### DFHH 4304.501
**INTERNSHIP IN DEAF EDUCATION**
**FALL 2023 (Full 16-Week Semester Course)**

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, Ed.D.</td>
<td>FULLY ONLINE (See course timeline for OPTIONAL Zoom meeting dates/times.)</td>
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<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
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</thead>
<tbody>
<tr>
<td>ECRC 209T</td>
<td>M – F 10:00 a.m. – 2:00 p.m. (Face-to-Face &amp; Virtual Available)</td>
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<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(936) 468-5510*</td>
<td>3 Hours</td>
</tr>
<tr>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
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</table>

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 12:00 p.m. on Fridays and throughout weekends. Email is not monitored over university holidays.

*If you do not receive a call back from a voicemail within 48 hours on a weekday, please consider emailing your communication instead.

**Pre requisite:** DFHH 3370 (B or Better) & Pass TASC Clearance Exam

**I. COURSE DESCRIPTION**
This course utilizes the skills and pedagogy learned in previous courses, expands upon that knowledge, and applies it in public school settings with children who are deaf and hard-of-hearing. A minimum of 50 field experience hours are required.

**COURSE DELIVERY MODALITY**
Fully Online

**TIME REQUIREMENT**
DFHH 4304 (3 credits) meets via Zoom and Brightspace (D2L) for the Fall 2023 term. A combination of Zoom meetings and fully asynchronous online content comprise the 16-week course, with a minimum of 50 clock hours in a Deaf Education classroom setting in public schools (face-to-face). Students have significant weekly receptive and expressive assignments, are expected to participate in content assessments, including producing individual expressive videos. All course activities average 3 hours minimum of work each week to prepare outside of classroom hours.

[James I. Perkins College of Education Diversity Statement](mailto:JamesI.PerkinsCollege@gmail.com?subject=James%20I.%20Perkins%20College%20of%20Education%20Diversity%20Statement)
II. INTENDED LEARNING OUTCOMES

Program Educator Standards

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

Additionally, there are two primary governing bodies that provide educator standards for the Field of Deaf Education both nationally and at the state level: The Council for Exceptional Children (national) and the State Board for Educator Certification via the Texas Education Agency. The CEC and SBEC standards are complimentary to one another and serve to guide the program as we prepare candidates to become high-quality educators in the field of Deaf Education. Program coursework, including DFHH 3370, has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES) certification exams in the Accountability System for Educator Preparation (ASEP).

- The Council for Exceptional Children (CEC), the national professional association for special educators, is the first layer of standards that serves as the foundation for our SFA DFHH Educator Preparation Program (EPP). This organization provides our program with three sets of standards for which our SFA DFHH program is aligned. In addition to the 2020 Initial Special Education Preparation Standards (K–12), the CEC has also established Early Interventionist/Early Childhood Special Education (EI/ECSE) Standards, which prepare our candidates to educate children from early childhood through age eight. These new EI/ECSE standards are effective as of Spring 2023.

In addition to the CEC Initial Preparation K–12 Standards and the CEC EI/ECSE Standards, the SFA DFHH EPP aligns coursework to the optional CEC/DHH Specialty Standards. As indicated, this specialty set of standards delineate the essential knowledge and skills that beginning special education professionals must possess to be ready to begin their practice in the specific field of Deaf Education.

- The Texas State Board for Educator Certification (SBEC) Standards has also established local state standards for DFHH EPPs, the Deaf and Hard-of-Hearing Educator Standards. These Deaf and Hard-of-Hearing Educator Standards add a vital additional layer of expectations and competencies set forth by the Texas Education Agency.

Program Standards/Learning Objectives (Direct Links to Standards)

- CEC Initial SPED Preparation Standards (K–12) (Revised 2020)
- CEC SPED EI/ECSE Standards (Effective 2023)
- TEA Deaf and Hard-of-Hearing Educator Standards (Revised 2004)
- TEA Technology Applications EC–12 Standards*
- ISTE Standards* and InTASC Standards*

*Additional sets of standards are required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP).

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined below. (Links to standards are hyperlinked in the table headings.)
Program and student learning outcomes are informed by and aligned to the sets of standards for the SFA DFHH EPP mentioned in the section above. Refer to the chart below for the specific PLOs and SLOs covered in DFHH 4304.

### DFHH 4304 INTERNSHIP IN DEAF EDUCATION

#### COURSE DESCRIPTION
This course utilizes the skills and pedagogy learned in previous courses, expands upon that knowledge, and applies it in public school settings with children who are deaf and hard-of-hearing. A minimum of 30 field experience hours are required.

