Instructor: Scott Whitney
Office: HSTC 315*
Office Phone: 936-468-2906 (leave a msg.)
Credits: 3 Semester Hours
Email: swhitney@sfasu.edu**

Prerequisites:
SPH 272 B

* If I am not in my office during office hours, please check in room 312 (The ASL Lab)
** DO NOT USE D2L e-mail to contact me

I. Course Description

ASL III is a continuation of ASL II. Includes the integration of ASL expressive and receptive skills using bilingual techniques. Also includes vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. This class provides a practice-oriented approach to language acquisition, including the use of multimedia. Class will be conducted in ASL, no voice.

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

CORE VALUES OF THE COLLEGE OF EDUCATION
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

The candidate:
Service
Actively participates in service that enriches the community, the profession, and the school.
Openness
Consistently models openness to new ideas, to culturally diverse people, and to innovation and change.
**Collaboration**
Applies skill in collaboration and shared decision-making during the academic career and during field experience.

**Integrity**
Models integrity, responsibility, diligence, and ethical behavior required for teaching in a deaf and hard of hearing classroom.

**Academic Excellence**
Consistently demonstrates Academic Excellence through critical, reflective and creative thinking which positively impacts the students the candidate will serve.

**Lifelong learning**
Displays commitment to continuing professional development, research, skills development and staying abreast of the latest literature in the candidate's chosen field.

**Program Learning Outcomes**

**ASLTA**
I. Area I: Proficiency in ASL
Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" or "Intermediate High" on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

II. Area II: Deaf Culture and Community
Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures.

For more specific details on the ASLTA standards see:
http://www.aslta.org/node/30

**TASC**
Demonstrate Proficiency in the 5 TASC Competencies:
Describing, Instructing, Hypothesizing, Problem Solving, and Supporting an Opinion

**CED**
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**Student Learning Outcomes**

**ASLTA:** 1. Expressive Skills – Students will:
   a. Satisfy the requirements of a broad variety of everyday, school and work situations;
   b. Discuss concrete topics relating to particular interests and special fields of competence;
   c. Display ability to support opinions, explain in detail and hypothesize;
   d. Use communicative strategies, such as paraphrasing and circumlocution;
   e. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning.
   f. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf culture;
   g. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli;
   h. Attain an SLPI rating of "Intermediate"

**ASLTA:** 2. Receptive Skills – Students will:
   a. Follow essential points of signed discourse in areas of special interest and knowledge
   b. Understand the main ideas of most signing in ASL;
   c. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
   d. Understand culturally implied meanings beyond the surface meanings of the message or statement;
   e. Attain an SLPI rating of "Intermediate" using ACTFL proficiency guidelines.

**ASLTA:** 3. Culture
   a. Obtain an overview of the literature of Deaf people with an emphasis on contemporary writers/signers
   b. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;

**CED:** DHH5S7:
Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

**TASC:** 1. Effectively explains in detail, hypothesizes at the abstract level, expresses/supports opinions, and persuades.

**TASC:** 2. The candidate demonstrates the communicative ability necessary to discuss a wide range of topics and can perform conversational communication functions, fully elaborated, with ease.

**TASC:** 3. Can perform conversation fully elaborated,
**TASC:** 4. Can perform conversational communication with ease.
TASC: 5. During conversation, the candidate makes extensive use of vocabulary for familiar and unfamiliar topics.

TASC: 6. During interview, the candidate demonstrates appropriate incorporation of numbers.

TASC: 7. During the interview, the candidate demonstrates flexible and very effective use of sign space.

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

Deaf Culture Activity

There are a variety of activities involving the deaf that are appropriate for this requirement. Some suggestions are; Tyler Deaf Coffee, Houston has a very active Deaf Community, Workshops, etc. Those activities not listed must have the instructor’s approval.

To receive the 25 pts:

• Attend an event involving the Deaf Community

• You must be present 2.5 hrs for each “activity”

• Write a half page Reaction paper (12 pt Font, 1 inch margin, dbl spaced).

