SGNL 1301.644 BEGINNING AMERICAN SIGN LANGUAGE
SUMMER 2021

INSTRUCTOR
J. Lindsey Kennon, Ed.D.

OFFICE
ECRC 209T

CONTACT INFORMATION
(936) 468-5510
jkennon@sfasu.edu

COURSE TIME & LOCATION
See course timeline for Zoom meeting times.

COURSE DELIVERY MODALITY
Hybrid (Blend of Synchronous Zooms with Asynchronous Online Content)

TIME REQUIREMENT
SGNL 1301 (3 credits) meets via Zoom and Brightspace (D2L) for the Summer 2021 term. A combination of Zoom meetings and online content comprise the 8-week course. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, and a final examination. Students are required to participate in various class activities, practice their skills, obtain practice hours with an ASL Lab Assistant, and are required to submit a 3-minute (minimum) signed autobiography. These activities average 6 hours minimum of work each week to prepare outside of classroom hours.

Hybrid Explanation: A hybrid/blended course is defined in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter P, Rule 4.257 as “a hybrid course is a course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when students and instructor are not in the same place.”

I. COURSE DESCRIPTION
Introduction to ASL and Deaf culture. Includes principles, methods and techniques for communicating with deaf individuals who use ASL. Emphasis on the development of basic expressive and receptive skills for simple conversation with deaf individuals in ASL. Also includes a brief history of signs.

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II. INTENDED LEARNING OUTCOMES

This course aligns to the James I. Perkins College of Education Vision, Mission, and Core Values.

Program Learning Outcomes (PLOs) & Student Learning Outcomes (SLOs)

SGNL 1301 adheres to the Standards for Learning American Sign Language set forth by the American Sign Language Teachers Association (www.aslta.org). This is a general education course and there are no key assessments collected in this course related to PLOs and SLOs. However, the following Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) are addressed in this course for those students who are Deaf and Hard-of-Hearing majors/educator candidates:

<table>
<thead>
<tr>
<th>Coursename</th>
<th>Course Description</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>PLOs Addressed</th>
<th>SLOs Addressed</th>
<th>Assessment of the LOs</th>
<th>Unit/Program Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGNL 1301</td>
<td>BEGINNING AMERICAN SIGN LANGUAGE (ASL I)</td>
<td>NONE</td>
<td>3 Hours</td>
<td>PLO X - The teacher of deaf and hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.</td>
<td>SLO 10.1 – The beginning TOD is able to engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.</td>
<td>• Daily Expressive &amp; Receptive In-Class Communication (Informal Observations)</td>
<td>CORE CURRICULUM COURSE</td>
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<td>SLO 10.2 – The beginning TOD is able to comprehend and interpret live and recorded American Sign Language on a variety of topics.</td>
<td>SLO 10.2 – The beginning TOD is able to comprehend and interpret live and recorded American Sign Language on a variety of topics.</td>
<td>• Units 1 – 4 Exams (Receptive Practice of Recorded Videos)</td>
<td>CORE LEARNING OBJECTIVE ASSESSED IN SGNL 1301: TEAMWORK</td>
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<tr>
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<td>SLO 10.3 - The beginning TOD is able to present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.</td>
<td>SLO 10.3 - The beginning TOD is able to present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.</td>
<td>• Final Exam (Receptive Practice of Recorded Videos)</td>
<td>ASSESSMENT: AUTOBIOGRAPHY PEER REVIEW W/TEAMWORK RUBRIC</td>
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<td>SLO 10.4 – The beginning TOD is able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.</td>
<td>SLO 10.4 – The beginning TOD is able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.</td>
<td>• Units 1 – 4 Unit Review Videos (Expressive Practice)</td>
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<td>SLO 10.5 – The beginning TOD is able to demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.</td>
<td>SLO 10.5 – The beginning TOD is able to demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.</td>
<td>• Deaf Culture Article Discussion</td>
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<td>SLO 10.6 – The beginning TOD is able to show evidence of becoming lifelong learners by using American Sign Language</td>
<td>SLO 10.6 – The beginning TOD is able to show evidence of becoming lifelong learners by using American Sign Language</td>
<td>• ASL Lab Hours for Practice with Language Model</td>
<td></td>
</tr>
</tbody>
</table>