#### PREREQUISITES
DFHH 3370 (B or Better) & Pass TASC Clearance Exam

#### CREDITS
3 Hours

#### PLOs ADDRESSED

| PLO | SLOs
<table>
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<tbody>
<tr>
<td>PLO I</td>
<td>The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.</td>
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</table>

SLO 1.2K – The beginning TOD knows and understands models, theories, and philosophies (e.g., bilingual-bicultural, total communication, auditory-oral) that provide the basis for educational practice(s) for students who are deaf or hard of hearing.

SLO 1.5K – The beginning TOD knows and understands rights and responsibilities (e.g., Deaf Children’s Bill of Rights [TEC §§ 29.301–29.314], procedural safeguards) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing.

SLO 1.6K – The beginning TOD knows and understands the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing) with regard to cultural identity, least restrictive environment (LRE), and linguistic, academic, and social-emotional development.

| PLO II | The teacher of deaf and hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning. |

SLO 3.1S – The beginning TOD is able to administer, interpret, and use appropriate classroom assessments utilizing the preferred communication mode of the student who is deaf or hard of hearing.

SLO 3.1S – The beginning TOD is able to gather and analyze communication data and use this information to plan for and evaluate the educational program.

### ASSESSMENT OF THE LOs

- Field Experience Hours (30)
- Philosophy of Deaf Education Paper and Signed Videos
- Teaching a Lesson (Includes Written Lesson Plan)
- Week-at-a-Glance Lesson Plans (10)
- Weekly IEP Objective Writing (10)
- Mock Interviews (2)
- Professional Resume
- Professional Portfolio

#### PHOTOS MODALITY VIDEO

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

- **SLO 5.1K** – The beginning TOD knows and understands strategies and techniques that may enhance classroom management of students who are deaf or hard of hearing.
- **SLO 5.2S** – The beginning TOD is able to select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each student’s cultural needs.
- **SLO 5.4S** – The beginning TOD is able to plan and implement instruction for students who are deaf or hard of hearing and who have additional disabilities.

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

- **SLO 6.3K** – The beginning TOD knows and understands opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.
- **SLO 6.4K** – The beginning TOD knows and understands processes for managing behavior of students who are deaf or hard of hearing.
- **SLO 6.15** – The beginning TOD is able to prepare students who are deaf or hard of hearing in the appropriate use of interpreters, including oral interpreters, if needed.
- **SLO 6.25** – The beginning TOD is able to utilize appropriate behavior management techniques to establish and maintain socially acceptable behavior.

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

- **SLO 7.5K** – The beginning TOD knows and understands services provided by governmental and nongovernmental agencies or individuals in the ongoing support of students who are deaf or hard of hearing.
- **SLO 7.15** – The beginning TOD is able to teach students who are deaf or hard of hearing to use support personnel deal with their concerns regarding educational options and communication effectively (e.g., educational interpreters, tutors, and note takers).
- **SLO 7.35** – The beginning TOD is able to train students who are deaf or hard of hearing to self-advocate and seek out available services through governmental and nongovernmental agencies.
- **SLO 7.45** – The beginning TOD is able to facilitate communication between the student who is deaf or hard of hearing and his or her family and/or other caregivers.

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

- **SLO 8.2K** – The beginning TOD knows and understands the value of consumer and professional organizations, publications, and journals relevant to the education of students who are deaf or hard of hearing and to general education.
- **SLO 8.2S** – The beginning TOD is able to apply knowledge of professional roles and responsibilities.
III. COURSE ASSIGNMENTS

FIELD EXPERIENCE HOURS (100 points)

- **Why am I completing this assignment?** Experience in a classroom setting, especially in a specialized field such as Deaf Education, provides invaluable learning opportunities for preservice educators. Exposure to quality instruction, professionalism in school settings, and to various models of teaching will allow opportunities for transformational learning and growth.

- 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 previous 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. Working at an outside job is not a reason to be unavailable for your field experience hours. TEA requires a minimum number of hours to recommend for certification.**

- **THE PROGRAM EXPECTATION IS PROFESSIONAL BEHAVIOR AT ALL TIMES.**

- Documentation of hours is **REQUIRED** and will be logged in LiveText.

FIELD EXPERIENCE LESSON & LESSON PLAN (Lesson 50 points / Lesson Plan 50 points)

- **Why am I completing this assignment?** Experience in a classroom setting, especially in a specialized field such as Deaf Education, provides invaluable learning opportunities for preservice educators. Observing educators in the field plan instruction, instruct, assess, and complete the student learning cycle will provide critical transformative learning. Completing the student learning cycle and giving instruction will improve your skills as an educator and provide opportunity for growth.

