ELED 4345/5345 Humane & Environmental Education
Syllabus

Department of Education Studies
3-Credit Hours
ELED 4345/5345
Summer 2021
Course Delivery Modality: Online, Asynchronous

Instructor: Dr. Sarah M. Straub
Office: WFH
Cell Phone: (281) 685-8873
Office Hours: https://calendly.com/straubsm

With the flexibility necessary during our global pandemic, I will have increased availability via email. I commit to answering all emails by end of day (5:00 PM M-F) and emails sent after 5:00 PM on Friday by 5:00 PM the following Monday.

I will also be available for scheduled Zoom meetings. I am using Calendly this semester to help coordinate and schedule meetings, so please refer to the link (or hyperlink) above to set 15-minute meetings as needed.

Email: straubsm@sfasu.edu

Preferably, please send emails to straubsm@sfasu.edu, include the course, AND section numbers somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Course Description

Humane and Environmental Education is a course that explores the principle of doing the most good and least harm to people, animals, and the environment. It applies this ethic with innovative thinking and action in the field of education. The course looks at humanity and the world through the lens of an educator and offers a vision for a better future that relies on reason,
compassion, evidence-based enthusiasm, and systems awareness to bring about positive-long
term change. The syllabus, calendar of assignments, learning modules, forms for class
assignments, and website links are all posted on the class website in Brightspace by D2L. All
assignments are required to be submitted online in Brightspace by D2L.

Typical sections of the course require students to engage in RedRover Certification and an
additional TEEAC-approved online training seminar, in addition to the final exam. Course
instructors are required to make themselves available to consult with students as needed and this
course professor has elected to utilize Calendly for increased availability. Online sections of the
course contain extensive content within the modules. This online course content includes the
same information students in a face-to-face lecture course receive, requiring students to engage
the online modules for at least 300 minutes per week for this course. Besides engaging the
material in the modules, online students have outside reading assignments similar to those
mentioned above for face-to-face students. Thus, for every hour an online student spends
engaging the content in the modules, he/she spends at least four hours completing associated
activities and assessments.

Please be aware that this is a fully online, six-week course. That means this course does not
meet in a physical classroom, nor does it meet on designated dates and at specific times.
However, there are deadlines for assignments outlined on the course calendar. I strongly
encourage you to develop a consistent schedule for logging into the course often.

To successfully complete an online course, a high degree of student involvement and effective
time management skills are necessary. Even though we won’t have routine meetings, you must
discipline yourself to (a) devote the time you normally would spend in the classroom to being
logged in to this online class and digesting the materials, and (b) engage in individual learning
time. Most universities recommend that for every hour a student spends in the classroom,
he/she/they will spend two to three hours engaging with course material outside of class. Thus,
as this is a three-hour course, you should expect to spend 15-20 hours a week completing
assignments.

**The James I. Perkins College of Education**

The James I. Perkins College of Education will be the college of choice for students striving to
achieve professional excellence through exemplary programs that are recognized at state,
national, and international levels.
Mission

The mission of the Perkins College of Education 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.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services.
- To address specific needs in the broader community.
- To enhance student learning.
- To instill commitment to service, and to promote the reputation of the University.
- To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- 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
- Service that enriches the community
Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

James I. Perkins College of Education Diversity Statement

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Course Goals

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood to middle level learners. The Program Learning Objectives are aligned to ACEI, AMLE, and InTASC.

Program Learning Outcomes

1. PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1, 3, 8).

2. PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought-provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 1, 3, 4).

3. PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain a positive, collaborative relationship
with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth and well-being of all learners (ACEI 5, InTASC 5, 7, 9).

Course Objectives (Student Learning Outcomes)

Upon completion of this course, students should be able to:

1. SLO 1.1 Candidates will demonstrate an understanding of humane and environmental education frameworks through a developmentally appropriate lens.
   a. SLO 1.1.1 Assessment – Dropbox Assignments and Discussion Boards
   b. SLO 1.1.2 Assessment – Solutionary Case Study and Presentation

2. SLO 3.1 Candidates will plan engaging, thought provoking, inquiry-based instruction through integrative lessons and learning activities that incorporates humane and environmental education ideas and concepts in EC-6 core subjects
   a. SLO 3.1.1 Assessment – RedRover Certification Discussion Posts
   b. SLO 3.1.2 Assessment – RedRover Certification Final Project

