the check list to make sure you have completed the necessary steps to graduating:

1. Have you been admitted to the Graduate School?
2. Have you submitted all required credentials (official transcripts)?
3. Have you a 36-hour degree plan on file in the Dean of the Perkins College of Education's office?
4. Have you completed all coursework with an overall grade point average of 3.0 or better?
5. Have you applied for graduation and paid all graduation fees by the deadline stated in the Graduate Bulletin?
6. Have you removed all deficiencies?

Graduate candidates in the Elementary Education Department demonstrate responsibility for becoming familiar with and adhering to the regulations for admission, academic policies, application for graduation, and general requirements for the Master's Degree.

Transfer of Hours

With the approval of the major department and of the academic dean, a student may transfer from another accredited graduate school up to six semester hours of graduate work toward a master's degree with a thesis and up to 12 semester hours toward a non-thesis master's degree. Transferred work must be completed with a grade of B or higher and will be accepted only for credit toward a graduate degree at SFA and not for purposes of raising the grade-point averages earned at SFA. The work must have been taken not earlier than six years prior to the student's first graduate enrollment at SFA. Moreover, if the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the work will not be applicable toward a degree here. The transcript must clearly show the course(s) to be transferred was (were) taken for graduate credit.

Earning the degree

To earn a graduate degree, a student must have graduate grade-point average of 3.0 on a 4.0 scale in both the major and overall. The computation of the overall grade-point average includes all courses in the major and minor and those elective courses selected to complete the degree requirements. In the case of repeated courses (a student may repeat a maximum of six semester hours of work to raise the grade-point average); the grade earned in the most recent enrollment will be used to calculate GPA as per university policy. No course with a grade below C can be used to satisfy degree requirements.

ECH Graduate Coursework

This program is designed to meet the specific needs of individuals who work with children ages birth through eight years. The program is designed to develop specialized competency in organizing programs for young children and families through in-depth study and research related to child growth and development, theoretical underpinnings of classroom practice, development of learning strategies, and sociological and psychological factors influencing behavior in young children.

Early Childhood Education		
Course	Title	Credits
ECED 5300	<i>Foundations of Early Childhood</i>	
	Examines past/present theories influencing early childhood education, the constructivist approach, professionalism and ethical conduct.	3
ECED 5305	<i>Child Development Birth-8</i>	
	Comprehensive investigation and analysis of child development, highlighting cognitive development for ages birth through age 8. Emphasis on effective practices in meeting social, emotional and physical developmental needs of young children. Course content is enriched through experiences in the field.	3
ECED 5310	<i>Play/Learning Environments</i>	
	Thorough examination of the functions and stages of play, indoor and outdoor learning environments, learning styles, classroom organization, and room arrangement in the early childhood setting. Learning theories as a framework for understanding the cognitive, psychosocial, and physical benefits of play and how environments can be effectively used in the early childhood setting. Course content is enriched through experiences in the field.	3
ECED 5315	<i>Curriculum in Early Childhood</i>	
	In-depth study of basic principles underlying curriculum construction and innovative instructional practices for children birth to age 8 with an emphasis on state and national standards. An examination of program models is included.	3
ECED 5320	<i>Language and Literacy in ECH.</i>	
	A broad study of language processes of young children with emphasis on guidance and interaction strategies that foster language development in native and second languages, as well as language and early literacy connections. Course includes issues, theories and content related to early literacy, assessment and instruction. Content is	3