- 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.

- 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.

- **Submission of a lesson plan (long form) PRIOR to your observation will be required.** Sample lesson plan formats for various content areas that have been provided in previous coursework will be acceptable. You may also follow a “long form” lesson plan template given to you by your mentor.
MODULE REFLECTION ACTIVITIES (10 @ 5 points each)
- **Why am I completing this assignment?** Critically analyzing new learning to what is already known about our population of students will deepen understanding of how students who are deaf and hard-of-hearing learn and will improve the ability to provide quality instruction based on the needs of students.
- Educators will complete one critical-thinking reflection assignment per module. Multiple modules are included in the weekly content.
- The reflection assignments will be directly correlated to the content covered in the modules.
- Each module reflection will begin with a prompt and will require thoughtful writing, applying what is learned in the module to what is known about educating students who are deaf and hard-of-hearing.
- Module reflections will be embedded in each module, some requiring a Dropbox assignment and others a Discussion Board Post. Clear instructions will be provided in each module.

WEEKLY “WEEK-AT-A-GLANCE” LESSON PLANS (10 @ 5 points each)
- **Why am I completing this assignment?** Planning instruction is one component of the student learning cycle that requires experience, practice, feedback, and goal setting in order to deliver effective instruction. Weekly practice of “real world” lesson planning will provide practice, feedback, and opportunities for growth as educators learn to plan effective instruction with aligned standards, instruction, and assessment.
- Each week, a specific TEKS will be posted in the weekly module 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 (10 @ 5 points each)
- **Why am I completing this assignment?** Writing effective, meaningful goals and objectives for the exceptional student is a critical component for educators of the deaf. Writing clear, specific, measurable, achievable, relevant/appropriate, and time-bound goals and objectives on a weekly basis will provide feedback to educators to improve goal-writing skills.
- 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.

PHILOSOPHY OF DEAF EDUCATION PAPER (Paper 25 points / Videos 25 points)
- **Why am I completing this assignment?** 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, how you feel students learn best in a Deaf Education setting, and how you can meet their needs will serve as your foundation as you begin teaching. 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.
- You will write your personal philosophy of teaching, specifically as it applies to the education of deaf and hard-of-hearing students.
- You may already have a philosophy paper you wrote in a previous education course. You will NOT be required to rewrite your previous work. We can use this former paper as a foundation.
- 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.
James I. Perkins College of Education  
Department of Education Studies  
Deaf and Hard-of-Hearing Educator Preparation Program

- 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.

**GENERAL EDUCATION TRAINING PACKET** (50 points)
- **Why am I completing this assignment?** Understanding how to interact and train general education teachers to work with students who are deaf and hard-of-hearing is a major responsibility of the TOD. Preparation of a training packet now will provide a ready resource for you as a new educator working with a diverse population of students.
- Students will create a product with which to share in general education teacher inservice/training outlining relevant information on the education of DHH students, with regard to amplification devices, understanding what DHH students can/cannot hear, etc. Students will create a folder containing all pertinent and required information, as well as a presentation that would be used for a training session. The folder is simply a hard-copy print out of the electronic resource and can be kept for your reference. A digital submission will be required for grading. Both the electronic packet and the presentation are to be uploaded to the appropriate D2L DropBox.
- A mock professional development session (teacher training) will be required. You will record a Zoom session of you giving a mock training using your compiled resources. A minimum of two attendees must be present and must complete a peer evaluation for your training. An electronic peer evaluation will be created by the trainer (you) via Google Docs.

**CAREER SERVICES MOCK INTERVIEW** (25 points)
- **Why am I completing this assignment?** This will be excellent preparation for future interviews for a Deaf Education position. The purpose is 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!
- You will be responsible for scheduling one mock interview with SFASU Career Services during the semester. Virtual or face-to-face interviews are acceptable.
- Professional dress will be required.
- You will turn in your feedback forms from your interview that will serve as proof of completion to receive a grade.

**RESUME & PORTFOLIO** (Resume 25 points / Portfolio 25 points)
- **Why am I completing this assignment?** Resumes are required when applying for professional positions in education. A portfolio will highlight and showcase your work in your educator preparation program, your field experiences, and your coursework. You should be able to edit and revise this portfolio as you move along in your career.
- Writing a complete professional resume will be required.
- Examples and templates will be provided by the instructor.
- 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. All portfolios will be DIGITAL.
- 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.