• Your paper should include a short description of the event you attended, your focus should

  o explain how the event related to deaf community,

  o new signs you learned,

  o Deaf culture that you observed.

Suggestion: plan your Deaf for Eight hrs during a time when you will be attending a Deaf Culture activity/event.

Lab Assignments

Lab assignments require you to interact with the lab assistant in order to get detailed feedback on your expressive skills. The lab consists of two parts:

The lab assistant will ask you questions related to the unit content.

You will perform your expressive test narrative and receive feedback.
You will be graded based on:

1) Comprehension of the lab assistant’s questions.

2) Ability to answer in detail

3) Preparation:
   a) A written narrative (outline, bullet notes, or full text is acceptable at this point)
   b) At least 2 minutes worth of narrative signed at a medium speed
   c) Reasonable fluency – may have some lapses at this point, but should show clear evidence of having rehearsed your narrative in advance.

4) Professionalism – abiding by lab rules and handling conflicts.

After demonstrating your narrative, the lab assistant will help you establish 5 goals in order to prepare for the Expressive test.

Submit in the dropbox for the appropriate lab:

• The goals (can be typed into the dropbox field)

• Your written narrative (attached as a document).

Professionalism during recording and Lab assignments and Expressive Tests

Your professionalism will be scored for video performances which you record and submit. Dress as if you were going to a job interview. Take hats off, handle conflicts appropriately, and abide by lab rules (no voicing, no food, etc.). Unprofessional dress or behaviors will automatically result in a 10% deduction and may result in a score of 0, depending on the seriousness of the behavior.

**Recording in the lab**

Recording expressive performances in the lab is only permitted for disability accommodations and a few select assignments. If you record an assignment in the lab please abide by the following procedures:

Submitting your Assignment:

You are not required to submit a disk to your instructor. If you wish, you may provide a disk so that you can have a permanent record of your work. You may also request that
the lab assistant transfer the video to a jump disk so that you can view it on one of the lab computers.

It is your responsibility to ensure that the video is properly stored.

You must check the following:

1. The lab assistant downloads your video.

2. The video works

3. The video quality is high – your signs are within the frame and lighting is sufficient.

4. Open your GoREACT account on the lab assistant’s computer.

5. You upload the video to GoREACT in the correct assignment.

At the time that you complete the project you will be required to sign a sheet indicating that you have done all of the above.

**ASL Interaction Log**

At the end of the semester, you will submit a log in a D2L dropbox documenting the amount of time you spend in ACTIVE dialog with peers using American Sign Language outside of class. Your score will be calculated from points possible with deductions for insufficient documentation.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Points Bonus</th>
</tr>
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<tbody>
<tr>
<td>24 + hrs.</td>
<td>2.5% *</td>
</tr>
<tr>
<td>22.5-24</td>
<td>2% *</td>
</tr>
<tr>
<td>20.5-22</td>
<td>1.5% *</td>
</tr>
<tr>
<td>18.5-20</td>
<td>1.0% *</td>
</tr>
<tr>
<td>16-18</td>
<td>.5% *</td>
</tr>
<tr>
<td>15-19</td>
<td>Below 15 hours – will calculate the percentage of the required time and multiply by 50 points.</td>
</tr>
</tbody>
</table>

* The Percent is multiplied by the total points you have earned for the course and added to your total.

* Only applies if documentation is satisfactory (hours, activity, and witness signature).
Options for ASL interaction:

1. Storytelling practice – you may count up to 8 hours of storytelling practice.

2. Attending workshops – full credit

3. Meeting with classmates to interact using ASL only.

4. Talking Hands – ½ credit until meetings are conducted fully in ASL. Once meetings are conducted fully in ASL, I will start awarding full credit.

5. ASL Team Games (Tyler) – Date TBA

6. Others? Put it in writing first and get my signature of approval.

***The interaction must be ACTIVE. Signatures of peers will testify that you were an active participant, not simply passive, watching others sign.

