Instructor: Michael Munro

Course Time & Location: Mondays 5:30 - 8 pm, Human Services Room 317

Dates:
1/25, 2/1, 2/8, 2/15, 2/22, 2/29, 3/7, 3/21, 3/29 (TAER), 4/4, 4/11, 4/18, 4/25, 5/2

Office: HSTC 222
Office Phone: 936-468-1036
Other Contact Information: Donna Wood 836-468-1145

Credits: 3 hours

Prerequisites: Suggested prerequisite for this course is RHB-340 The Eye and its Function or equivalent.

I. Course Description:

This course will focus on visual assessment and intervention methods for persons with low vision.

Purpose:
The course is designed to give the student knowledge and skills to work with persons with low vision. Topics will include development of the field of low vision, effect of low vision on performance, adaptations to improve visual efficiency, the social/emotional impact of low vision, and working with families, teachers and other parties connected to persons with low vision. The information in this course provides a foundation of knowledge and skills related to low vision that is necessary to develop competencies for working with persons with visual impairments. These competencies apply to all students enrolled in the program to prepare professionals in the field of visual impairment (Teachers of Students with Visual Impairments, Orientation and Mobility Specialists and Rehabilitation Specialists working with individuals with visual impairments).

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

The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- **The Principle of Respect**
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
  Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective...
and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

Program/ Learning Outcomes:

This course directly supports the mission and values of the SFASU College of Education. It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:

- 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.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

This course also supports the mission of the Visual Impairment Program

It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:

The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this will be accomplished through the performance of observations, simulation, and recommendations related to assessments.
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this will be address though the development of an assessment report, article summary, and annotations.
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this may be addressed though the collection and analysis of data related to environmental and/or O&M assessments related to Low Vision.
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this will be addressed through the practice of cooperative and reciprocal simulation activities (including the collection of experiential feedback from both partners).
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment deadlines.
- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE- this will be address through effective contributions to class discussions (both during class meetings and online asynchronous discussions).

This course directly supports the standards of the Council for Exceptional Children, specifically:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

This course directly supports the standards of the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) body of knowledge:
Domain 4: Plan and conduct O&M assessment (4.1, 4.2, 4.4, 4.5)
Domain 6: Teach O&M Related Concepts (6.2, 6.4)
Domain 9: Teach the use of senses (9.1, 9.2, 9.3)
Domain 11: Teach Diverse Consumers (11.1, 11.2)
Domain 12: Analyze and Modify Environment (12.1)
Domain 13: Know the Psychosocial Implications of Blindness and Visual Impairment (13.1)

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports Tracdat objectives that have been developed for the program, specifically;
SLO – III - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
   The student will:
   1) perform a comprehensive environmental evaluation
   2) suggest appropriate modifications that are efficient, effective, and non-obtrusive
   3) effectively communicate findings and suggestions avoiding or explaining specialized terminology

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically;

Domain I - Understanding students with visual impairment.
   Competency 1 - Knowledge of the visual system
   Competency 2 - Effects of visual impairments on development and learning
   Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
   Competency 5 -- Selecting, adapting, and administering assessments.
   Competency 6 -- Interpreting and communicating assessment results.
   Competency 7 -- IEP and IFSP development.
Domain III - Fostering student learning and development
   Competency 8 -- Organizing the learning environment
   Competency 9 --Communication and literacy.
   Competency 11 -- Sensory efficiency.
   Competency 12 -- Social interaction and recreation and leisure skills.
   Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
   Competency 16 -- Working collaboratively with families.
   Competency 17 -- Legal and ethical foundations and professionalism.

The following outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

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

   Instructional Strategies and Technology:
   This course will be delivered using distance education through the use of a hybrid format. Classes will meet (synchronously) using web conferencing (elluminate) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material to be presented online on the instructor’s website (Web-Instructional Activities). Students will also be required to facilitate and participate (asynchronously) in online discussions (Chats) investigating topics and required readings. Assignments will be detailed on the website and discussed during class time (Learning Activities).