**TExES 181 EXAM SCORE UPLOAD** (5 points)
- **Why am I completing this assignment?** SFASU’s accrediting bodies require retention of assessment records.
- 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. This should be a SCAN and not a photo of your document. If the document is already in a PDF form, this is preferred.
• 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.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Field Experience Hours</td>
<td>100 points</td>
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<tr>
<td>Lesson</td>
<td>50 points</td>
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<tr>
<td>Lesson Plan</td>
<td>50 points</td>
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<tr>
<td>Module Reflections (10)</td>
<td>5 points each</td>
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<tr>
<td>Week-at-a-Glance Lesson Plans (10)</td>
<td>5 points each</td>
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<tr>
<td>IEP Objectives (10)</td>
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<tr>
<td>Philosophy of Deaf Education Paper</td>
<td>25 points</td>
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<td>Philosophy of Deaf Education Videos</td>
<td>25 points</td>
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<tr>
<td>General Education Training Packet</td>
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<tr>
<td>Career Services Mock Interview</td>
<td>25 points</td>
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<tr>
<td>Resume</td>
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<td>Portfolio</td>
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<tr>
<td>TExES 181 Exam Score Upload</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>530 points</strong></td>
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GRADE SCALE
(Calculate your percentage by adding up your total earned points and dividing by 400.)
90 – 100% A  80 – 89% B  70 – 79% C  60 – 69% D  59% & Below F
(Reminder: A grade of B or better is required in this course in order to continue coursework in the program. All assignments must be completed in order to receive any grade but an F.)

V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>COURSE ACTIVITIES (All Assignments Due SATURDAYS by 11:59 p.m.)</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>INTRODUCTION</td>
<td>• MODULE 1: INTRODUCTION</td>
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<tr>
<td>08/28/23</td>
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<td>* Module 1 Reflection Activity</td>
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<tr>
<td>Week 2</td>
<td>GOAL WRITING</td>
<td>• MODULE 2: WRITING GOALS &amp; OBJECTIVES</td>
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<tr>
<td>09/04/23</td>
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<td>* Module 2 Reflection Activity</td>
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<td>* Orientation ZOOM #1 Tuesday 9/5/23 7 – 8 p.m.</td>
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<tr>
<td>Week 3</td>
<td>LESSON PLANNING</td>
<td>• MODULE 3: LESSON PLANNING</td>
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<tr>
<td>09/11/23</td>
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<td>* Module 3 Reflection Activity</td>
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<td></td>
<td></td>
<td>* IEP Goal Writing #1</td>
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<td></td>
<td>* Week-at-a-Glance Lesson Plan (WAAG) #1</td>
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<tr>
<td>Week 4</td>
<td>IEPs &amp; DOCUMENTATION</td>
<td>• MODULE 4: IEPs &amp; DOCUMENTATION</td>
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<td>09/18/23</td>
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<td>* Module 4 Reflection Activity</td>
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<td>* IEP Goal Writing #2</td>
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<td>* Week-at-a-Glance Lesson Plan (WAAG) #2</td>
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<tr>
<td>Week 5</td>
<td>BUILDING COLLABORATIVE TEAMS</td>
<td>• MODULE 5: BUILDING COLLABORATIVE TEAMS</td>
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<td>09/25/23</td>
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<td>* Module 5 Reflection Activity</td>
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<td></td>
<td>* IEP Goal Writing #3</td>
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<td></td>
<td></td>
<td>* Week-at-a-Glance Lesson Plan (WAAG) #3</td>
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<td>Week 6</td>
<td>IEP/ARD MEETINGS</td>
<td>• MODULE 6: IEP/ARD MEETINGS</td>
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<td>10/02/23</td>
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<td>* Module 6 Reflection Activity</td>
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<td>* IEP Goal Writing #4</td>
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<td>* Week-at-a-Glance Lesson Plan (WAAG) #4</td>
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<tr>
<td>Week 7</td>
<td>CURRICULUM IN DEAF EDUCATION</td>
<td>• MODULE 7: CURRICULUM IN DEAF EDUCATION</td>
</tr>
<tr>
<td>10/09/23</td>
<td></td>
<td>* Module 7 Reflection Activity</td>
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The course timeline is tentative and is subject to change throughout the semester due to instructional need, as determined by the instructor. Updates will be posted on D2L and students will be notified of any changes.

VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

TExES 181 Preparation Manual (Free Download)

All other course materials/readings will be provided within the course.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION
(https://www.sfasu.edu/policies)

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

IX. Student Mental Health Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-Campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX. ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
For additional information, please visit TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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 certification exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

X. OTHER RELEVANT COURSE INFORMATION

For additional information on this course and the DFHH EPP, visit www.sfasu.edu/deafandhardofhearing to access the DFHH Program Handbook and more!