### SPH 471.601 : DHH Practicum

**FALL 2017**

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. J. Lindsey Kennon, Ed.D.</td>
<td>SPH 471 Section 601 Online &amp; Site-Based Credits: 3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Office (936) 468-5510</td>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
</tr>
<tr>
<td>Dept  (936) 468-2906</td>
<td></td>
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<tr>
<td>Cell (936) 645-0807</td>
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<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS*</th>
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<tbody>
<tr>
<td>Human Services 308</td>
<td>T/Th 10:30 a.m. – 12:00 p.m. W 12:00 - 2:00 p.m. Other Times by Appointment</td>
</tr>
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<tr>
<th>PREREQUISITES</th>
<th>COURSE CREDIT</th>
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<tr>
<td>SPH 470 (Course Grade of B or Better)</td>
<td>3 Semester Hours</td>
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### I. COURSE DESCRIPTION

SPH 471 is a practicum course which takes the skills and pedagogy learned in previous courses, expands upon that knowledge, and applies it in public school settings with deaf and hard-of-hearing children.

**Prerequisite:** SPH 470 (B or Better)

*There are TWO CRITICAL ASSESSMENTS related to CAEP accreditation in this course. Throughout the syllabus, these critical assessments and related details pertaining will be in red.*

### II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

General learning outcomes for SPH 471 can be located on the PCOE web page and in the DHH Handbook, also located online.

SPH 471 supports and incorporates the core values of the College of Education at Stephen F. Austin State University.

**PCOE CORE VALUES**

**Service** – We are in the business of educating deaf and hard of hearing students. All coursework is presented with this essential element in mind. What you are doing now will better prepare you to serve your deaf students in the future. Your practicum course will require you to serve your STUDENTS (above all), your mentor teacher, and the Deaf Education program in which you are placed.

**Openness** – During our course, you will be asked to stretch and open your minds. We are in a field that has a high level of controversial and debatable issues. As advocates for students, we must be willing to consider opposing views/philo­sophies of others in the field of Deaf Education. You will be expected to be fair and open to new ideas and conflicting views in this course and in your future careers while still holding your own opinions. We are a professional learning community. As such, we are to exhibit high levels of openness.

**Collaboration** – No man is an island. In order to help our students achieve high levels of success, we must be willing to collaborate with students, parents, colleagues, stakeholders, and any other valuable members of our educational teams. Attempting to do everything on your own only hurts students. Collaboration and sharing of ideas is critical in the success of our students. You will be collaborating with your peers during this coursework for several projects. Understanding the value of this core element will take you far in your career as an educator. Certain aspects of our coursework in SPH 471 will be strengthened with the added benefit of collaboration.

**Integrity** – All work submitted for this course is to be your own work. Of course, educators should always collaborate and share with others as part of the nature of education. However, individual assignments are
your own and are not to be copied and/or shared with others. Doing so is a violation of the SFASU Academic Dishonesty policy. Additionally, you will teach your students not to cheat when you become teachers. Possessing such quality is equally as important as teaching the value of it. Do what is right.

**Academic Excellence** – Your highest quality of work is expected in this course. You are future educators and must set an example for your students. This work begins now, even before you have students of your own. As an educator, you should strive for the highest achievement in your coursework, as you would expect your students to exhibit in your future classrooms.

**Life-Long Learning** – The ideas and coursework you will encounter in this course are only springboards for future learning. In no way should you assume that the content and strategies you will learn in this course are exhaustive. As an educator, life-long learning is a way of life. You will learn skills in this course to build on this quality that will serve you well as an educator.

**PROGRAM LEARNING OUTCOMES (PLOs)**

During SPH 471, the following PLO’s are addressed:

**PLO 5.** The teacher candidate understands and applies knowledge of principles and components of effective instructional delivery for students who are deaf or hard-of-hearing.

**PLO 6.** The teacher candidate understands and applies knowledge of how to plan and manage the teaching and learning environment for students who are deaf or hard-of-hearing.

**STUDENT LEARNING OUTCOMES (SLOs)**

During SPH 471, you will acquire a significant portion of the content knowledge needed for the TExES Certification Exam:

**5a.** The teacher candidate will accurately communicate new and existing ideas in academic subjects as well as concepts of pedagogy using American Sign Language.
- During practicum activities, teacher candidates will be evaluated on sign language skills by the mentor teacher and by the university mentor.

