James I. Perkins College of Education  
Educator Preparation Program  
Deaf and Hard-of-Hearing

SPH 471.601 – Advanced Language for the Deaf  
(Practicum in Deaf Education)  
Fall 2019

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, Ed.D.</td>
<td>W 4 – 6:30 (ECRC 213)</td>
</tr>
<tr>
<td></td>
<td>(See course timeline for face-to-face meeting times.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECRC 209T</td>
<td>T/H 10:00 – 11:30 AM</td>
</tr>
<tr>
<td></td>
<td>W 12:00 – 1:00 PM &amp; 1:00 – 2:00 PM (Virtual)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
<td>3 Hours</td>
</tr>
<tr>
<td>Office Phone (936) 468-5510</td>
<td></td>
</tr>
<tr>
<td>Cell Phone (936) 645-0807</td>
<td></td>
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</tbody>
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Prerequisites: DHH 470 (B or Better)  
Course Fee: $47.00 (This fee has already been included/paid through your tuition invoice.)

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. Students will continue to develop their knowledge, skills, and philosophy of teaching. The primary focus will be on language instruction.

TIME REQUIREMENT

SPH 471 is a three-credit-hour course that meets a minimum of four times face-to-face during the 15-week course (see Course Timeline for dates) and weekly via online platforms (D2L/Zoom). Both face-to-face meetings and online meetings/presence are mandatory. This course also meets for a two-hour final examination during final exam week. Students have significant weekly reading assignments, are expected to take regular reading quizzes, are required to make several class presentations based on the content of the course, are required to complete several projects based on the content of the course, and take a final examination. Additionally, students will be required to work outside of class on sign language skills, which includes (but is not limited to), weekly practices and recordings in the ASL Lab. These assignments and activities described will require students to devote a minimum of six hours each week outside of the weekly class times to adequately prepare for this course, glean the expected knowledge, and master the goals/objectives of the course. Concurrent to the course meeting times and requirements, students will gain a minimum of fifty (50) clock hours in a Deaf Education classroom in a public school setting. A minimum of one observation of the teacher candidate teaching a lesson will occur during the 15-week course. This observation is completed by the instructor of the course.

(A grade of B or Better is required in this course to move forward in the degree plan. This course is a prerequisite for other courses in the program. The prerequisite will not be met if the grade of B or Better is not met.)

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

II. INTENDED LEARNING OUTCOMES

SPH 471 is aligned with the mission of the Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is "preparing professional educators who positively impact learning for all
James I. Perkins College of Education  
Educator Preparation Program  
Deaf and Hard-of-Hearing

students.” In the Perkins College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

**THECB Core Objectives/Outcomes**

- **Critical Thinking Skills**  
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**  
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**  
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**  
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**  
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**  
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Council for the Accreditation of Educator Preparation**  
Standards can be found [here](#).

**Council for Exceptional Children (CEC):**

**CEC Standard 1**  
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**CEC Standard 2**  
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

**CEC Standard 3**  
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**CEC Standard 4**  
Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
CEC Standard 5
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC Standard 6
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

CEC Standard 7
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Program Learning Outcomes

State Board for Educator Certification (SBEC)/DHH Domains:
I. The teacher candidate will understand students who are deaf or hard-of-hearing.
II. The teacher candidate will promote student learning and development.
III. The teacher candidate will promote student achievement in English Language Arts & Reading.
IV. The teacher candidate will understand the professional environment.

Student Learning Outcomes:

1. The teacher candidate will understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (CEC 3.1)
2. The teacher candidate will understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (CEC 3.2)
3. The teacher candidate will modify general and specialized curricula to make them accessible to individuals with exceptionalities. (CEC 3.3)
4. The teacher candidate knows how to modify the curriculum, instructional process and classroom environment to meet the physical, cognitive, cultural and communicative needs of the student who is deaf or hard-of-hearing. (SBEC/DHH Domain II 6(A))
5. The teacher candidate knows and understands subject matter and practices used in general education across the core content areas. (SBEC/DHH Domain II 8(A))
6. The teacher candidate knows and understands research-supported instructional strategies for teaching content-area concepts and skills to students who are deaf or hard-of-hearing, including methods for promoting students’ cognitive skills (e.g., analytical, reflective and evaluative thinking). (SBEC/DHH Domain II 8(B))
7. The teacher candidate knows how to select, design, produce and utilize media, materials and resources for teaching content-area concepts and skills to students who are deaf or hard-of-hearing. (SBEC/DHH Domain II 8(C))
8. The teacher candidate knows how to help students who are deaf or hard-of-hearing learn to interpret, evaluate and create informational texts, images and other resources across the curriculum using various media and technologies. (SBEC/DHH Domain II 8(D))