3. SLO 5.1 Candidates will demonstrate knowledge and understanding of research-based approaches to teaching humane and environmental education that establishes and maintains positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote intellectual, social, emotional, physical growth and well-being of all learners.
   a. SLO 5.1.1 Assessment – HEART PLC Small Group Project
   b. SLO 5.1.2 Assessment – ProjectWILD Certification

4. SLO 5.2 Candidates will reflect upon research-based approaches to teaching humane and environmental education that establishes and maintains positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote intellectual, social, emotional, physical growth, and well-being of all learners.
   a. SLO 5.2.1 Assessment – Solutionary Case Study and Presentation
   b. SLO 5.2.2 Assessment – EOC Survey
Course Assignments

Assignments will be submitted via Dropbox, assessed through Quizzes, or evaluated in Discussion Posts.

<table>
<thead>
<tr>
<th>Format</th>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Certifications</td>
<td>RedRover Reader Certification</td>
<td>60 pts</td>
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<tr>
<td>(160 points)</td>
<td>ProjectWILD Certification</td>
<td>100 pts</td>
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<tr>
<td>Instructional</td>
<td>Animoto Discussion Board 1</td>
<td>10 pts</td>
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<tr>
<td>Activities</td>
<td>Conceptual Framework One-Pager Dropbox 1</td>
<td>10 pts</td>
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<td>Reflections on EcoJustice Dropbox 2</td>
<td>10 pts</td>
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<tr>
<td>(50 points)</td>
<td>Solutionary Case Study Discussion Board 2</td>
<td>10 pts</td>
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<td>EOC Survey Quiz</td>
<td>10 pts</td>
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<td>HEART PLC</td>
<td>Activity Facilitator Zoom Link to Dropbox</td>
<td>30 pts</td>
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<tr>
<td>Small Group</td>
<td>Lesson Facilitator Zoom Link to Dropbox</td>
<td>30 pts</td>
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<tr>
<td>Project</td>
<td>Activity Participant Participation Points</td>
<td>15 pts</td>
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<tr>
<td>(110 points)</td>
<td>Lesson Participant Participation Points</td>
<td>15 pts</td>
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<td></td>
<td>Reflection to Dropbox</td>
<td>20 pts</td>
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<tr>
<td>Professionalism</td>
<td>Calendly Meeting with Straub</td>
<td>10 pts</td>
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<tr>
<td>(20 points)</td>
<td>Posting Presentation by Tuesday 11:59 for Finals Week</td>
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<tr>
<td>Final Project</td>
<td>Solutionary Case Study Paper</td>
<td>100 pts</td>
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<tr>
<td><em>(160 points)</em></td>
<td>Solutionary Case Study Presentation</td>
<td>60 pts</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500 pts</strong></td>
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A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%

- **RedRover Readers Certification Program (Posts & Project @ 60 total points)**

  The ultimate goal of the RedRover Readers online program is for participants to learn discussion techniques that can promote critical thinking, perspective-taking, student engagement and literacy. Participants will learn how to use the RedRover Readers curriculum to develop empathy skills and facilitate social and emotional learning. Participants must be actively engaged through consistent communication in formative posts and must demonstrate comprehension of the RedRover Readers teaching philosophy through the final project presentation.

- **HEART PLC Small Group Project (Lesson/Activity Facilitator and Participant Project @ 110 pts)**

  Students will have access to a comprehensive humane education resource guide. Working in partners, students will select one lesson and one activity to facilitate. The partner will engage in the facilitation as a participant. These meetings will be recorded and uploaded to Dropbox. Using the experience as both facilitator and participant as well as information from pages 1 and 9 and course content, enrolled students will submit a final reflection with suggestions for future implementation and dissemination.

- **Instructional Activities – Discussion Boards and Dropbox Assignments @ 50 pts)**

  We will have various ways to engage with the course material. The most recurrent are reaction statements and discussion boards. Our reaction statements will allow for students to engage with
the course articles in a safe space. We will also have two discussion boards with a primary purpose of creating and fostering community.

· **Course Final – Solutionary Case Study and Presentation (160 pts)**

Our course text concludes with a vision and ideas for developing Solutionary Schools that meet the goals described in the text. Students will evaluate the provided purpose, vision, mission, and promise of the solutionary school against their current campuses. The analysis will continue with looking for opportunities to incorporate solutionary approaches such as the foundational understandings and important elements, values, abilities, literacies, competencies, and dispositions included in the Appendix. The students will assemble an analysis paper and adapt this paper into a 10 minute speech with 5 minute time for questions.