**5b.** The teacher candidate will clearly communicate a well-defined philosophy of teaching with demonstrates the core values of the Perkins College of Education in a philosophy paper.
- During SPH 471, teacher candidates will communicate their philosophy of teaching in a final philosophy paper.

**6a.** The teacher candidate will effectively execute the responsibilities of a teacher with a demonstrable impact on student learning.
- During practicum lessons, teacher candidates will conduct assessments to demonstrate and impact on student learning.

Other Standards/Learning Objectives:
- TEA Deaf and Hard-of-Hearing Educator Standards
- TEA Technology Applications EC-12 Standards
- ISTE Standards
- InTASC Standards

**III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS**

**Practicum Field Experience**
- You will be required to complete a MINIMUM OF THIRTY (30) hours of field experience in a deaf education classroom.
- Campus assignments and grade levels will be assigned to you as local districts relay their availability.
- Times will be either worked out by you and your mentor teacher or will be worked out by the district, according to their availability.
- THE PROGRAM EXPECTATION IS PROFESSIONAL BEHAVIOR AT ALL TIMES. We will have a synchronous online face-to-face meeting via GoToMeeting (info and link to follow) prior to your assignments being given to discuss professionalism. ATTENDANCE IS REQUIRED AND A GRADE WILL BE GIVEN. Date and time for this meeting TBD according to your indicated availability on a
Doodle Poll, posted on the D2L News page for the course.

- A form for documentation of your hours will be provided to you via D2L.
- This field experience will serve the following purposes:
  1. It will give you invaluable experience and insight into a deaf education setting.
  2. You will be exposed to professional behavior in your assignments, allowing you to understand how school districts/programs operate, the hierarchy of decision making, and overall acceptable versus unacceptable professional behavior.
  3. You will also be exposed to various practices in deaf education that can help develop and hone your own philosophy of teaching within your certification area.

Practicum Field Experience Lesson (Addresses SLOs 5a and 5b)

- You will be required to complete ONE (1) lesson or mini-lesson in your assigned practicum classroom. YOU MAY COMPLETE MORE THAN ONE LESSON during your time in the classroom. This additional lesson planning and execution is highly encouraged, although not required. Inquire with your mentor about this possibility.
- This assignment fulfills assessment requirements for our program CAEP accreditation. UPLOAD TO D2L AND LiveText.
- Your lesson must be a minimum of 20 minutes in length. A maximum limit of 40 minutes will also be enforced. (Note: Minimum lessons should be reserved for pre-K and lower elementary grades due to the reduced attention spans and schedules that facilitate small, incremental lessons and/or centers. For upper elementary and secondary education classrooms, the expectation is that you would teach a full lesson. This would mean more than a 20 minute focus.)
- Lesson topic/subject/times/duration/etc. are to be negotiated by you and your mentor teacher. You may end up doing a lesson outside of your specialization and/or comfort zone. Be flexible, willing, and maintain a positive attitude. In the field of Deaf Education, flexibility and willingness to stretch will be DAILY TASKS for you. Now is a great time to start "exercising" this skill.
- A lesson plan (long form) will be required and available to your university mentor, who will observe your lesson. Sample lesson plan formats will be provided to you on D2L. You may also follow a "long form" lesson plan template given to you by your mentor.
- Completion of teaching a classroom lesson will serve the following purposes:
  1. It will give you invaluable experience and insight into lesson planning for deaf and hard of hearing students. This special population of students requires a different mind-set and level of lesson planning that your "regular education" classes likely have not prepared you to do.
  2. The "long form" will reinforce the parts of a lesson that are researched based. Feedback from both your mentor teacher and university mentor will provide you with information intended to improve your teaching skills and ready you for student teaching.

