Instructor: Scott Whitney

Course Time & Location

Office:
Human Services 315
Location: HSTC 314

Office Phone: 936-468-2906 (Leave a message)
Office Time:
M, W 2:30 pm – 3:45 pm
Location: HSTC 314

Credits: 3 Semester Hours
Office Hours:
M, F 8:00 am – 11:00 am
T, Th 1:00 pm – 3:00 pm

** I can often be found in the ASL Lab (HSTC 312)
**DO NOT use the D2L email to contact me.

I. Course Description

Expands vocabulary from ASL III. Students learn to translate idioms and apply manual and non-manual aspects of ASL. Cross cultural communication and ASL expressive fluency are emphasized.

Prerequisites:
SPH 477 B

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

Through the development of American Sign Language skills and knowledge of the Deaf Culture, this course fosters the SFA Way:

The SFA Way … "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, 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, we, the 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.
The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.
The Principle of Responsibility … Lumberjacks do what is right.
The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.
The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.
Standards:

- The program complies with the following standards:
  - Texas Higher Education Coordinating Board (THECB)
  - Council for the Accreditation of Educator Preparation (CAEP)
  - Council of Exceptional Children (CEC)
  - Council on Education of the Deaf (CED)
  - Interstate Teacher Assessment and Support Consortium (InTASC)
  - International Society for Technology in Education (ISTE)

For a detailed list of the program standards please refer to: SFASU DHH Program Standards

Program Learning Outcomes:

1. The program will provide students with the knowledge needed to pass the TExES certification tests.
2. The program will provide students with the knowledge and skills needed to pass the TASC certification tests and to teach deaf students who rely on signed communication.
3. The program will provide students with sufficient practice needed to apply research-based teaching methods to lessons with live audiences and public-school students.

Student Learning Outcomes:

1. Candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #181 certification exam
   - Domain I. Understanding Students Who Are Deaf or Hard-of-Hearing
   - Domain II. Promoting Student Learning and Development
   - Domain III. Promoting Student Achievement in English Language Arts and Reading
   - Domain IV. Understanding the Professional Environment

2. Candidates will demonstrate content and professional knowledge in each of the TEA standards for core curriculum.

   In this course, candidates will demonstrate at least "Intermediate" expressive proficiency on the following topics:
   - Math: Money numbers, Talking about finances, Dates Number incorporation
   - English/Language Arts: Translating English to ASL and ASL to English – grammatical features of both languages,

3. Candidates will demonstrate the knowledge and skills needed to pass the TASC certification test of sign language proficiency skills needed for entry-level deaf and hard of hearing teachers. Specifically, candidates will demonstrate at least an "Intermediate" level of proficiency on each of the skills measured by the TASC:
   - Range of communication
   - Comprehension
   - Fluency
   - Vocabulary/grammar
   - Use of space
   - In this course, ALL expressive assignments will use the TASC criteria.

4. Candidates will demonstrate the knowledge and skills required to teach the core content to deaf and hard of hearing students. Specifically, students will demonstrate the knowledge and skills in the following domains measured by the observation rubrics:
   - Assessment
   - Instructional Planning
   - Positive Classroom Environment/Climate
   - Responsive Instructional Communication
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Deaf Community Interaction

Each student is required to **ACTIVELY** interact with the Deaf Community for a total of 20 hours. The types of activity you may choose:

1. Attend a Deaf church where sermons are signed in ASL.
   a. Tyler – New Beginnings
   b. Houston – Woodhaven
   c. Dallas – there are 4 churches
2. Attend Deaf Socials
   a. Nacogdoches – first week of each month – typically Friday evening. Look for flyers
   b. Other cities – Deaf chat coffees, other events
3. Tyler – Deaf Games Day
4. Jacksonville – Deaf Festival
5. Others: Get written approval

For EACH activity, you are required to keep a log (located in D2L dropbox). Include:

- Date
- Time you joined the activity
- Time you left
- Total time
- Name of activity
- **SIGNATURE OF MEMBER OF DEAF COMMUNITY** – without this, there is NO credit for the activity
- Attach a summary of the event, conversations you had, new signs learned, and Deaf Culture etiquette and behaviours you observed. Summary should be 125 to 250 words in length. There is no penalty for going OVER 250 words, but I may not read all if it exceeds 250 words.
- If you forget to bring a log, get all the information AND the signature on any piece of paper. Later, fill out the log and attach the paper.