Early Childhood Education		
Course	Title	Credits
	enriched through experiences in the field.	
ECED 5325	<p><i>Assessment in Early Childhood NEW Number ECED 5325</i></p> <p>Rigorous study of developmentally appropriate assessments, including standardized and authentic assessments in formal and informal contexts for the early childhood environment. Focus is on best practices and technical aspects of classroom assessments. Content is enriched through experiences in the field.</p>	3
ECED 5330	<p><i>ECH Classroom Mgmt/Interaction</i></p> <p>Examination of a variety of classroom management theories for the early childhood setting. Course develops a broad understanding of classroom routines, transitions and schedules and their implementation in early childhood settings. Course content is enriched through experiences in the field.</p>	3
ECED 5335	<p><i>Math and Science in ECH</i></p> <p>A critical inspection of teaching principles and learning in mathematics and science as related to young children, birth through age 8. Study includes developmentally appropriate learning processes, learning objectives, and the scope and sequence of mathematics and science development. Course content is enriched through experiences in the field.</p>	3
ECED 5340	<p><i>ECH Creativity and Social Learning</i></p> <p>Thorough study of creativity and social learning development related to young children, birth through age 8, developmentally appropriate learning processes, and the scope and sequence of creative and social learning instruction. Study includes anti-bias curriculum and cultural diversity. Course content is enriched through experiences in the field.</p>	3
ECED 5345	<p><i>Leaders and Advocates in ECH</i></p> <p>Examination and analysis of leadership theories that lead to positive relationships with families and community partners. Studies of social justice and advocacy for children, families and the profession are included. Course content is enriched through experiences in the field.</p>	3
ECED 5350	<p><i>Introduction to ECH Research</i></p> <p>Introduction to research terminology and methods. Development of a research project proposal, including comprehensive review of literature over a topic of choice is included. Designed for graduate students with skills to conduct self-directed projects.</p>	3
ECED 5355	<p><i>Advanced Research in ECH</i></p> <p>Implementation of an action research project using qualitative, quantitative, or mixed method research methodologies and presentation of findings to a larger audience. Course content is enriched through experiences in the field.</p>	3

ECH Graduate Field Experiences

Field experiences all online graduate candidates MUST complete while working in their own

communities.

ECED 5300 Foundations of Early childhood – Childcare Center- Birth to Age 3 - 3 to 5 hours
Your job is to visit a childcare center serving children Birth through age 3. You are to ask the representative to tell you two things they do to promote Family and Community Relationships. You will be relating the information you gain to either support or deny the information presented in your coursework. You are to plan an activity to do with the families of the facility and report on results.

ECED 5305 Child Development Birth – 8 – Head Start – Childcare – Home Birth to Age 3 – 4-6 hours

You will need to observe the child for a minimum of two hours. Note the following: Developmental milestones the child has accomplished. Developmental milestones the child has yet to accomplish but they are past the age where acquisition is expected. Activities the child is able to do by themselves. Discover activities with which the child needs assistance. You will then create a minimum of three activities to assist with cognitive, physical, and social growth. Now you will have a meeting with the family and work with the child.

ECED 5310 Play/Learning Environments Childcare – Head Start Ages 3 to 5 – 3-6 hours

You will be visiting a local childcare center or head start and will be describing the fine and gross motor abilities. You will note the approximate ages of a minimum of 3 children. You will observe for a minimum of one hour. Next you will create an DAP activity to take back to the center you visited. Spend a minimum of 2 hours working with a minimum of 3 children.

ECED 5315 Curriculum in Early Childhood- School- Childcare – Head Start Ages 3 to 8 – 6-12 hours

In a formal or informal setting, spend some time with a specific child at play ages. One child will be 3 or 4, one child will be 5 or 6 and one will be 7 or 8- Do not attempt to look at a group of children. Work with only one child at a time for a minimum of 2 hours going through all six methods of play. Use the support methods outlined in the content found in the textbook to engage with the child. Reflect on which method seemed to best suit this child at this time. Now you have created a minimum of five activities for each child the parents can use in the play method which worked best for the children and meet with the parent and teacher. Explain to the parents and perhaps demonstrate the use of the apps and the activities you created in the parent/teacher meetings.

ECED 5320 –Language and Literacy in EC – Childcare – Head Start – School Ages 3 to 5 – 3-5 hours

For this assignment you will complete guided observations of preschool children ages 3 to 5 examining and analyzing oral language development. After completing the observations, you will summarize your experience with a written reflection identifying instances of levels of language development. The observations must take place in two separate sessions of at least 30 minutes in a setting with multiple children between the ages of 3 to 5 years of age. The two observations may be in the same setting, but at two different times to provide opportunity for a variety of language exchanges. Then you will do the activity you created with the children. After completion of BOTH sessions, write the reflection summary detailing the experience and identifying specific levels of children's language, as described in previous modules. Talk about the activity you created to work with the children after your initial observations. Did the activity enhance any of the developmental areas you observed? Was language impacted either positively or negatively after the activity?