SGNL 1301  BEGINNING AMERICAN SIGN LANGUAGE (ASL I)

COURSE DESCRIPTION: Introduction to ASL and Deaf culture. Includes principles, methods and techniques for communicating with deaf individuals who use ASL. Emphasis on the development of basic expressive and receptive skills for simple conversation with deaf individuals in ASL. Also includes a brief history of signs.

PLOs ADDRESSED

SLOs ADDRESSED

ASSESSMENT OF THE LOs

UNIT/PROGRAM ASSESSMENT
Core Curriculum Outcomes

SGNL 1301 is a general education core course.

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in SGNL 1301, you are also enrolling in a Core Curriculum Course that fulfills the TEAMWORK requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course Dropbox determined by your Instructor and the “Core Curriculum” Dropbox. The Core Curriculum Dropbox will be identified by the TEAMWORK objective.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations. If you have any questions, please see your instructor, or contact the Office of Student Learning and Institutional Assessment at (936) 468-1130.

The chart below indicates the core objective addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to the D2L TEAMWORK Dropbox this semester, and the date the assignment should be uploaded to the D2L TEAMWORK Dropbox. **Not every assignment will be submitted for core assessment every semester.** Your instructor will notify you which assignment must be submitted for assessment in the D2L TEAMWORK Dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in Brightspace/D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Autobiography Peer Reviews</td>
<td>None due for Summer 2021.</td>
</tr>
</tbody>
</table>

**III. COURSE ASSIGNMENTS**

Successful class interactions depend upon prepared, present, and polite communicators. Students are expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture learning opportunities. The course units are designed so that students learn language in context and retain language by engaging in activities that are meaningful and necessary in order to develop skills in ASL.

- Students are required to sign all communication that occurs in the classroom. (Exceptions will be announced by the instructor of the course.)
- Students may not use their voices while in the classroom during “voice off” activities and/or exams.
- Students exhibiting poor manners will be dismissed from the classroom for the duration of class and/or until the instructor invites the student back in to class.
**James I. Perkins College of Education**  
**Department of Education Studies**  
**Deaf and Hard-of-Hearing Educator Preparation Program**

**SIGNED EXAMS** (2 @ 50 Pts. Each)
- There are two major exams.
- Each exam will contain fingerspelling, vocabulary, and signed sentences.
- Each exam is cumulative. You will need to retain all learned vocabulary at the time of each exam.
- All exams will be signed. Students are expected to write the intent and meaning using proper English grammar (ASL glossing is not appropriate, as ASL is not a written language.)
- No make-up exams will be given for any unexcused absences. NO EXCEPTIONS. Plan ahead, prepare, and be responsible. If you do not attend a scheduled exam, a grade of zero (0) will be recorded. If you are late to a scheduled exam, you are welcome to complete as much of the exam as possible with the remaining time. Time will not be extended to accommodate tardiness.
- Should you miss an exam for an excused absence (death in the immediate family, illness requiring doctor visit and/or hospitalization, etc.), contact the instructor immediately, preferably prior to the missed exam, to reschedule. Documentation will be required and verified for all excused exam absences.
- Exams will be conducted are computer-based. Exams will include a strict beginning and ending time, with an enforced time limit.
- **EXAM 1**
  - Manual Alphabet/Fingerspelling
  - Units 1 & 2 Vocabulary
  - Signed Sentences
- **EXAM 2**
  - Manual Alphabet/Fingerspelling
  - Units 1, 2, 3, & 4 Vocabulary
  - Signed Sentences

**UNIT REVIEW HOMEWORK VIDEOS** (4 @ 25 points each)
- Following each Unit, students will complete the Unit Review section.
- Student will video responses and upload to GoReact for assessment.
- Label/Name your Unit Review with the unit name, your first and last name, and your section number (.640). See example:
  - Unit 1 Review – John Smith.640
- See timeline for due dates.
- Instructions for each Unit Review can be found under the Unit Review Homework tab in Brightspace/D2L.