Tip:
Take advantage of any breaks (Thanksgiving, Spring Break, etc.) to visit the Deaf Community in your area.

Lab Assignments

Lab assignments require you to interact with the lab assistant in order to get detailed feedback on your expressive skills. Labs take place roughly halfway through the unit. After you get feedback, you are then expected to apply the feedback to the expressive assignment at the end of the unit. 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 lab folder:**
- The goals -ON THE FEEDBACK form in the lab assistant’s folder
- Your written narrative -preferably a paper copy to place in the lab assistant’s folder

**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.

**Minimum length**
Unless the instructor posts a message with other requirements – each Mid-Unit activity must be a **minimum of 2 minutes**. For every minute below 2 minutes, the grade will be reduced by 1%. Do NOT attempt to circumvent this by signing slowly or adding “Fluff”.

Keep in mind that later, you will perform the narrative for the expressive exam, but it must be upgraded to **3 minutes on the exam**. Think of ways to elaborate and add more content (one long narrative or multiple short narratives)

**ALL Students Submitting your Assignment:**
It is your responsibility to ensure that the video is properly stored.
You must check the following:
   1. Your video is stored in GoREACT
   2. Your video is stored in the CORRECT ASSIGNMENT
   3. Your video works
   4. The video quality is high – your signs are within the frame and lighting is sufficient
   5. You used ONLY the cameras available for checkout in the library unless you have a disability accommodation which requires recording in the ASL lab (HSTC 312).

**To maximize your score:**
   a. USE fingerspelling
   b. USE numbers
   c. Use ASL grammar
   d. Use Facial expressions based on the example videos covered in the unit.
   e. Take the example videos, practice them, then modify them for your answers.
   f. Pay attention to the instructions in the D2L content modules.
   g. APPLY the expected narrative structure from the Signing Naturally workbook.

**Goal Setting**
Each lab requires you to get feedback from the lab assistant who **gives the feedback using ASL**. You must use the feedback to set **5 Goals**. Goals must be SPECIFIC and MEASURABLE.
Goals are NOT positive feedback such as “Good job!”. Goals are **areas to improve**.

Common goals:
1. Include more numbers (give examples)
2. Elaborate – add more information about _____
3. Use more facial expression (give examples of where it is needed)
4. Add more fingerspelling (list some words)
5. Practice fingerspelling to fluency (List words to practice for your activity)
6. Practice to improve fluency and confidence
7. Use more classifiers (give examples)
8. Improve sign accuracy (List some words)
9. Add _____ as required by the instructions
10. Occasionally – Reduce length, focus on _______

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>
</thead>
<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>
</tbody>
</table>

15 – Minimum required hours, no bonus
Below 15 hours – will calculate the percentage of the required time and multiply by 25 points.
* 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.

Dispositions

Each student is expected to comply with the Dispositions expectations of the College of Education and the Deaf and Hard of Hearing program. See the rubric for details.

Receptive Tests

Cover 2 units each. They are, however, cumulative in that any vocabulary from previous units in the Signing Naturally Curriculum is fair game. Likewise, grammar covered in previous units is fair game. Receptive tests typically include a SHORT check or your comprehension of the “Signing Stories” assignments assigned.

Expressive Tests

At the end of the course, you will have an expressive test composed of TASC questions. In order to maximize your score please:
- APPLY the narrative structures covered in this course wherever appropriate
• APPLY vocabulary covered in this course wherever appropriate
• APPLY the TASC strategies and tips covered in this course

Quizzes and Homework

After completing each section in the units we cover, the PowerPoint presentations will give you homework assignments. Some will be collected, others will be graded by giving a quiz which verifies your mastery of the assignment content. Be ready for a quiz EVERY class except exam days. Quizzes may be Receptive OR Expressive

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.

