DHH 442.601 – Capstone Course
Spring 2020

INSTRUCTOR
J. Lindsey Kennon, Ed.D.

COURSE TIME & LOCATION
W 4:00 – 6:30 PM (ECRC 215)
(See course timeline for face-to-face meeting times.)

OFFICE
ECRC 209T

OFFICE HOURS
W 12:00 – 2:30 PM (Virtual)
(See course timeline for office hours.)

CONTACT INFORMATION
jlkennon@sfasu.edu

Office Phone (936) 468-5510
Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours. Please consider replying to your email within the same timeframe. Email is not monitored after 5:00 p.m. on Fridays and throughout weekends. Email is not monitored over university holidays. Emails received via D2L will NOT receive a response. Students who are DHH, please contact me for information on how to reach me via text messaging or Zoom.

CREDITS
3 Hours

I. COURSE DESCRIPTION

This course will review previous deaf education content and introduces new content within a framework of needs and solutions for deaf and hard-of-hearing children. Current issues and TExES preparation are covered during the course.

TIME REQUIREMENT
DHH 442 course is three (3) credits, a hybrid mix of online instruction and face-to-face instruction, and has a duration of 15 weeks. The course contains extensive written and face-to-face content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules and face-to-face meetings for at least three hours per week. Primary source readings are woven in to the online and face-to-face content to support key concepts or provide perspective on students who are deaf or hard-of-hearing in PK – 12 settings. In addition, students are required to read at least TWO chapters per module/week, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to apply and synthesize information gleaned in the course regarding students who are deaf or hard-of-hearing in PK – 12 settings. For every hour a student spends engaging with the course content, he/she spends at least two hours completing associated activities and assessments. This is a minimum requirement. Students are encouraged to spend more than the minimum outside of class working on this course.

II. INTENDED LEARNING OUTCOMES

DHH 442 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 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**
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

• **Communication Skills**
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.

• **Empirical and Quantitative Skills**
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

• **Teamwork**
  o 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**
  o To include the ability to connect choices, actions and consequences to ethical decision-making

• **Social Responsibility**
  o 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**

**PLO I** The teacher of deaf or hard-of-hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.

**PLO II** The teacher of deaf or hard-of-hearing students understands and applies knowledge of characteristics of learners.

**PLO III** The teacher of deaf or hard-of-hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.

**PLO IV** The teacher of deaf or hard-of-hearing students understands and applies knowledge of instructional content and practices.

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

**PLO VI** The teacher of deaf or hard-of-hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.

**PLO VII** The teacher of deaf or hard-of-hearing students knows how to communicate and develop collaborative partnerships.

**PLO VIII** The teacher of deaf or hard-of-hearing students understands and demonstrates professionalism and ethical practice.

**PLO IX** The teacher of deaf or hard-of-hearing students promotes students’ performance in English language arts and reading across content and disciplines.

**PLO X** The teacher of deaf or hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.

**Student Learning Outcomes**

This course is also designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)
2. Identify the types, characteristics, and etiology of learning disabilities, mental retardation, emotional disturbance, communication disorders, hearing impairments, visual impairments, physical disabilities, health impairments, and giftedness. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development. (Domain II, Promoting Student Learning and Development, Standard VII)

4. Identify major individuals and concepts in the development of special education (Domain IV, Foundations and Professional Roles and Responsibilities, Standard I)

5. Understand the Individuals with Disabilities Education Act and other federal laws that affect persons with disabilities (Domain IV Foundations and Professional Roles and Responsibilities, Standard I, Standard II)

6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard V)

III. COURSE ASSIGNMENTS

CHAPTER/CONTENT QUIZZES (23 @ 10 Pts. Each)
- You are responsible for all reading assignments for the course from our two main textbooks. The reading load is quite extensive for this semester. Plan accordingly.
- For most weeks, there are two chapters to be covered, one in the Scheetz text, another in the Stewart and Kluwin text.
- Each required chapter has a corresponding quiz. These quizzes are highly correlated to the TExES 181 exam and should be considered excellent study material for your exam. Take them seriously.
- Quizzes are open book & administered via d2L in the “Quizzes” tab. You can also find them embedded in each weekly module. You may take the quizzes as many times as you like. Taking each quiz multiple times is encouraged, even if you obtain a passing grade. Cycling through all the answer possibilities will do that much more to prepare you for the exam.
- The quizzes randomly select questions from a database. Each question typically has between 2 and 4 variations. It is in your best interest to repeat the quizzes often so that you can see all the possible questions.
- It is recommended that you stagger your practice on a quiz – start with a first attempt. Reread the chapter and study as needed and repeat the quiz until you reach 80%. Repeat the quiz one day later, then again 3 days after your last attempt and again 7 days after your last attempt. This helps transfer the knowledge to long term memory, especially if you add active study methods (outlines, mind maps, making charts, comparison and contrast).
- **ALL QUIZZES ARE DUE ON SATURDAYS BY 10 P.M. You may continue to take them as many times as you wish before and after the due dates (this is highly encouraged), as they will remain open. However, your initial attempt and grade as of 10 P.M. on Saturdays will be considered for your final grade.**
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