Weekly “Week-at-a-Glance” Lesson Plans & IEP Goal/Objective Writing

- Each week, a specific TEKS will be posted on the News section in D2L to be used to prepare a "real world" lesson plan on a week-at-a-glance form. (Provided to you on D2L.) This is NOT the "long form" required for your observed lesson. This is the “daily glimpse” lesson plan you will begin writing for yourselves as professional teachers. See next bullet for further explanation.
- A week-at-a-glance form is a Monday-Friday lesson plan that you would typically turn in to your campus principal or supervisor. These are the “real world” lessons we have discussed in class, NOT the long, formal lesson plan. It would be impossible for educators to write a "long form" lesson plan for every subject, grade level, and student ability level. Learning to be concise in your personal planning is critical to reduce stress and burnout as a new educator, especially in the field of Deaf Education.
- Additionally, we will practice IEP goal/objective writing each week. You will be given a brief description of a student and asked to write ONE goal per week. Feedback will be given each week.
- Completion of weekly “week-at-a-glance” lessons and IEP goal/objective writing will serve the following purposes:
  1. It will give you invaluable experience and insight into lesson planning for deaf and hard of hearing students. This special population of students requires a different mind-set and level of lesson planning that your “regular education” classes likely have not prepared you to do.
  2. Feedback from both your mentor teacher and university mentor will provide you with information intended to improve your lesson planning, teaching skills and ready you for student teaching.

Philosophy of Teaching Paper (Addresses SLO 6a)

- As part of your coursework for SPH 471, you will write your personal philosophy of teaching,
specifically as it applies to the education of deaf and hard of hearing students. This assignment fulfills assessment requirements for our program CAEP accreditation. UPLOAD TO D2L AND LiveText.

- You likely already have a philosophy paper you wrote in a secondary education course. You will NOT be required to rewrite your previous work.
- Add your philosophy of Deaf Education.
- Hone your paper to ONE PAGE ONLY. Any longer is too lengthy for a resume. You will receive EXTENSIVE and COMPREHENSIVE feedback on your philosophy paper. Consider this a “working paper”. You will receive assistance in the revision and editing process.
- You will have an additional requirement of SIGNING your philosophy and uploading your video to a D2L Dropbox. You will sign your philosophy three ways: ASL, Signed English and Contact Sign.
- An explanation of the assignment and a rubric for grading will be provided to you via D2L.
- This assignment will serve the following purposes:
  1. A career as an educator can be extremely rewarding. The reasons why you desire to become an educator influence your own success and rewards as well as the success of your future students. Understanding why you are selecting education as a career will serve as your foundation as you begin teaching.
  2. Revisiting your philosophy of education periodically will ground you as a teacher and offer you the opportunity to alter your philosophy as you gain valuable teaching experience to add to your knowledge base.

Career Services Mock Interviews
- You will be responsible for scheduling TWO mock interviews with SFASU Career Services during the semester: the first must occur prior to October 14th; the second must occur prior to the end of the term.
- IF YOU ARE LIVING OFF CAMPUS, the expectation of two interviews is still strictly enforced. Making appointments, lodging and travel arrangements, and clearing your schedule EARLY are highly encouraged. Career Services may indicate to you that a Skype interview is possible. This is not the requirement of our course. FACE-TO-FACE interviews are the expectation.
- Professional dress will be required.
- You will turn in your feedback forms from both interviews that will serve as proof of completion to receive a grade.
- Upon completion of the second interview, students will write a reflection paper (minimum of one page, double-spaced), describing the experience, what was learned from the first interview to the second, how the student improved based on feedback, and any other relevant critical thinking related to the assignment. This Interview Reflection will be uploaded to a D2L Dropbox.
- Completion of two mock interviews will serve the following purposes:
  1. This will be excellent preparation for future interviews for a deaf education position.
  2. Feedback from your first interview should be used to improve upon your second. The purpose is not to be perfect, but to identify weak areas in order to grow. An interview can be the difference between your resume going to the top of the pile or the bottom. Preparedness is key!

Resume & Portfolio
- Writing a complete professional resume will be required.
- Examples and templates will be provided by the instructor.
- This will be due before being allowed to attend your first mock interview with SFASU Career Services.
- A professional portfolio including resume, work samples, philosophy of education, lesson plan samples, letters of recommendation and other relevant information will be compiled. Examples and templates will be provided by the instructor. A hardcopy as well as a PowerPoint presentation will be required.
- You will receive EXTENSIVE and COMPREHENSIVE feedback on your resume and portfolio. Consider this a “work in progress”. You will receive assistance in the revision and editing process. Early submissions are highly encouraged to facilitate timely feedback from the instructor.
- Completion of a resume and portfolio will serve the following purposes:
  1. This will be excellent preparation for future interviews for a deaf education position.
  2. Professional presentation can make or break a job interview. Again, preparedness is key!