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 ability.

SLPI test

Background:
Teacher candidates must take the Texas Assessment of Sign Communications™ (TASC™). The TASC is based in the Language Proficiency Interview model – a common assessment method used to evaluate a learner’s language proficiency in a foreign language. This test is, however, used only for teacher candidates.

WE MAY USE THE ASLPI INSTEAD – DEPENDING ON WHICH IS THE BEST MOST BENEFICIAL FOR THE PROGRAM AND THE STUDENTS

All students will participate in the Sign Language Proficiency Interview. By requiring the SLPI of all ASL IV students, we will accomplish the following objectives:

• Get an unbiased external evaluation of each student’s progress
• Get an unbiased external evaluation of the program’s ASL instructional effectiveness
• Get detailed analysis of student strengths and weaknesses
• Get detailed analysis of program strengths and weaknesses
• Help teacher prepare more effectively for Certification tests
• Help other students prepare more effectively for future careers working with Deaf and Hard of Hearing clients or consumers
• Evaluate the validity and reliability of our own Practice TASC assessments

SLPI requirement

All students are required to take the SLPI
Participation plus your summary of your experience is worth 50 points
We are looking at the following dates. Please clear your calendar so that you can participate in the SLPI:
½ of the class will take the test on each date.
Friday November 3
Friday November 10
If you score better on the SLPI than one of your expressive assignments, you may use it to replace the Expressive Assignment grade.

SLPI content
Although the content is slightly different from the TASC, you can apply the same skills.
The topics covered include:
- Work
- Family/home/Background
- Hobbies/Leisure Activities

Apply the TASC skills as follows:
Work – descriptive, instructions
Family/home/Background – Descriptive, Opinion, problem solving if possible
Hobbies/Leisure/Activities – Description, Instructions, Opinions
For the most part, it is up to the interviewer to pull the higher-level questions like Problem Solving, Opinion, and Hypothetical Situation. LOOK for it and take advantage of it.