**Videophone Activity**

TBD: This is under refinement. Each student will report to the ASL lab to learn how to use the video phone from the lab assistant. Students will place a call. Assignment will be graded based on the student's ability to explain how to place a Videophone call.

**ASL Literature**

Each student will choose either a handshape story or an ASL poem and record it. Minimum length is 2 minutes. The assignment will be graded on typical expressive assignment scores. Additionally, the instructor will teach students how to use Chromakey, add captions, and edit their videos to become more engaging. Assignments will be scored for proficiency in using the technology.

**IV. Evaluation and Assessments (Grading)**

**Receptive Tests**

Cover a single unit. These measure your ability to understand the content through receptive videos (watching the videos or instructor and typing what the signer says). Occasionally the receptive tests may be signed live. These occur on the same day as the Expressive Tests.

*** USE YOUR WORKBOOK AND DVD! Tests are developed directly from the workbook/DVD content in order to encourage spending adequate time watching expert language models.
**** STUDY FINGERSPELLING AND NUMBERS! ASL III and IV increase the use and speed of both fingerspelling and numbers.

**Expressive Tests**

Most unit exams include an expressive portion. The Dropboxes explain each expressive test. Unless your instructor tells you otherwise, the MINIMUM length required is 3 minutes. The TARGET length is 5 minutes. If you sign for less than 4 minutes, it will be difficult to earn a grade of “A”. For every 15 seconds below 3 minutes, 10% will be deducted.

Expressive tests MAY include “Free Response” questions. Free response questions are related to the unit content, but will not be provided in advance.

*** BE SURE YOU CAN USE ASL GRAMMAR – follow the examples provided in the DVD and workbook, but modify them to suit the specifics of your personal narratives.

Requirements:

• Always fingerspell your first and last name before starting. If your name is part of your narrative, you do not need to spell it twice.

• Dress appropriately – as if you were interviewing for a job as a public school teacher.

• No stripes or busy colors.

• Do not wear clothing with too much contrast with your skin – it causes focus problems for the camera.

• Make sure the camera is angled to capture your FULL torso. Failure to do so results in a 5% deduction.

• The MAJORITY of each response should focus on the content of the most recent unit completed.

• DO NOT pause videos during a response except as directed by your instructor. Paused videos will result in an automatic 20% deduction.

• ELABORATE – expressive tests are designed to measure the RANGE of your vocabulary and quality if your skills. Short responses result in low elaboration, range of vocabulary, and

**Final Exam**
Cumulative – covers the entire semester’s content. The final exam includes both receptive and expressive assessments. Even if it is focused on the last unit – all the units require the prerequisite knowledge from preceding units.

**Test, Quiz and Exam Preparation**

Research shows that consistent, spaced study leads to long-term retention of a new language. Cramming for an exam may help you pass the test, but will have less benefit than studying in small chunks regularly and repeatedly.

The following recommendations increase the chances of your retaining ASL vocabulary and grammar long after you pass the class:

1. Before starting a unit, work through ALL vocabulary for the unit in the course software (ASLxpress).
2. Begin the workbook and DVD BEFORE we cover it in class
3. Continue working through the workbook and DVD AFTER we cover each section.
4. Before a major Exam, review All Vocabulary and Review the DVD that came with your workbook.
5. When you meet with peers, push yourselves to communicate only using ASL. Create as many opportunities to use ASL as possible, including Talking Hands meetings, meeting with friends just for the purpose of signing, practicing with the AARC tutor, or practicing with the ASL lab assistant.
6. If you find yourself struggling at the start, get help right away. Start studying the ASL I content in order to close any gaps. Meanwhile, do not hesitate to come in for assistance. Several students have made tremendous gains in a short time simply by coming in for help.