**Course Materials**

Required Technology:

RedRover Readers Online Program. This program will be paid for with funds from the Montgomery Professorship and therefore comes at no charge to enrolled students.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Required Text:

1. *The solutionary guidebook: For educators who want to change the world.* The Institute for Humane Education (2016) – Provided in Brightspace by D2L)
Course Evaluations:

This course is newly redesigned to provide a space for a pedagogy of responsibility. Your feedback is invaluable and will be collected at various points in the semester as well as in the course evaluations. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
# Course Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**ALL ASSIGNMENTS DUE AT END OF MODULE, SUNDAYS AT 11:59 PM CST UNLESS NOTED IN THE CALENDAR BELOW**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week of May 17</td>
<td>Module 1: Course Introduction</td>
<td>- Read module content</td>
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<td>- Tucker (2016) - pg. 1-5, 11-17</td>
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<td>- Watch TEDxTalk – <a href="https://www.youtube.com/watch?v=5tU5L7j4OJw">The World Becomes What You Teach</a></td>
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<td>o <strong>Assignment 1</strong>: Animoto Introduction Discussion Board</td>
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<td>o <strong>Assignment 2</strong>: Conceptual Framework One-Pager</td>
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<td>Module 2: A Rationale for a Solutionary Approach to Education</td>
<td>- Read module content</td>
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<td>- Read PCELS 1991</td>
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<td>- Read Martuciewicz 2018</td>
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<td>- Read TSG – Part I (p. 1-31)</td>
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<td>- HEART-Justice-For-All-Elementary-Guide pg. 4-9 (Select ONE Activity &amp; 1 Lesson)</td>
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<td>• <strong>Assignment 1</strong>: HEART Project Dropbox</td>
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<td>• <strong>Assignment 2</strong>: EcoJustice Reflections Dropbox</td>
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</table>
| Week of May 31 | Module 3: A Pedagogy of Responsibility | · Read module content  
· Read Edmundson & Martusewicz (chapter 4)  
· Read TSG – Part II (p. 32-35)  
· Assignments:  
  ● **Assignment 1**: RedRover Readers Module 2  
  ● **Assignment 2**: HEART Project Dropbox  
  ● **Assignment 3**: Work Time for Solutionary Case Study Paper |
| SFASU Closed (Memorial Day) |
| Week of June 7 | Module 4: Development of a Solutionary Approach | · Read module content  
· Read TSG – Part II (p. 36-61)  
- Weil (2016)  
· Assignments:  
  o **Assignment 1**: RedRover Readers Module 3  
  o **Assignment 2**: HEART Project Dropbox  
  o **Assignment 3**: Work Time for Solutionary Case Study  
  o **Assignment 4**: ProjectWILD Synchronous Meeting |
| Week of June 14 | Module 5: Application of a Solutionary Approach | · Read module content  
· Complete **Project WILD Certification Training (6 hrs)**  
· Read TSG – Part II (p. 61-79)  
· Assignments:  
  o **Assignment 1**: Submit ProjectWILD Evidence to ProjectWILD Dropbox  
  o **Assignment 2**: HEART Project Dropbox  
  o **Assignment 3**: Submit Solutionary Case Study to the **Solutionary Case Study Dropbox** |

| Week of June 21 | Module 6: Finals Week | · Read module content  
· Assignments  
  o **Assignment 1**: Post Solutionary Case Study **Presentation** to the **Discussion Board**  
  o **Assignment 2**: Respond to 3 colleagues on the Solutionary Case Study Discussion Board  
  o **Assignment 3**: Complete EOC Survey in Quizzes |

**Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and 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 and in determining final grades.

**Students may take 2 absences without penalty over the course of the semester.** After the second absence, the students will begin to accrue a 5 point deduction for each additional absence. Students are responsible for notifying their instructors in advance, when possible, for absences. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

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.

**Student Academic Dishonesty: Policy 4.1**

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 on any class assignment or exam;
- falsifying or inventing 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 one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;

· submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,

· incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**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 SFASU Disability Services.

**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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes,
but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

[Links: CDC - Cloth Face Cove Guidance, CDC - Social Distancing Guidance]

**Mental Health Statement**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
· You enrolled or planning to enroll in an educator preparation program or
· You are planning to take a certification exam for initial educator certification, and
· You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

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

IX. Other Relevant Course Information:

Syllabus and course calendar subject to change.