OTHER STANDARDS/LEARNING OBJECTIVES
TEA Deaf and Hard-of-Hearing Educator Standards
TEA Technology Applications EC-12 Standards
ISTE Standards and InTASC Standards
III. COURSE ASSIGNMENTS

PRACTICUM FIELD EXPERIENCE

- You will be required to complete a **MINIMUM OF FIFTY (50) hours** of field experience in a deaf education classroom. (Placements are based on the Practicum Application submitted by students during the DHH 476 course the previous spring semester. Placement details are finalized in August and early September. This will allow you adequate time to complete your hours over the entirety of the fall semester.)
- Campus assignments and grade levels will be assigned to you as requested districts relay their availability. Every effort is made to place students and inform students of their placements in a timely manner, so that students may have time to secure housing arrangements and set their schedules.
- Your field experience hours will be determined by your availability, your mentor teacher’s schedule and availability, and any requirements/restrictions enforced by the program and school district in which you are placed. Please make every attempt to open your 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, location and time for this meeting TBD according to your indicated availability on a Doodle Poll, posted on the D2L News section 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

- 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 primary 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 of a minimum length of 40 minutes.)
- 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 (Dr. Kennon), who will observe your lesson.** Sample lesson plan formats for various content areas 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
- 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 a long-form 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.

WEEKLY IEP OBJECTIVE WRITING
- 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 IEP 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 DHH 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. (If you did not write a philosophy paper during previous coursework in an SED course, please let me know well in advance.)
- 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. [This is a critical assessment for SACS accreditation and will be reported as a requirement for the Upper Level Core Assessment committee.]
- 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 mid-term (see timeline for specific dates); the second must occur prior to the end of the term (see timeline for specific dates).
- **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/classrooms (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 when possible.
- 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

- 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. Your scan should be clear and readable.
- 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.

COURSE EVALUATION

- See description in Section VII of course syllabus.
- Completion earns a bonus grade of 100.
- Instructors are unable to see evaluation results until final grades are posted.

FACE-TO-FACE MEETINGS

- This is a HYBRID course. This requires our course to physically meet a minimum of 15% of the course time. For a three-hour course, over a 15-week semester, this amounts to a minimum of 6.75 hours. As
per policy, our class cannot meet more than 51% of the time in the same location; this amounts to a maximum face-to-face time of approximately 23 hours.

- While many of you are placed in districts outside of Nacogdoches and Lufkin, please be aware that periodic face-to-face meeting times are required.
- Every effort is made to arrange for times that work with the collective schedules, taking into consideration the various observation arrangements of individuals.
- Specific dates, times, and locations will be determined via Doodle Polls during the semester, once your practicum hours schedule has been established.
- Please see the Course Timeline for tentative weeks that will require your physical presence.
- Please refer to the following table as evidence of required face-to-face meeting times:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>APPROXIMATE DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Beginning-of-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Mid-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Mock Interviews</td>
<td>2 Hours</td>
</tr>
<tr>
<td>Lesson Observation</td>
<td>1 – 1.5 Hours*</td>
</tr>
<tr>
<td>End-of-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>

*Total time for the lesson observation depends on lesson duration (dependent on grade level).
   A pre-conference and a post-conference are included in this time.