**AUTOBIOGRAPHY VIDEO PROJECT (EXPRESSIVE)** (1 @ 100 points)
- By the end of the term, students will be able to briefly give an autobiography using the signs and language learned over the term as a culminating expressive assessment.
- Students will video themselves signing their autobiography and upload to GoReact.
- Assignment details are posted on Brightspace/D2L under the Autobiography Video Project tab.
- Video examples are provided on Brightspace/D2L and can also be found under the same tab.

**IV. EVALUATION & ASSESSMENT**

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>50 points</td>
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<tr>
<td>Exam 2</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Review Homework Videos (4)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Autobiography Video Project</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
GRADE SCALE
(Calculate your percentage by adding up your total earned points and dividing by 400.)
90 – 100% A  80 – 89% B  70 – 79% C  60 – 69% D  59% & Below F
(reminder: a grade of b or better is required in this course in order to continue coursework in the program. all assignments must be completed in order to receive any grade but an f.)

V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>What is due?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(Weeks Run Mon. – Sat.)</td>
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<tr>
<td>Week 1</td>
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<tr>
<td>June 28 - 3</td>
<td>Manual Alphabet</td>
<td>• Unit 1 Review Video (GoReact Upload)</td>
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<td></td>
<td>Fingerspelling</td>
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<td></td>
<td>Unit 1</td>
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<td>Week 2</td>
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<tr>
<td>July 5 - 10</td>
<td>Unit 2</td>
<td>• Unit 2 Review Video (GoReact Upload)</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>July 12 - 17</td>
<td>Unit 3</td>
<td>• Exam 1 (D2L)</td>
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<tr>
<td>Week 4</td>
<td></td>
<td></td>
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<tr>
<td>July 19 - 24</td>
<td>Unit 3</td>
<td>• Unit 3 Review Video (GoReact Upload)</td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>July 26 - 31</td>
<td>Unit 4</td>
<td>• Unit 4 Review Video (GoReact Upload)</td>
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<tr>
<td>Week 6</td>
<td>Review &amp; Final Projects</td>
<td>• Autobiography Video Project (GoReact Upload)</td>
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<td>August 2 - 7</td>
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The course timeline is tentative and is subject to change throughout the semester due to instructional need, as determined by the instructor. Updates will be posted on D2L and students will be notified of any changes.

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined below.
(Links to standards are hyperlinked in the table headings.)

<table>
<thead>
<tr>
<th>COURSE &amp; MAJOR TOPICS</th>
<th>CAEP/CEC</th>
<th>CEC/CED</th>
<th>CEC/UEC</th>
<th>TEA/SBEC</th>
<th>TEXES 181 FRAMEWORK</th>
<th>ASLTA</th>
<th>InTASC</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGNL 1301</td>
<td>Standard 1.0</td>
<td>DHH.1.K3</td>
<td></td>
<td>DII.C007(A)</td>
<td>1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2</td>
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<tr>
<td>Beginning American Sign Language (ASL I)</td>
<td>Standard 5.0</td>
<td>DHH.5.S6</td>
<td></td>
<td>DIV.C015(F)</td>
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</tbody>
</table>
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

Signing Naturally ONLINE SUBSCRIPTION
• Signing Naturally Units 1-6
  https://www.dawnsign.com/subscribe/signing-naturally-1-6
• GoReact Account
  https://get.goreact.com/

VII. 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!

In the Perkins 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.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION
(https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three Modules of absences during a semester or one Module of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilities/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty
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.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

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.

Face Coverings (Masks)
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.


Student Mental Health Resources
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

IX. ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

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.

X. OTHER RELEVANT COURSE INFORMATION

If you believe there is an error in your final grade, contact the instructor immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.