POWERPOINT STUDY GUIDES (20 @ 10 Pts. Each)
- For EACH chapter covered, you are required to create a five slide PowerPoint study guide.
- For most weeks, this means that you will be creating TWO study guides per week, one for the Scheetz text, the other for the Stewart and Kluwin text.
In addition to the textbook readings, there are some weeks with additional study materials to prepare you. Take those into consideration when you prepare your study guides.

The instructor will provide feedback each week on the content of your PowerPoints, highlighting relevant study points and clarifying information that was misunderstood or misrepresented from the texts and content.

You will find a learning guide for the study guides and what is required embedded in the modules for the course.

Requirements for the Study Guides:

- **FIVE SLIDES are required. No more, no less.**
- **Content is up to you. Include relevant, meaty information.**
- **Include anything that will help you remember the material. This can include study techniques such as mnemonic devices, pegs, pictures, charts, etc.**
- **This will end up being an invaluable study guide for you for your exam. What you put into it depends on you and how well you’d like to be prepared.**
- **Each week, you will upload your study guide(s) into d2L in the appropriate DropBox.**
- **These DropBoxes have also been embedded into the weekly modules for your convenience and easy of use.**

This activity will serve the following purposes:

1. It will ensure you are familiar with the material, imperative for success in the course and the TExES 181 exam.
2. It will serve as a study guide tool for the TExES 181 for you upon the completion of this course.

**FINAL EXAM** (100 Pts. for Pre-Assessment, 100 Pts. for Final Assessment)

- **You will take the final exam TWICE:**
  - **ONCE as a pre-assessment. This is NOT graded for content. You will receive a grade of 100 for completing the exam or a grade of 0 for not completing it.**
  - **Once at the end of the semester. This grade WILL count for content. You will receive a percentage grade based on your performance on the exam.**
  - **YOU MUST SCORE 90% OR BETTER ON THE FINAL EXAM IN ORDER TO BE CLEARED FOR THE TExES 181 EXAM!**
  - **Both exams will be identical in content but will not be available throughout the semester. The exam will open and close during the week it is due.**

This activity will serve three purposes:

1. It will provide a thorough assessment of your cumulative knowledge in the field of Deaf Education.
2. It will help prepare you for your TExES Exam.
3. It will be the required pre-assessment to be cleared for the “real” TExES 181 exam you will need to pass PRIOR to student teaching.

**INDIVIDUAL CONSULTATION** (100 Pts.)

- **This is a completion grade.**
- **You will be required to schedule a meeting time with the instructor prior to the final exam. One meeting time is REQUIRED. Email the instructor to set up an appointment. The expected duration of this consultation is one hour.**
- **If you are struggling with the content or your instructor notifies you that your quiz grades are not satisfactory and on-track for passing the Practice TExES Exam, it is suggested that more than one tutoring appointment is made.**
- **As you progress through your study materials, you will notice gaps in your understanding. You may notice you have some difficulty with the way test items are worded, or you may simply want some clarification on specific subjects/content. Please create a working document of these struggles. During the consultation, we will work through any gaps in understanding. This time can also be used for passing along test-taking strategies. The time will be tailored to the individual student need.**
The relevance of this grade is two fold:
1. This will help better prepare you for the TExES exam.
2. This will allow you to process your own learning in a concrete way.

PROFESSIONAL DISPOSITIONS (100 Pts.)
- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester. The Professionalism Rubric will be utilized, as well as a self-assessment.
- The relevance of this grade is two fold:
  3. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  4. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me.

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.)
- 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>Beginning-of-Semester Meeting</td>
<td>2.5 Hours</td>
</tr>
<tr>
<td>Mid-Semester Meeting</td>
<td>2.5 Hours</td>
</tr>
<tr>
<td>Individual Consultation (1)</td>
<td>1 Hour</td>
</tr>
<tr>
<td>End-of-Semester Study Sessions (2)</td>
<td>2.5 Hours = 5 Total</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>3 Hours</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>

*This is an approximate total. Totals may exceed 14 hours.
+ This is 31% of the total course time spent face-to-face, exceeding the minimum hybrid requirement.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (23)</td>
<td>10 points each</td>
</tr>
<tr>
<td>PowerPoint Study Guides (20)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Final Exam Pre-Assessment</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Individual Consultation</td>
<td>100 points</td>
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<tr>
<td>Professional Dispositions</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>830</strong></td>
</tr>
</tbody>
</table>