IV. Evaluation and Assessments (Grading)

<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>Expressive Tests</td>
<td>200 pts. Each</td>
<td>Rubric: Expressive Skills</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>20 pts each</td>
<td>Goal setting rubric and satisfactory completion of activity with assistant.</td>
</tr>
<tr>
<td>Deaf Culture Event</td>
<td>25 pts each</td>
<td>Rubric: Reflection Paper</td>
</tr>
<tr>
<td>ASL Interaction</td>
<td>25 pts.</td>
<td>% Hours Completed</td>
</tr>
<tr>
<td>Final Exam Receptive</td>
<td>150 pts.</td>
<td>% correct</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Pass or fail</td>
<td>Rubric</td>
</tr>
<tr>
<td>Receptive Story Assignments</td>
<td>50 pts. Each</td>
<td>Rubric</td>
</tr>
<tr>
<td>TASC Practice Homework</td>
<td>10 pts. Each</td>
<td>Length, fluency and compliance with instructions.</td>
</tr>
<tr>
<td>TASC Peer Feedback</td>
<td>10 pts.</td>
<td>Rubric – quality of feedback given to peers</td>
</tr>
<tr>
<td>TASC Goals</td>
<td>10 pts.</td>
<td>Rubric – Quality of goal-setting</td>
</tr>
<tr>
<td>TASC V3</td>
<td>25 pts</td>
<td>Rubric – TASC Performance</td>
</tr>
<tr>
<td>TASC Final Exam</td>
<td>100 pts</td>
<td>Rubric – TASC Performance</td>
</tr>
<tr>
<td>SLPI participation</td>
<td>50 pts</td>
<td>Self-analysis rubric</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Days</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Aug 28, 2017</td>
<td>Course Introduction, TASC overview, Topic Selection</td>
</tr>
<tr>
<td>Wed, Aug 30, 2017</td>
<td>TASC overview TASC Q1: Description</td>
</tr>
<tr>
<td>Mon, Sep 04, 2017</td>
<td>TASC Q2 - Instructions, TASC Q3 Hypothetical Situations</td>
</tr>
<tr>
<td>Wed, Sep 06, 2017</td>
<td>TASC Q4 - Problem Solving, TASC Q5 Supported Opinion</td>
</tr>
<tr>
<td>Fri, Sep 08, 2017</td>
<td>Lab 1 Due: TASC practice exam with lab assistant</td>
</tr>
<tr>
<td>Mon, Sep 11, 2017</td>
<td>U18 Lesson 1: Pass, Throw, Spill</td>
</tr>
<tr>
<td>Wed, Sep 13, 2017</td>
<td>U18 Lesson 2: Tripping and Falling</td>
</tr>
<tr>
<td>Fri, Sep 15, 2017</td>
<td>Lab 2 Due: U18 Unforgettable Moment</td>
</tr>
<tr>
<td>Mon, Sep 18, 2017</td>
<td>Expressive In-Class feedback</td>
</tr>
<tr>
<td>Wed, Sep 20, 2017</td>
<td>U18 Lesson 3: Injuries and Mishaps</td>
</tr>
<tr>
<td>Fri, Sep 22, 2017</td>
<td>V1 TASC Q1 Description Due in GoREACT</td>
</tr>
<tr>
<td>Mon, Sep 25, 2017</td>
<td>U18 Lesson 4: Kiss, Hug, Poke</td>
</tr>
<tr>
<td>Wed, Sep 27, 2017</td>
<td>U18: In-class expressive feedback</td>
</tr>
<tr>
<td>Fri, Sep 29, 2017</td>
<td>V1 TASC Q2 “Instructions” Due in GoREACT</td>
</tr>
<tr>
<td>Mon, Oct 02, 2017</td>
<td>Unit 20 Lesson 1 Session 1: Driving Rules</td>
</tr>
<tr>
<td>Wed, Oct 04, 2017</td>
<td>Unit 20 Lesson 1 Session 2: Cultural Rules</td>
</tr>
<tr>
<td>Fri, Oct 06, 2017</td>
<td>Lab 3 Due: U18 Explaining a game or explaining driving rules</td>
</tr>
<tr>
<td>Mon, Oct 09, 2017</td>
<td>Unit 20: In-class expressive feedback</td>
</tr>
<tr>
<td>Wed, Oct 11, 2017</td>
<td>Unit 20 Lesson 2: Card Games</td>
</tr>
<tr>
<td>Fri, Oct 13, 2017</td>
<td>V1 TASC Q3 Hypothetical Situation Due in GoREACT</td>
</tr>
<tr>
<td>Mon, Oct 16, 2017</td>
<td>Unit 20 Lesson 3: Group Games, including sports</td>
</tr>
<tr>
<td>Wed, Oct 18, 2017</td>
<td>Unit 20: In-class expressive feedback</td>
</tr>
<tr>
<td>Fri, Oct 20, 2017</td>
<td>V1 TASC Q4 Due in GoREACT</td>
</tr>
<tr>
<td>Mon, Oct 23, 2017</td>
<td>Exam Unit 18 and 20 - Receptive U18 OR 21 Expressive Assignment due by midnight in GoREACT</td>
</tr>
<tr>
<td>Wed, Oct 25, 2017</td>
<td>TASC vocabulary builder day</td>
</tr>
<tr>
<td>Fri, Oct 27, 2017</td>
<td>V1 TASC Q5 Due, TASC feedback due in GoREACT</td>
</tr>
<tr>
<td>Mon, Oct 30, 2017</td>
<td>Unit 21 Lesson 2: Bicycle accidents</td>
</tr>
<tr>
<td>Wed, Nov 01, 2017</td>
<td>Unit 21 Lesson 3: Automobile Accidents</td>
</tr>
<tr>
<td>Fri, Nov 03, 2017</td>
<td>Lab 4 Due in ASL Lab, TASC feedback due in GoREACT</td>
</tr>
<tr>
<td>Mon, Nov 06, 2017</td>
<td>Unit 21 Lesson 3: In-class Feedback</td>
</tr>
<tr>
<td>Wed, Nov 08, 2017</td>
<td>Unit 23: Looking for a House</td>
</tr>
<tr>
<td>Fri, Nov 10, 2017</td>
<td>SLPI TENTATIVE (may move to a different Friday)</td>
</tr>
<tr>
<td>Mon, Nov 13, 2017</td>
<td>Unit 23: Deciding which car to buy</td>
</tr>
<tr>
<td>Wed, Nov 15, 2017</td>
<td>Unit 23: Choosing a College</td>
</tr>
<tr>
<td>Fri, Nov 17, 2017</td>
<td>Nothing due - emergency SLPI date</td>
</tr>
<tr>
<td>Mon, Nov 20, 2017</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Wed, Nov 22, 2017</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Mon, Nov 27, 2017</td>
<td>Unit 23: Choosing a College</td>
</tr>
<tr>
<td>Wed, Nov 29, 2017</td>
<td>Unit 23: Relationships</td>
</tr>
<tr>
<td>Fri, Dec 01, 2017</td>
<td>Lab 5 Due: U23 Making Major Decisions</td>
</tr>
<tr>
<td>Mon, Dec 04, 2017</td>
<td>Review, In-class expressive feedback</td>
</tr>
<tr>
<td>Wed, Dec 06, 2017</td>
<td>Review, In-class expressive feedback</td>
</tr>
<tr>
<td>Fri, Dec 08, 2017</td>
<td>ASL Interaction Due in D2L Deaf Community Interaction Due in D2L</td>
</tr>
<tr>
<td>Fri, Dec 15, 2017</td>
<td>Final Exam Receptive portion - Cumulative 10:30 Expressive Portion: TASC Questions</td>
</tr>
</tbody>
</table>