   Graded Assignments
**Class participation:**
You are required to attend class meetings, participate and/or facilitate on-line chats, and be prepared to discuss reading material, Web Lessons, and completed Learning Activities. You are expected to be present consistently on-line and in person. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges.
At the end of the semester I will evaluate you on the following criteria:

**Professionalism**
- Appropriateness of participation in class discussions and computer chats.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions.
- Preparation, attendance, and punctuality
- On-time completion of assignments
- Completion of the course evaluation
- Appropriate dress (if face-to-face)

**Respect for Diversity and Community**
- We are a small community and we are learning this together
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
- If you are offended, say so, and say why.
- Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, © Topsfield Foundation.

**Web Instructional Activities:**
Due to the limited amount of eLearning time that we have available for this class additional instructional material will be provided through Web Instructional Activities (WIAs). These WIAs are designed to be instruction provided over the web. Therefore, they DO NOT have assignments that will be turned in attached. Several of the topics that are covered in this class will have an accompanying Web Instructional Activity. WIAs are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, etc.) as part of their course work. The material covered in the WIAs will be included on exams and in Learning Activities. Additional WIAs may be developed as needed as the class progresses. You will be notified if additional material is added.

**Learning Activities (LAs):**
Learning activities will be used as a way for you to demonstrate your knowledge and practice your skills related to course materials. The four LAs will be completed as individuals and as part of a group depending on the assignment. Topics for the LAs include Low Vision Simulation. Environmental Evaluation, Low Vision Device Instructional Planning, and Collaboration. The Environmental Evaluation should be submitted to me through LiveText. The LAs will integrate each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities. The activities will support your development as a professional in the field of visual impairment.

**More info on the Written Assignment- Article Summary (and annotation if necessary)** – The article summary is 3-page maximum summary of a peer-reviewed article completed using APA format. Providing a brief summary, critically evaluating three points in the article, and a conclusion. Must have APA formatted title and reference page (the article you summarize may be the only item listed) and use APA format. Students are advised to use the on campus resources available in the AARC prior to submission. The annotations assignment involves reviewing two separate sources (for example one article and one website) an evaluation the material and the source using the information provided on the class site. You will need to follow APA requirements including developing an APA title page. EACH OF THE TWO annotation has a maximum of 3 pages NOT including the title page.

**Service Learning Activity and Reflection** – Each spring the SFASU Braille and Cane Club plans and hosts an event for area students who are visually impaired. It is hoped that you will be a part of, and contribute to, the event. You will be required to develop a reflection (2-page minimum) on your experiences in the event (if you are unavailable you will be given an alternative assignment- see annotation above).

**Examinations:**
Two examinations (worth 150 points each) will be administered in this class. A proctor system will be used to take each of these exams. Remember that students will be responsible for all material covered in class, in readings, and in any outside assignments or exercises.

**Quizzes:** Quizzes may be used periodically to check for your understanding of the material.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (including submissions)</td>
<td>75</td>
</tr>
<tr>
<td>Exam 1- Midterm</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150</td>
</tr>
<tr>
<td>LA 1 Low Vision Simulation Report</td>
<td>100</td>
</tr>
<tr>
<td>LA 2 Article Summary</td>
<td>100</td>
</tr>
<tr>
<td>LA 3 Task Analysis</td>
<td>100</td>
</tr>
<tr>
<td>LA 4 Environmental Evaluation Report</td>
<td>200</td>
</tr>
<tr>
<td>LA 5 Service Learning Review OR Article Annotation</td>
<td>100</td>
</tr>
<tr>
<td>LA 6 Low Vision Device Plan, PLAAFP, IEP</td>
<td>100</td>
</tr>
<tr>
<td>LA 7 Collaboration Plan to Achieve ECC Goals</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (as needed)</td>
<td>???</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

The following grading scale will be used to determine letter grades awarded for this class:

- A = 1080 -1200 Points
- B = 960 - 1079 Points
- C = 840 - 959 Points
- F = Anything below 840 Points

To earn full credit for your Environmental Analysis assignment you will be required to submit through LiveText

**EXTRA CREDIT** - For this course extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the Instructor, require prior approval, may have limited opportunities for completion, and are limited to a maximum of 5% (about 60 points) toward your final point total.