ECED 5325 Assessments in Early Childhood – School - Ages 5 to 8 – 3-5 hours

This assignment will give you hands-on experience in the world of standardized assessments. You will administer an individual measure of ability to one student, report and interpret the results. As you know, you will need to locate an assessment to administer to your subject. The assessments to be used in this project must be designed to be individually administered. My recommendations for this assignment are: PPVT (Peabody Picture Vocabulary Test) or EVT (Expressive Vocabulary Test) or TONI (Test of Non-Verbal Intelligence) However, there are many assessments that would be appropriate, depending on what is accessible to you.

ECED 5330 Classroom Management and Interactions - School - Ages 5 to 8 – 3-5 hours

You will be visiting either an after school program serving children Kindergarten through third grade or a primary school. Observe the children for a minimum of one hour. Using the Behavior Management Guidance/Discipline chart note the various interactions between the adults and children you observe. You must describe completely the interactions of the children and the adults. Next, spend a minimum of two hours in the same place you observed interacting with the children. Report on your interactions.

ECED 5335 Math & Science – Childcare, School, Head Start, or Home Ages 3 to 5 - 2-4 hours
There are 29 Piagetian reasoning tasks. The Cognitive Development Interview assignment requires you to work with at minimum one child near four (4) years of age. You have the option

of using two children and comparing results, but this is not a requirement. You must complete a minimum of five of the tasks.

ECED 5340 Creativity and Learning – Home - Ages Birth to 8 – 6 to 12 hours

You will be interviewing two different families with a child under 8 years old. Gather information from the family and conduct the developmental assessment piece. Present the activities you create for their child in a second meeting. Model how to use one of the activities to promote development. After two weeks, revisit the family by conducting an interview and assessing the child again. Report on all results.

Writing at the Graduate Level

PAY CLOSE ATTENTION TO THE EXPECTATIONS WE HAVE FOR YOU IN ALL ECH GRADUATE COURSES. YOU WILL BE HELD TO THESE STANDARDS.

While students may have mastered the knowledge and skills required to write papers in an undergraduate program to demonstrate mastery of concepts and to present opinions, writing at the graduate level demands the development of new and more comprehensive academic and professional research writing (Harris, 2016). Graduate-level writing requires that students develop high-level skills and abilities in reading comprehension, critical thinking, and the synthesis of literature. Students must learn to appropriately represent and cite the work of others and to label their own papers and electronic files in a manner that protects their own intellectual property. Finally, students must master the process of collaboration in writing, the use of technology, and the ability to communicate effectively to both professional and academic audiences (Mullen, 2015).

The responsibility for developing clear, concise and effective writing skills lies primarily with the student, although faculty will provide direction, assistance, and feedback as part of all courses. In working to master academic and professional writing, students will need to consult a variety of resources that are available and may need to participate in writing workshops, invite peer feedback from classmates, engage the assistance of professional editors, or complete a writing assistance program. Students will also need to practice writing, carefully attend to feedback, and then practice more. The capstone courses require a completed research study with appropriate academic writing.

Basic information about APA Writing Expectations 7th edition

Please Note – This short reference guide does not replace the use of your APA manual or the Owl Purdue APA website. We have attempted to compile a checklist for some of the more common errors.

You are expected to adhere to the 7th edition of the American Psychological Association (APA) manual in completing activities in the program. Attached is a link to the manual, you will need a copy of this as a reference tool: <https://www.apa.org/pubs/books/publication-manual-7th-edition-spiral>

The University of Purdue provides a good resource for quick reference of APA formatting. You may want to bookmark this site for reference:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

Additionally, below is a “cheat sheet” reference guide of APA formatting. Note, this is not a replacement for the manual.

In-text citations in APA Style

When it comes to citing sources, more guidelines have been added that make citing online sources easier and clearer.

In total, 114 examples are provided, ranging from books and periodicals to audiovisuals and social

media. For each reference category, an easy template is provided to help you understand and apply the citation guidelines. The biggest changes in the 7th edition are:

1. **The publisher location is no longer included in the reference.**
 - Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NY: Simon & Schuster. - **OLD**
 - Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster. – **NEW**
2. **The in-text citation for works with three or more authors is now shortened right from the first citation. You only include the first author's name and "et al."**
 - (Taylor, Kotler, Johnson, & Parker, 2018) - **OLD**
 - (Taylor et al., 2018) – **NEW**
3. **Surnames and initials for up to 20 authors (instead of 7) should be provided in the reference list.**
 - Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., ... Lee, L. H. (2018). **OLD**
 - Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., ... Nelson, T. P. (2018). **NEW**
4. **DOIs are formatted the same as URLs. The label "DOI:" is no longer necessary.**
 - doi: 10.1080/02626667.2018.1560449 **OLD**
 - <https://doi.org/10.1080/02626667.2018.1560449> **NEW**
5. **URLs are no longer preceded by "Retrieved from," unless a retrieval date is needed. The website name is included (unless it's the same as the author), and web page titles are italicized.**
 - Walker, A. (2019, November 14). Germany avoids recession but growth remains weak. Retrieved from <https://www.bbc.com/news/business-50419127> **OLD**
 - Walker, A. (2019, November 14). *Germany avoids recession but growth remains weak*. BBC News. <https://www.bbc.com/news/business-50419127> **NEW**
6. **For ebooks, the format, platform, or device (e.g. Kindle) is no longer included in the reference, and the publisher is included.**
 - Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites* [Kindle version]. <https://doi.org/10.1007/978-90-481-2473-2> **OLD**
 - Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature. <https://doi.org/10.1007/978-90-481-2473-2> **NEW**
7. **Clear guidelines are provided for including contributors other than authors and editors. For example, when citing a podcast episode, the host of the episode should be included; for a TV series episode, the writer and director of that episode are cited.**
8. **Dozens of examples are included for online source types such as podcast episodes, social media posts, and YouTube videos. The use of emojis and hashtags is also explained.**

Inclusive and bias-free language

Writing inclusively and without bias is the new standard, and APA's new publication manual contains a separate chapter on this topic.

The guidelines provided by APA help authors reduce bias around topics such as gender, age, disability, racial and ethnic identity, and sexual orientation, as well as being sensitive to labels and describing individuals at the appropriate level of specificity. Some examples include:

9. **The singular "they" or "their" is endorsed as a gender-neutral pronoun.**

- A researcher's career depends on how often he or she is cited. **OLD**
- A researcher's career depends on how often they are cited. **NEW**

10. Instead of using adjectives as nouns to label groups of people, descriptive phrases are preferred.

- The poor **OLD**
- People living in poverty **NEW**

11. Instead of broad categories, you should use exact age ranges that are more relevant and specific.

- People over 65 years old. **OLD**
- People in the age range of 65 to 75 years old. **NEW**

Writing inclusively and without bias is the new standard, and APA's new publication manual contains a separate chapter on this topic.

Mechanics of style

In terms of style, not much has changed in the 7th edition. In addition to some updated and better explained guidelines, there are two notable changes:

- 16. Use only one space after a period at the end of a sentence.**
- 17. Use double quotation marks instead of italics to refer to linguistic examples.**
 - APA endorses the use of the singular pronoun *they*
 - APA endorses the use of the singular pronoun

Many authors: In-text citations ("et al." in the first citation)

In APA 6th ed., for works with three to five authors, the first time the source is cited the in-text citation lists all names followed by commas: **OLD**

(Smith, Khan, & Zhang, 2019)

Smith, Khan, and Zhang (2019)

In APA 6th ed. subsequent in-text citations for works with three to five authors only include the first author followed by "et al." (which means "and others" in Latin) and the date:

(Smith et al., 2019).

Smith et al. (2019).

APA 6th ed. all in-text citations for six or more authors include only the first author followed by "et al." and the date.

APA 7th ed. in-text citations for works with three or more authors include only the first author name and "et al." (which means "and others" in Latin) is used in all citations, including the first in-text citation: **NEW**

(Smith et al., 2019).

Smith et al. (2019).

APA Paper format

In the 7th edition, APA decided to provide different paper format guidelines for professional and student papers. For both types a sample paper is included. Some notable changes include:

- 12. Increased flexibility regarding fonts: options include Calibri 11, Arial 11, Lucida Sans Unicode 10, Times New Roman 12, and Georgia 11.**
- 13. The running head is omitted in student papers (unless your instructor tells you otherwise).**
- 14. Heading levels 3-5 are updated to improve readability.**

The Title Page (2.3)

The newest edition of the APA manual recommends different title pages for students and professionals. Professional title pages include:

- the title of the paper,
- the name of each author of the paper,
- the affiliation for each author,
- an author note (if desired),
- a running head (which also appears on the following pages,
- a page number (which also appears on the following pages.