**Requesting a re-evaluation**

Expressive assessments require extensive effort in order to evaluate your performance in a timely manner and may result in the use of additional graders. You may, at any time, request a re-evaluation if you feel your performance was scored inaccurately. Your instructor will then determine who scored the assessment and get a second evaluation from a different person. This is applicable to the following:

Expressive Tests
Story performances
Using full sentences

In order to demonstrate the full range of your language abilities ALWAYS use full sentences when responding to questions. This applies to class activities as well as assessments. One word responses and excessively brief responses do not show off your abilities and cannot receive a high score. A good practice is “Reflecting” the question. Use as much of the question as possible in your response.

Example Question: How many brothers and sisters does your father have?

Example Response: My dad has 3 brothers and two sisters.

Poor Response: 3 brothers, two sisters.

ALWAYS elaborate upon your responses to demonstrate the broadest range of skills possible.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Scoring method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Tests</td>
<td>100 pts. Each</td>
<td>% correct</td>
</tr>
<tr>
<td>SPH</td>
<td>150</td>
<td>Rubric: Expressive Skills</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>50 pts each</td>
<td>% correct</td>
</tr>
<tr>
<td>Technology: Video Phone Lab</td>
<td>25 pts</td>
<td>Completion</td>
</tr>
<tr>
<td>Technology: Video Phone</td>
<td>100 pts</td>
<td>Rubric: Expressive Skills</td>
</tr>
<tr>
<td>Expressive Instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf Culture Event</td>
<td>50 pts each</td>
<td>Rubric: Reflection Paper</td>
</tr>
<tr>
<td>ASL Interaction</td>
<td>50 pts</td>
<td>% Hours Completed</td>
</tr>
<tr>
<td>Deaf Literature Performance</td>
<td>100 pts</td>
<td>Rubric: Deaf Literature</td>
</tr>
<tr>
<td>Deaf Literature Video</td>
<td>50 pts</td>
<td>Rubric: Video Tech Use</td>
</tr>
<tr>
<td>Editing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Receptive</td>
<td>150 pts</td>
<td>% correct</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Introduction of ASL, Practice Sentences and Paragraphs  
      Introduction to ASL 372, Syllabus, Vocabulary Review  
      Unit 13: Describing the Layout of a House  
      Unit 13: Describing Room arrangements |
| 2    | Unit 13: Numbers 100-109  
      Unit 13: Numbers: Counting by Hundreds  
      Unit 13: Fingerspelling Double-Letter Words  
      Unit 13: Classifiers that show plurality (Good Place to Shop)  
      Lab 1: Lost Shoe  
      lab 1: TASC Description Interview  
      lab 1: TASC Hypothetical Interview |
| 3    | Unit 13 - Deaf Culture - Storytelling: Exploring a Cave  
      Culture: Handshape Stories  
      Enrichment day: Deaf Presenter |
| 4    | Exam U13: Receptive (Numbers, Fingerspelling, Room Descriptions)  
      Exam U13: Expressive (Lost Shoe)  
      Unit 14: Temporal Aspects: Recurring Inflections  
      Unit 14: Temporal Aspects: Continuous Inflections |
| 5    | Unit 14: Spatial Agreement  
      Unit 14: Making Requests  
      Unit 14: Clock Numbers  
      Unit 14: Fingerspelling  
      Lab 2: TASC Interview: Solving Problems - Personality Conflicts  
      Lab 2: Feedback: Expressive Test 2 |
| 6    | Unit 14 Deaf Culture - StoryTelling: Final Exam  
      Unit 14 Deaf Culture - Cheers and Songs  
      Enrichment day: Deaf Presenter |
| 7    | Exam U14: Receptive (Numbers, Fingerspelling, Room Descriptions)  
      Exam U14: Expressive (Personality Conflicts)  
      Unit 15: Discussing Nationalities  
      Unit 15: Transitions Between Events |
| 8    | Unit 15: Life Stories - Narrating  
      Unit 15: Unexpected Changes  
      Unit 15: States |
| Unit 15: Numbers 110-119  
Unit 15: Dates and Addresses  
Lab 3: TASC Question - Description - Family History  
Lab 3: TASC Question - Hypothetical - Time Travel |
|---|
| 9 | Unit 15 Deaf Culture - StoryTelling: Dead Dog  
Unit 15 Deaf Culture - Poetry |
| 10 | Exam U15: Receptive (Numbers, Fingerspelling, Room Descriptions)  
Exam U15: Expressive (Family History)  
U16: Description: Using Reference Points  
U16: Description: Non-manual markers "oo", "cha", "mm"  
U16: Description: Describing Objects |
| 11 | U16: Describing how to Cook  
Unit 16 Deaf Culture - StoryTelling: Reveille  
Exam U16: Receptive (Numbers, Fingerspelling, Room Descriptions)  
Exam U16: Expressive (Describing gifts on a Shopping Trip)  
Lab 4: TASC Interview: Describing objects  
Lab 4: TASC Interview: Supported Opinion |
| 12 | U17: Talking about Weekends and Seasons  
U17: Describing Activities: Time with durative aspect |
| 13 | U17: Expressing Opinions  
U17: Numbers 120-1000  
U17: Expressing Opinions |
| 14 | Review  
Review  
ASL Literature Video Project Due |
| 15 | Final exam |