V. Tentative Course Outline/Calendar:

RHB 493
TENTATIVE 2016 CLASS CALENDAR

Week 1 (Jan 18 No class – MLK Holiday) – Review of the syllabus, schedule, website,

Week 2 (Jan 18 Presentation: Intro to Low Vision
   Modules: Getting started, Intro and Population / Roles
   Reading: Corn & Erin p. 1-12

**February**
Week 3 (Feb 1) – - Low Vision Population , History of Low Vision
   Intro to simulation

Week 4(Feb 8)– - Classification of Functional Vision
   Model for Visual Functioning

Week 5 (Feb 15) – ***NO Class Meeting Feb15*** – Complete your simulation activity. Other content online. Psychosocial experiences of a student with low vision http://www.faculty.sfasu.edu/munromicha/lowvision/psych_george_duquette.pdf

   Learning Activity 1 – Simulation Activity due (2/19)

   Learning Activity 2 – Article Summary due (2/26)

Week 7 (Feb 29) – Understanding Light
   Modifying the Environment
   Environmental modification activity and examples

**March** –
Week 8 (Mar 7) - Environmental Modification Report writing  
More Environmental modification examples  
Midterm Review  

Mar 14 - Spring Break *****NO CLASS Meeting*****  

Week 9 (Mar 21) - Midterm -  
Learning Activity 3 – Task Analysis due (3/12)  
Week 10 (Mar 28) – Intro to Magnification  
Absorptive Lenses  
Visual Skills and Development  
What Your Students Need to Know  
Learning Activity 4 – Environmental Modification Report due (3/19)  

April  
Week 11 (4/4) – Optical Devices – Understanding Types  
Optical Devices – Introductions and Overview  
Optical Devices - Activity  
Learning Activity 5 – Service Learning reflection due (4/9)  
Week 12 (Apr 11) – Device Training  
Near and Distance Device Training  
Week 13 (Apr 18) – Low Vision Orientation and Mobility  
Learning Activity 7 – Optical Device Training Plan due (4/23)  
Week 14 (Apr 25) – Low Vision Mobility  
Low Vision Mobility - cues activity  
Week 15 (Apr 30th) - Collaboration  
Biopics and Low Vision Driving  
Learning Activity 7 – Programming and Collaboration due (3/3)  

May  
Week 16 (May 2)– What You And Your Clients Need to Know  
Exam Review  

Week 16 (May 6th) – Final Exam – Exam will be taken at my office, by proctor, or in ODS on or before this day  

The above schedule is issued to reflect MEETING TIMES only. You will be required to attend to readings, online discussions, and online content (modules, Web Activities, and/or Learning Activities)  

VI. Readings (Required and recommended—including texts, websites, articles, etc.):  
Required text:  
New York: AFB Press.  
Austin: Texas School for the Blind and Visually Impaired.  

LiveText -  
Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.  

Articles:  

Various readings and/or articles (INCLUDING THE ONE ABOVE) will be linked or posted on the class website www.faculty.sfasu.edu/munromicha
Reading assignments from texts and additional materials will be posted on the website.

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; 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 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. You will receive points toward your final grade for the completion of the evaluation (again, what you say will be anonymous).

VIII. Student Ethics and Other Policy Information:

Attendance:

Faculty members are required to include the official policy of the university on attendance in their syllabi.

Class Attendance and Excused Absence

Original Implementation: November 9, 1981
Last Revision: January 15, 2002

Class Attendance
Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make his/her class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments.

Excused Absences
It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits.

FOR THIS CLASS: You are expected to attend class. Attendance will be taken each class day. You may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). You will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence. Remember your attendance counts. You must be in class to participate fully in the course.

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

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

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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

For purposes of this class, any student who is identified as cheating based on the definition above will receive an “F” in the class. If the student is pursuing a M.Ed., the student’s status in the program will be reevaluated and the individual may be dismissed from the program.

Withheld Grades Semester Grades Policy (A-54)

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 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. 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.

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.

The following information may apply to you if you are not a certified teacher…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/). 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.

LiveText Statement

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

IX. Other Relevant Course Information:

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.