Students are directed to follow their instructors' directions with regards to title page formatting. If no directions are given, students may use the APA-specified title page for students, which includes:

- the title of the paper,
- the name of each author of the paper,
- the affiliation for each author (typically the school being attended),
- the course number and name for which the paper is being written (use the format used by the school or institution (e.g., ENGL 106),
- the course instructor's name and title (ask for the instructor's preferred form if possible; e.g., some instructors may prefer "Dr.," "Ms.," "Mrs.," "Mr.," or a different title),
- the assignment's due date written in the format most common in your country (e.g., either January 3, 2020, or 3 January 2020 may be appropriate),
- a page number (which also appears on the following pages.

Note also that student papers now lack a running head.

Heading Levels (2.27)

Headings are used to help guide the reader through a document. The levels are organized by levels of subordination. In general, each distinct section of an academic paper should start with a level one heading.

The seventh edition changes only level three, four, and five headings. All headings are now written in title case (important words capitalized) and boldface. Headings are distinguished only by the use of italics, indentation, and periods.

Sixth Edition (3.03)

APA Headings	
Level	Format
1	<p>Centered, Boldface, Uppercase and Lowercase Headings</p> <p>Text starts a new paragraph.</p>

2	Flush left, Boldface, Uppercase and Lowercase Heading Text starts a new paragraph.
3	Indented, boldface, lowercase paragraph heading ending with a period. Paragraph text continues on the same line as the same paragraph.
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i> Paragraph text continues on the same line as the same paragraph.
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i> Paragraph text continues on the same line as the same paragraph.

Seventh Edition (2.27)

APA Headings	
Level	Format
1	Centered, Boldface, Title Case Heading Text starts a new paragraph.
2	Flush left, Boldface, Title Case Heading Text starts a new paragraph.
3	<i>Flush Left, Boldface Italic, Title Case Heading</i> Text starts a new paragraph.
4	Indented, Boldface Title Case Heading Ending With a Period. Paragraph text continues on the same line as the same paragraph.
5	<i>Indented, Boldface Italic, Title Case Heading Ending With a Period.</i> Paragraph text continues on the same line as the same paragraph.

For example, in a scientific report following APA style, a report contains three sections: Method, Results, and Discussion. Each of these sections start with level 1 headings:

Methods (Level 1)

Site of Study (Level 2)

Participant Population (Level 2)

Teachers (Level 3)

Students (Level 3)

Results (Level 1)

Spatial Ability (Level 2)

Test One (Level 3)

Teachers with Experience. (Level 4)

Teachers in Training. (Level 4)

Graduate Teaching Assistants. (Level 5)

Test Two (Level 3)

Kinesthetic Ability (Level 2)

Writing Style and Grammar (Chapter 4)

The most important changes here relate to pronoun usage, though it may bear mentioning that the APA has endorsed the "singular they" [on its website](#) for years prior to the release of the new manual:

- The seventh edition of the APA Manual endorses the use of “they” as a singular pronoun. The manual advises writers to use “they” for a person whose gender is unknown or irrelevant.
 - For instance, rather than writing "I don't know who wrote this note, but he or she has good handwriting," you might write something like "I don't know who wrote this note, but they have good handwriting."
- Additionally, “they” should be used for a person who uses “they” as their personal pronoun. In both cases, derivatives of “they,” like “them,” “their,” “themselves,” and so on should also be used accordingly. Plural verbs should be used when "they" is referring to a single person or entity (e.g., use "they are a kind friend" rather than "they is a kind friend").
- The manual also advises against anthropomorphizing language. Thus, non-human relative pronouns like “that,” and “which” are recommended for animals and inanimate objects, rather than “who.”

Bias-Free Language (Chapter 5)

The seventh edition of the manual updates guidelines for writing about “age, disability, gender, racial and ethnic identity, and sexual orientation” to bring them in line with current best practices. The guidelines are too extensive to reproduce here, but a few of the most important and general instructions are described below. Consult chapter 5 of the APA Publication Manual (7th ed.) for more details.

- Use “person-first” language whenever possible. For instance, “a man with epilepsy” is generally preferable to “an epileptic” or “an epileptic man.”
- Similarly, avoid using adjectives as nouns to describe groups of people (a la “the Asians” or “drug users”). Instead, use these adjectives to describe specific nouns or use descriptive noun phrases (a la “Asian people” or “people who use drugs”).
- Use specific labels rather than general ones when possible. For example, “cisgender men” is more specific than “men.” Similarly, “Korean Americans” is more specific than “Asian Americans” or “Asians.”
- When describing differences between groups of people, focus on the qualities that are relevant to the situation at hand. For example, in a study of sex chromosome-linked illnesses, study participants’ biological sexes are probably relevant, while participants’ sexual orientations are probably not.
- In general, respect the language that people use to refer to themselves, and understand that the language used to refer to certain groups of people can and does change over time. Recognize also that group members may not always express total agreement about this language.