**This is an approximate total. Totals may exceed 9.5 hours, but will remain under 23 hours.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
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<tbody>
<tr>
<td>Field Experience Hours</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Lesson with Lesson Plan</td>
<td>100 points</td>
<td>Rubrics</td>
</tr>
<tr>
<td>Week-at-a-Glance Lesson Plans (10)</td>
<td>10 points each</td>
<td>Weekly Feedback</td>
</tr>
<tr>
<td>IEP Objective Writing (10)</td>
<td>10 points each</td>
<td>Weekly Feedback</td>
</tr>
<tr>
<td>Philosophy of Teaching Paper</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Philosophy of Teaching Videos (3)</td>
<td>100 points total</td>
<td>Rubric</td>
</tr>
<tr>
<td>Career Services Mock Interviews (2)</td>
<td>100 points each</td>
<td>Completion</td>
</tr>
<tr>
<td>Interview Reflection Paper</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>Bulletin Board Creation &amp; Discussion</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Online Discussion Participation</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Professional Dispositions (Self-Evaluation)</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Professional Dispositions (Instructor)</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>TExES 181 Score Report Upload</td>
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<td>Completion</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>1300</strong></td>
<td><strong>AVERAGE</strong></td>
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GRADE SCALE
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. Failure to upload critical assessments to LiveText will result in a grade of zero (0) being given for the assignment(s) until upload has been completed.

V. TENTATIVE COURSE CALENDAR

(FACE-TO-FACE MEETINGS ARE IN BOLD.)

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>COURSE ACTIVITIES</th>
</tr>
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| 8/26/19 | • Syllabus (READ ENTIRELY!)  
• Tour D2L to Familiarize Yourself with the Course  
• Complete Any Required Paperwork/Background Checks (See Email &/or D2L)  
• FACE-TO-FACE MEETING (FOLLOW MEETING TIMES ON YOUR SCHEDULE) |
| 9/9/19  | • DEAF ED. ORIENTATION FRIDAY 09/13/19 1:00 – 2:30 P.M. (ECRC 212)  
• ZOOM is available for all remote students.  
• ATTENDANCE IS 100% MANDATORY. |
| 9/16/19 | • Begin Practicum Placement  
(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.) |
| 9/16/19 through 12/2/19 | • Continue with Practicum Hours  
• Schedule Your Lesson with Dr. Kennon  
• Your long-form lesson plan is due to me PRIOR to your scheduled lesson observation.  
This is a critical assessment (SLOs 5a and 5b).  
• Professional Demeanor Expected At All Times  
• Journal/Take Notes  
• Documentation of hours DUE 12/6/19 by 10:00 p.m. via D2L Dropbox.  
• Complete Online Discussions as Posted (Periodic)  
• Complete weekly week-at-a-glance lessons and IEP writing. Due dates are on SATURDAYS by 10 p.m.  
• MID-SEMESTER FACE-TO-FACE MEETING |
| 10/14/19 | • Wrap up your resume, portfolio & philosophy.  
• Resume, Portfolio & Philosophy (Paper AND Video) due 10/18/19 by 10:00 p.m. via Dropbox.  
The Philosophy of Education assignment is a critical assessment (SLO 6a). You will upload to both D2L and LiveText.  
• INITIAL MOCK INTERVIEW DUE (Documentation Due 10/18/19 by 10:00 p.m. via D2L Dropbox) |
| 11/18/19 | • Bulletin Board Post due 11/22/19 by 10:00 p.m. via D2L Discussion Board. |
| 11/25/19 | • NO CLASS ACTIVITY REQUIRED  
• Thanksgiving Break  
• (Check with your district if holiday dates vary and BE CLEAR on whether or not you are attending your classroom hours. Communicate professionally with your mentor.) |
| 12/2/19 | • FINAL MOCK INTERVIEW DUE (Documentation & Reflection Paper Due 12/6/19 by 10:00 p.m. via D2L Dropbox)  
• Documentation of hours DUE 12/6/19 by 10 p.m. via D2L Dropbox.  
• FINAL FACE-TO-FACE MEETING |
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

There is no required textbook for this course. Readings provided.

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.

FEM Statement: FEM (Field Experience Module) is used for field experiences, practica, and internships in a way to document the offsite experiences.

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

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/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).

**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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**ADDITIONAL INFORMATION**

**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.


**CERTIFICATION REQUIREMENTS FOR THE TEXAS EDUCATOR**

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

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

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

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

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

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

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

IX. OTHER RELEVANT COURSE INFORMATION

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.

For course optimal maps, course listings/descriptions, and program policies, please see the Deaf and Hard of Hearing Handbook:
DHH Program Handbook