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.
# V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>READING</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12/20</td>
<td></td>
<td>• Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>• Self-Tour of D2L/Brightspace Course</td>
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<td></td>
<td></td>
<td>• FACE-TO-FACE MEETING W 4 – 6:30 P.M.</td>
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<tr>
<td></td>
<td></td>
<td>• Final Exam Pre-Assessment - <strong>NON GRADED</strong></td>
</tr>
<tr>
<td>1/19/20</td>
<td>Scheetz Ch. 1</td>
<td>• Scheetz Ch 1 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 1</td>
<td>• Stewart &amp; Kluwin Ch 1 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Policy &amp; Bill of Rights Quiz</td>
</tr>
<tr>
<td>1/26/20</td>
<td>Scheetz Ch. 3</td>
<td>• Scheetz Ch 3 Quiz (&amp; Study Guide PowerPoint)</td>
</tr>
<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 2</td>
<td>• Stewart &amp; Kluwin Ch 2 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td></td>
<td>• Language Acquisition Quiz</td>
</tr>
<tr>
<td>2/02/20</td>
<td>Scheetz Ch. 4</td>
<td>• Scheetz Ch 4 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 4</td>
<td>• Stewart &amp; Kluwin Ch 4 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Organizations of the Deaf Quiz</td>
</tr>
<tr>
<td>2/09/20</td>
<td>Scheetz Ch. 5</td>
<td>• Scheetz Ch 5 Quizzes (2) (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 5</td>
<td>• Stewart &amp; Kluwin Ch 5 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Paul Quiz</td>
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<tr>
<td>2/16/20</td>
<td>Scheetz Ch. 7</td>
<td>• Scheetz Ch 7 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td>Stewart &amp; Kluwin Ch. 6</td>
<td>• Stewart &amp; Kluwin Ch 6 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Lesson Planning Quiz</td>
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<tr>
<td>2/23/20</td>
<td>Scheetz Ch. 11</td>
<td>• Scheetz Ch 11 Quizzes (2) (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 9</td>
<td>• Stewart &amp; Kluwin Ch 9 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Ling Quiz</td>
</tr>
<tr>
<td>3/01/20</td>
<td>Scheetz Ch. 12</td>
<td>• Scheetz Ch 12 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 10</td>
<td>• Stewart &amp; Kluwin Ch 10 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Roles &amp; Responsibilities Quiz</td>
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<td>• FACE-TO-FACE MEETING W 4 – 6:30 P.M.</td>
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<tr>
<td>3/08/20</td>
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<td>• <strong>SPRING BREAK</strong></td>
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<tr>
<td>3/15/20</td>
<td>Scheetz Ch. 13</td>
<td>• Scheetz Ch 13 Quizzes (2) (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 11</td>
<td>• Stewart &amp; Kluwin Ch 11 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• ARD/IEP Quiz</td>
</tr>
<tr>
<td>3/22/20</td>
<td>Scheetz Ch. 14</td>
<td>• Scheetz Ch 14 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td></td>
<td>Stewart &amp; Kluwin Ch. 12</td>
<td>• Stewart &amp; Kluwin Ch 12 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Uncategorized Questions Quiz</td>
</tr>
<tr>
<td>3/29/20</td>
<td>Stewart &amp; Kluwin Ch. 13</td>
<td>• Stewart &amp; Kluwin Ch 13 Quiz (&amp; Study Guide PowerPoint)</td>
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<td></td>
<td></td>
<td>• Stewart &amp; Kluwin Ch 14 Quiz (&amp; Study Guide PowerPoint)</td>
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<tr>
<td>4/05/20</td>
<td>Stewart &amp; Kluwin Ch. 14</td>
<td>• Study for Final</td>
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<td>• Retake Quizzes as Needed/Desired</td>
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<td></td>
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<td>• FACE-TO-FACE MEETING W 4 – 6:30 P.M./STUDY SESSION</td>
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<tr>
<td>4/12/20</td>
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<td>• Study for Final</td>
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<td>• Retake Quizzes as Needed/Desired</td>
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<td>4/19/20</td>
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<td>• FACE-TO-FACE MEETING W 4 – 6:30 P.M./STUDY SESSION</td>
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<tr>
<td>4/26/20</td>
<td></td>
<td>• Final Exam (Proctored)</td>
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<td></td>
<td></td>
<td>• Bring a wireless-capable device to class.</td>
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<tr>
<td>5/3/20</td>
<td></td>
<td>• Final Exam Retakes Only by Appointment</td>
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<tr>
<td></td>
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<td>(Students will be notified by the instructor if they qualify for a retake.)</td>
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</tbody>
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VI. TEXTBOOK & INSTRUCTIONAL MATERIALS


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=GENTests.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