Mechanics of Style (Chapter 6)

In terms of mechanics, the seventh edition of the APA Publication Manual contains a variety of minor changes from the sixth edition. Two of the most important are the following:

- Use one space after a period at the end of a sentence unless an instructor or publisher dictates otherwise.
- Use quotation marks around linguistic examples rather than highlighting these examples with italics. For example, one might write that a computer user should press the “F” key, rather than press the *F* key. Similarly, one might write about study participants who have to choose between the choices “agree,” “disagree,” and “other,” rather than the choices *agree*, *disagree*, and *other*.

This chapter also contain expanded guidelines that clarify a variety of mechanical issues, like whether certain proper nouns should be capitalized. The guidelines are too extensive to reproduce here, so consult chapter 6 for additional information.

Tables and Figures (Chapter 7)

Though the formatting for tables and figures has not dramatically changed from the sixth edition, a few relevant changes are as follows:

- Tables and figures are now formatted in parallel—in other words, they use consistent rules for titles, notes, and numbering.
- Tables and figures may now be presented either in the text of the document or after the reference list on separate pages.

In-Text Citations (Chapter 8)

Changes and updates to in-text citation procedure in the seventh edition include the following:

- Regardless of the medium of the source, all sources with three authors or more are now attributed using the name of the first author followed by “et al.”
 - The only exception to this occurs when doing so would create ambiguity (e.g., if two papers have first-listed authors with the same name). In these cases, list as many names as needed to differentiate the papers, followed by “et al.”
 - Example: Fannon, Chan, Ramirez, Johnson, and Grimsdottir (2019) and Fannon, Chan, Montego, Daniels, and Miller (2019) can be cited as (Fannon, Chan, Ramirez, et al., 2019) and (Fannon, Chan, Montego, et al., 2019), respectively.
- Oral traditions and traditional knowledge of indigenous peoples are now treated as a distinct source category.
 - If the information has been recorded (e.g., as an audio file or an interview transcript), follow the ordinary directions for citing the appropriate form of media.
 - If the information was not recorded, but was gleaned from a personal interaction, use a modified form of the personal communication citation. Include the person’s name, the name of the indigenous group or nation to which they belong, their location, any other relevant details, the words “personal communication,” and the date of the communication. If the conversation took place over time, provide a date range or a general date. You do not need to provide a reference list entry.
 - Example: Following a series of conversations with Joseph Turnipseed (Tulalip Nation, lives in Portland, Oregon, personal communication, September 2017), we discovered connections between...
 - In both cases, capitalize not only the name of indigenous groups and nations (e.g., Crow, Seminole, Narragansett), but also most terms derived from indigenous culture (e.g., Oral Tradition, Elder, Traditional Knowledge, Vision Quest).
 - Finally, work closely with indigenous keepers of traditional knowledge to ensure that the knowledge is reproduced only with the permission of relevant indigenous stakeholders.
- New guidelines describe how to present quotations from research participants. Quotations from research participants should be formatted like normal quotations (e.g., if they are longer than 40 words, use a block quotation). However, you do not need to provide an in-text citation or a reference list entry. Instead, simply indicate that the quote is from a research participant in the text.
 - If attributing the quote to a pseudonym, enclose the name in quotation marks the first time you use it. After the first time, do not use quotation marks.

Reference List (Chapter 9)

References in APA Style

When it comes to citing sources, more guidelines have been added that make citing online sources easier and clearer.

To reiterate, reference list entries are handled largely the same in the seventh edition as they are in the sixth edition, barring a few important changes. Most pertain to electronic sources.

- In the seventh edition, up to 20 authors should now be included in a reference list entry. For sources with more than 20 authors, after the 19th listed author, any additional authors' names are replaced with an ellipsis (...) followed by the final listed author's name. Do not place an ampersand before the final author's name.