VI. Readings

Speakworks (2017). GoReact Account
ISBN:9781611650112
Purchase immediately, a link to the exact course will appear in D2L early in the semester.
Starting Spring 2018:
ISBN: 9780970587602

LiveText Statement:
This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. 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 obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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! 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

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 weeks of absences during a semester or one week 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.

Attendance grades:
Each unexcused absence will result in a 2.5% deduction from the final grade.
A student who does not attend class and/or shows participation will be dropped from financial aid for that course.

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

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).

Self-Plagiarism – Instructor's Policy
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 – Communication with Peers
Unless the instructor gives written permission NO form of communication with peers is permitted. To ensure that the instructor does not misinterpret your intentions, do not mouth or sign to yourself during a test.

Test Policies – Video-based tests
IF your course has any videos which you control that require comprehension of ASL, you may only play the video at normal speed without pausing. You may view the video ONLY the number of times the instructor allows. Any deviations from this policy MUST be in writing.

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.

Student Code of Conduct: Policy 10.4
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.
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 www.texas.ets.org/registrationBulletin/ <http://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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

- **STUDY/PRACTICE REQUIREMENTS:** All students are expected to practice/study outside of class for 1 to 2 hours per week for each credit hour earned. A three-credit hour course requires three to 6 hours of practice, homework, or study each week. During the summer the number of hours increases due to the condensed time frame. Summer expectations are approximately one to two hours per day.
- **EMAIL ATTACHMENTS:** Due to problems with viruses no attachments will be accepted without my written permission.
- **RELEASE OF GRADES:** Grades will 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.
- **TECHNICAL DIFFICULTIES POLICY:** Technical difficulties will not relieve you of the responsibility of submitting assignments or assessments on time. Attempt submissions EARLY so that you may get technical support in a timely fashion if needed. The only exception to this policy is a system-wide outage of D2L or other required resources.
- **APPROPRIATE USE OF TECHNOLOGY:** Put cell phones away and out of sight before class starts. Only use them as directed by your instructor. If meeting in a computer lab, use the computers only as directed. Inappropriate use may result in a 2.5% deduction from your final course grade per instance.
- **NO VOICING POLICY:** All my classes use ASL as the primary means of communication in order to prepare teacher candidates for communicating with their future students to the maximum extent possible. Use your ASL skills at every opportunity. This not only increases your practice and fluency, but also accommodates students and professors who are Deaf. Use of voice may result in a 2.5% deduction from your final grade per instance.