**VI. Readings**

GoREACT account  
LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. **NOTE:** If you plan to use
financial aid to purchase this account, you must make the purchase by the date set by financial aid.

If you have any students purchasing LiveText for the first time, they need to complete the My Cultural Awareness Profile (MCAP) found within their LiveText account. Student should complete the MCAP within the first month of long terms and within the first week of short terms.

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 rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 10 EXTRA CREDIT points will be added to your total points before your grade is averaged if you complete a course evaluation **BEFORE the university deadline.**

VIII. **Student Ethics and Other Policy Information:**
**Attendance:** Meeting faithfully, promptness, and attending for the full class period are all indicators of a strong work ethic and all contribute to academic success. Failure to attend regularly and promptly affects classmates who depend on each other for activities which require peer-to-peer interaction. Failure to meet these requirements will result in the following deductions:

<table>
<thead>
<tr>
<th>Type</th>
<th>Deduction</th>
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</thead>
<tbody>
<tr>
<td><strong>Excused absence</strong></td>
<td>1.25% from final grade</td>
</tr>
<tr>
<td><strong>Unexcused absence</strong></td>
<td>2.5% from final grade</td>
</tr>
<tr>
<td><strong>Late attendance</strong></td>
<td>1.25% from final grade</td>
</tr>
<tr>
<td><strong>Leaving Early</strong></td>
<td>1.25% from final grade</td>
</tr>
</tbody>
</table>

**Students with Disabilities:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services
ODS), Human Services Building, Room 325, (936) 468-3004/ (936)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 matter may delay your accommodations. For additional information go to http://www.sfasu.edu/disability services/.

**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 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 of 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.

**Self-Plagiarism**
Submitting the same work to more in more than one course without the express written consent of the professors is considered self-plagiarism and will be treated as academic dishonesty. Similarly, if you are retaking the course, do not submit the same paper you submitted earlier.

**Test Policies**
Pausing a video during a test is strictly prohibited. A paused video will result in a score of zero for the test. No talking is permitted during tests except to ask the instructor questions. Since the instructor is deaf, any mouth movements will be interpreted as talking.

**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 an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course 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.

IX. Other Relevant Course Information:

- All students are expected to practice/study outside of class for at least 1 hour per week for each credit hour earned. A three credit hour course requires three hours of practice each week. During the summer the number of hours increases due to the condensed time frame. Summer expectations are approximately one hour per day.
- Due to problems with viruses no attachments will be accepted without my written permission.
- Grades may not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I may only discuss grades in person or over the phone.

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. 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.

1. 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.
2. 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

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.