- Digital object identifiers (DOIs) and URLs are now both presented as hyperlinks for electronic sources.
- The label “DOI:” is no longer used for entries that include a DOI.
- The words “Retrieved from” (preceding the URL or DOI) are now only used when a retrieval date is also provided in the citation.
- New guidelines describe how to use DOIs and URLs when citing sources obtained from academic research databases or online archives. In short, you should end the database/archive portion of the citation entry with a period, then provide the DOI or URL.
 - Note that, though database/archive information is typically not included in citation entries, it should be included when writers need to cite sources that are only available within a certain database.

Website URLs:

“Retrieved from” is no longer needed following website URLs, unless there is also a retrieval date.

6th edition:

Understanding employee demographics. (2019, February 1). Retrieved from City of Boston website: <https://www.cityofboston.gov/diversity/>

7th edition:

Understanding employee demographics. (2019, February 1). City of Boston website: <https://www.cityofboston.gov/diversity/>

eBooks:

The type of eBook format is no longer required, such as PDF or Kindle.

6th edition:

Walker, I., & Schandl, H. (Eds.). (2017). *Social science and sustainability* [PDF]. Retrieved from <https://ebookcentral.proquest.com>

7th edition:

Walker, I., & Schandl, H. (Eds.). (2017). *Social science and sustainability*. <https://ebookcentral.proquest.com>

DOI number:

Sources with DOI number must include entire URL doi.org.

6th edition:

Hudson, D. J. (2017). On "diversity" as anti-racism in library and information studies: A critique. *Journal of Critical Information and Library Studies*, 1(1). DOI: 10.24242/jclis.v1i1.6

7th edition:

Hudson, D. J. (2017). On "diversity" as anti-racism in library and information studies: A critique. *Journal of Critical Information and Library Studies*, 1(1).
<https://doi.org/10.24242/jclis.v1i1.6>

More than one author:

20 authors must be included in the reference list citation before using the ellipsis, before it was only 6 authors.

6th edition:

Shoemaker, E. S., Becker, M. L., Liddy, C. E., McClarty, L. M., Asghari, S., Hurd, J., ... Kendall, C. E. (2019). Creating Clinical Cohorts: Challenges Encountered in Two Canadian Provinces. *Healthcare Policy*, 15(1), 10–18.

7th edition:

Shoemaker, E. S., Becker, M. L., Liddy, C. E., McClarty, L. M., Asghari, S., Hurd, J., Rourke, S.B., Shaw, S. Y., Bibeau, C., Rosenes, R., Lundrigan, P., Crowe, L., Ireland, L., Loeppky, C., Kendall, C. E. (2019). Creating Clinical Cohorts: Challenges Encountered in Two Canadian Provinces. *Healthcare Policy*, 15(1), 10–18.

In-text citation for more than 1 author:

When a source has more than one author, for the in-text citation only the first author is listed then et al.

6th edition:

(Vorobyov, Voronin, Burkhanova, Ivanova, Stafeeva, Kiseliv, Bocharin, 2019)

7th edition:

(Vorobyov et al., 2019)

Grading Scale for ECH Graduate Courses

90-100.....	A
80-89.....	B
70-79.....	C
69 & below	F

Tuition, Fees, and Financial Aid

Refer to the catalog for course tuition, fees and financial aid. Tuition and fees are published in the current university catalog and class schedule bulletin. Financial assistance is available for qualifying students through the financial aid office.

Refer to the General Information section of the bulletin for university policies such as: Anti-discrimination and Student Right to Know. Individuals can access the Disability Services web page at www.sfasu.edu/disabilityservices or call 936-468-3004.

Academic Advising

Each and every semester you will email your name and student ID to ecap@sfasu.edu seeking advising. This window opens approximately six weeks before the end of each semester. Based on the courses being offered, you will be given an advising email which directs you to accept your advising form from MYSFA. After you do this you may register for classes. Without advising you will not be able to register for the next semester classes. Should you be on probation or you are possibly going to be suspended then you will have to wait until grades are posted for the current semester to be advised.

Faculty and Course Evaluations

All students will be given the opportunity to evaluate their instructors and the course at the completion of the course. This should be regarded as a privilege and a right, with inherent responsibility for objectivity. The comments are anonymous and confidential.

Academic Integrity

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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

- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention 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 your own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

A student who wishes to appeal decisions related to academic integrity should follow procedures outlined in Academic Appeals of Students (6.3).

Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for

reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. In the online environment students are expected to login at least once every 48 hours.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

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.