Bulletin Board Creation
- You will be required to create ONE (1) mock bulletin board.
- This can be done in your practicum classes (preferred) utilizing a topic/subject of the mentor teacher’s
choice.
- If creating a bulletin board in your practicum classrooms is not possible, you may discuss this with me so that we might find an alternative location. If creating a board in an alternative location, the topic/subject of the board should correlate to your practicum lesson or mini-lesson.
- Detailed photographs are required (post to D2L) and will be evaluated based on the following: creativity, attractiveness, usefulness, student interaction, grade-level appropriateness.
- Completion of a bulletin board will serve the following purpose:
  1. We get consistent feedback that creation of attractive classroom decorations and materials is a weak area for our students. This assignment will give you experience in creating attractive materials that correspond to the learning environment and student goals/objectives.

**Online Discussions**
- Discussions (online via D2L) will periodically be posted to enrich our field experiences and to deepen our understanding of the course material/assignments. Frequency is at the complete discretion of the instructor.
- As topics are posted for discussion, you will be REQUIRED to answer/discuss as outlined by the instructor. Some discussions will only require one post by each student. Others will lend themselves to deeper discussion, which will require more of a “back and forth conversation” (i.e. multiple posts on the same discussion by each student).
- These discussions are to be PROFESSIONAL at all times. Proper English and grammar usage are REQUIRED.
- ONE grade will be recorded that will reflect your overall participation in discussions throughout the entire semester. YOU ARE RESPONSIBLE FOR ALL DISCUSSIONS. I HIGHLY RECOMMEND LOGGING IN TO OUR COURSE DAILY TO MAKE SURE YOU ARE UP TO DATE WITH DISCUSSIONS AND ASSIGNMENTS.
- Online discussions will serve the following purposes:
  1. Professional dialogue with other professionals can give us fresh perspective, new and innovative ideas for lessons, ways to meet challenges and provides a way to share successes. This collaboration and sharing will strengthen you as a teacher and give you an “outlet” to exchange thoughts, feelings, concerns, etc. I encourage you to maintain these professional “friends” throughout your careers! Online discussions are a great start.
  2. As your instructor, there will be times I want to extend your thinking or challenge your critical thinking skills. Reinforcement of our text or other relevant nuggets of learning will be aided by online discussion.

**Professional Dispositions (100 Pts.)**
- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester. The Professional Dispositions Rubric will be utilized, as well as a self-assessment. (Located on D2L)
- The relevance of this grade is two-fold:
  1. Teaching is a professional career, not a vocational job. Educators are held to state standards, requiring professional certification to be maintained. Acting as a professional is critical in demonstrating to the larger population that teaching is a PROFESSION. Failure to act as such will further bruise the reputation of teaching as a professional career to students, parents, and the general population. You are a model of your profession and you are being observed. Professionalism is absolutely critical.
  2. Professional behavior will set you apart from other candidates in the field. Your job interview began the moment you declared your major.

**TExES 181 Exam Score Upload**
- Please scan your FULL score report to a PDF. This is the portion of your scores that contain the breakdown by competency and domain.
- Upload your scanned score report to the appropriate Drop Box.
- This is a completion grade ONLY. Your grade will not be reflective of your performance on the “real” TExES 181 in any way.
- This is required for program evaluation purposes only.
### IV. EVALUATION /ASSESSMENT (GRADING)

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<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
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<tbody>
<tr>
<td>Field Experience Hours</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
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<tr>
<td>Lesson with Lesson Plan (1)</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Week-at-a-Glance Lesson Plans &amp; IEP Goal/Objective Writing (10)</td>
<td>10 Pts Each</td>
<td>Weekly Individual Feedback</td>
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<td>Philosophy of Teaching Paper (1)</td>
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<td>Rubric</td>
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<tr>
<td>Philosophy of Teaching Videos (1)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Career Services Interviews (2)</td>
<td>100 Pts Each</td>
<td>Feedback Form</td>
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<td>Interview Reflection Paper (1)</td>
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<td>Resume &amp; Portfolio</td>
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<td>Rubric</td>
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<td>Bulletin Board Creation</td>
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**TOTAL POINTS POSSIBLE**  | **AVERAGE**     |
---                         | ---             |
A 90 – 100%                |                 |
B 80 – 89%                 |                 |
C 70 – 79%                 |                 |
D 60 – 69%                 |                 |
F 59% and Below            |                 |

*ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE ANY GRADE BUT AN F.*  
*FAILURE TO UPLOAD CRITICAL ASSESSMENTS TO LIVETEXT WILL BE GIVEN A GRADE OF ZERO UNTIL UPLOADED.*
## V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Activities</th>
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| Weeks Of 08/26/18 and 09/02/18 | - Syllabus (READ ENTIRELY!)  
- Tour D2L to Familiarize Yourself with the Course  
- Submit Paperwork for Placements                                                                                                       |
| Week Of 09/09/18           | - YOU WILL BE REQUIRED TO ATTEND DEAF ED. ORIENTATION ON FRIDAY, 09/14/18. GoToMeeting is available for all remote students. Look for information and links on the D2L News Feed for our course. ATTENDANCE IS 100% MANDATORY. We will meet as a class immediately PRIOR to the group orientation. Please arrive in HSTC at 12:00 p.m. |
| Week Of 09/16/18           | - Begin Practicum Placements  
- (Some of you will not yet have your placement finalized by this date, as you will be waiting to clear background checks. Some districts may also want you to wait until further in September to begin. THIS IS OKAY. You may begin when your placement is finalized and districts give the “okay” to begin.) |
| Weeks Of 09/16/18 through 12/02/18 | - Continue with Practicum Hours  
- Schedule Your Lesson with Me (Webcam OR RECORDED VIDEO ARE REQUIRED for placements outside of the Nac/Lufkin area.)  
- Your long-form lesson plan is due to me PRIOR to your scheduled lesson observation. This is a critical assessment (SLOs 5a and 5b). A rubric will be completed by your instructor on your lesson via LiveText.  
- BE PROFESSIONAL!  
- Journal your thoughts and take notes of everything you see/hear/experience! USE this time to acclimate yourself. You’ll be student teaching next semester! Take in as much as you can now!  
- Documentation of hours DUE 12/12/18 by 10 p.m. via D2L Dropbox.  
- Complete Online Discussions as they are posted. We will NOT do one per week, but only occasionally. Be watching.  
- Complete weekly week-at-a-glance lessons and IEP writing. Due dates are on SATURDAYS by 10 p.m. |
| Week Of 10/14/18           | - Wrap up your resume, portfolio & philosophy.  
- Resume, Portfolio & Philosophy (Paper AND Video) due 10/20/18 by 10 p.m. via Dropbox.  
- The Philosophy of Education assignment is a critical assessment (SLO 6a). You will upload to both D2L and LiveText.  
- First Interview DUE (Make sure you have completed your first interview with Career Services by this week!)  
- Documentation due 10/20/18 by 10 p.m. via D2L Dropbox. |
| Week Of 11/11/18           | - If you haven’t already, this is the LAST week to make sure your bulletin board is completed.  
- Bulletin Board Post due 11/17/18 by 10 p.m. via D2L Discussion Board. |
| Week Of 11/18/18           | - NO CLASS ACTIVITY REQUIRED  
- Thanksgiving Break  
- (Check with your district if holiday dates vary and BE CLEAR on whether or not your are attending your classroom hours. Communicate professionally with your mentor.) |
| Week Of 11/25/18           | - Second Interview DUE (Make sure you have completed your second interview with Career Services by this week!)  
- Documentation of interview due 12/01/18 by 10 p.m. via D2L Dropbox.  
- Interview Reflection DUE 12/01/18 by 10 p.m. via D2L Dropbox.  
- EARLY REMINDER: Documentation of hours DUE 12/12/18 by 10 p.m. via D2L Dropbox. |
| Week Of 12/09/18           | - Make sure your hours are completed by Wednesday of this week!  
- Documentation of hours DUE 12/12/18 by 10 p.m. via D2L Dropbox. |

## VI. Required Text
FEM STATEMENT
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

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
Course evaluations are an important assessment tool for our program. We utilize constructive feedback to improve our program and course efficacy for our preservice educators. Your honest, professional feedback assists us in maintaining excellence across our courses and program.

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.

In the college of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. UNIVERSITY POLICY INFORMATION

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/.

Academic Integrity Policy 4.1 - 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 or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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 Semester 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...]

There is no required textbook for this course.
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.

ADDITIONAL INFORMATION

I X.

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://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&i=19&pt=7&ch=247&rl=Y.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.