DFHH 2303.501 DEAF CULTURE
SUMMER I 2023

INSTRUCTOR
J. Lindsey Kennon, Ed.D.

COURSE TIME & LOCATION
See Syllabus for OPTIONAL Zoom Dates/Times

OFFICE
ECRC 209T

COURSE DELIVERY MODALITY
Fully Online (Asynchronous Online Content with Optional Synchronous Zooms)

TIME REQUIREMENT
DFHH 2303 (3 credits) meets via Zoom and Brightspace (D2L) for the Summer I 2022 term. A combination of Zoom meetings and online content comprise the 5-week course. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, participate in various class activities, practice ASL skills, and are required to submit various types of assignments. These activities average 6 hours minimum of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement
II. INTENDED LEARNING OUTCOMES

Program Learning Outcomes (PLOs) & Student Learning Outcomes (SLOs)

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

Additionally, there are two sets of standards that form the foundation of our program. The national standards set forth by the Council for Exceptional Children (CEC), the national professional association for special educators, is the first set of standards that lays the foundation for our Educator Preparation Program. Secondly, the Texas State Board for Educator Certification (SBEC) Standards adds an additional layer of expectations and competencies. The SBEC and CEC standards are complimentary to one other and serve to guide the program as we prepare candidates to become high quality educators in the field of Deaf Education.

DFHH 2303 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).

For more information regarding professional standards for our program, please visit our DFHH Program Handbook (page 14).

<table>
<thead>
<tr>
<th>DFHH 2303 DEAF CULTURE</th>
<th>COURSE DESCRIPTION</th>
<th>Covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications.</th>
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<tbody>
<tr>
<td>PREREQUISITES</td>
<td>NONE</td>
<td></td>
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<tr>
<td>CREDITS</td>
<td>3 Hours</td>
<td></td>
</tr>
<tr>
<td>PLOs ADDRESSED</td>
<td>SLOs ADDRESSED</td>
<td>ASSESSMENT OF THE LOs</td>
</tr>
<tr>
<td>PLO I - The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.</td>
<td>SLO 1.3K – The beginning TOD knows and understands variations in beliefs, traditions, and values across cultures (including Deaf culture) and within society and the effect of the relationships among students who are deaf or hard of hearing, their families, and schooling.</td>
<td>• Topical Discussions &amp; Reflection Assignments Deafness 101 Historical Perspectives Language &amp; Culture Deaf Theater &amp; The Arts Deaf Humor Deaf Athletes Deaf President Now Technology/Accessibility Cochlear Controversy Discrimination, Stereotypes, &amp; Advocacy</td>
</tr>
<tr>
<td>SLO 1.4K – The beginning TOD knows and understands cultural versus medical perspectives for individuals who are deaf or hard of hearing.</td>
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<tr>
<td>PLO X - The teacher of deaf and hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.</td>
<td>SLO 10.4 – The beginning TOD is able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.</td>
<td>• For Hearing People Only Readings and Quizzes</td>
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<tr>
<td>SLO 10.5 – The beginning TOD is able to demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.</td>
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III. COURSE ASSIGNMENTS

MODULE REFLECTION ACTIVITIES (10 @ 5 points each)

- **Why am I completing this assignment?** Critically analyzing new learning to what is already known about cultures and characteristics of individuals who are d/Deaf will deepen understanding of the d/Deaf and the Deaf Community, create connections, and sharpen advocacy skills.
- Students 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.

FOR HEARING PEOPLE ONLY QUIZZES (12 @ 10 points each)

- **Why am I completing this assignment?** Diverse backgrounds and cultures are what make us unique and present ways we can learn from one another. The chapters in For Hearing People Only are written to answer commonly held beliefs and assumptions about being d/Deaf and the Deaf Community. Consuming this content offers the ability for us to compare and contrast hearing and d/Deaf cultures; demonstrating your learning via content quizzes will ensure that you are reading the material and assimilating the knowledge gleaned from the text.
- Students are responsible for all reading assignments. Students will read chapters 1 – 117 of the text during this course. (Don’t be intimidated by the volume of chapters! This sounds like a lot, but many of the chapters are two to three pages in length! Very doable and easy to manage!)
- Twelve (12) quiz grades will be calculated into your final grade. Quizzes are open book/note; they will, however, be timed. In depth reading and ready knowledge from the text is expected. Quizzes will be dispersed in groups of six chapters and will be multiple choice, T/F quizzes given on D2L/Brightspace. Quizzes are embedded within course modules.
- No late quizzes will be accepted and no quizzes will be reopened.

DEAF CULTURE BOOK CLUB MEETING (1 @ 50 points)

- **Why am I completing this assignment?** Literature is an excellent way to immerse oneself in a culture that is not their own. Through literature, new insights, perspectives, and personal stories are explored, biases are challenged, and more inclusive mindsets are cemented. This course assignment will assist the learner in a compare/contrast analysis of Deaf Culture versus other cultures.
- Students will read ONE of the following books (student’s choice):
  - Show Me a Sign (Young Adult Novel)
  - Set me Free (Sequel to Show Me a Sign)
  - Apple is My Sign
  - Deaf Like Me
  - Finding Zoe: A Deaf Woman’s Story of Identity, Love, and Adoption
  - Train Go Sorry: Inside a Deaf World
  - A Loss for Words: The Story of Deafness in a Family
  - Sounds Like Home: Growing Up Black and Deaf in the South
  - True Biz: A Novel
  - I’ll Scream Later
  - Deaf Utopia: A Memoir – And a Love Letter to a Way of Life
- These are easy reads and inexpensive to purchase. Purchasing with a peer in the class is acceptable, as long as you both have the book read and the corresponding assignments completed by the due dates. You may also borrow these titles if they are available for lending near you (free!). Audiobooks or e-books are also acceptable if this is your preferred reading style.
• Book selections must be made by the due date indicated on the course calendar for Book Clubs to be formed.
• Book Clubs will meet according to books selected/read. Zoom sessions will be recorded and must be fully accessible. A minimum length of 30 minutes is required for the Book Club meeting.
• EACH individual will upload the link to the Book Club Zoom recording to the appropriate Dropbox. Only one person in the Book Club will record; the recording can then be shared with all Book Club members to upload to the Dropbox individually.
• Students are responsible for scheduling Book Club meetings to meet all due dates.
• Further details will be provided in course content.

DEAF CULTURE FILM REVIEWS (2 @ 25 points each)
• **Why am I completing this assignment?** Much like literature, film gives us insight into cultures and experiences outside of our own, challenge bias, and provide differing perspectives that can shape our own understanding and knowledge. The film list for this course has been selected for its diversity, offering a wide variety of experiences. Some are feature entertainment films and others are documentaries. All will provide a platform for critical thinking, compare/contrast analysis, and more inclusive practices toward differing cultures.

You will view TWO of the following documentaries/films (student’s choice):
  - **Through Deaf Eyes** *(Also provided on YouTube courtesy of Gallaudet University Press)*
  - **See What I’m Saying** *(Available to Prime Video subscribers or Pay-Per-View)*
  - **CODA** *(Available to Apple Plus subscribers or Pay-Per-View)*
  - **Sound & Fury** *(Available on Amazon’s Docurama platform. Free trials are usually available.)*
  - **Sound & Fury: 6 Years Later** *(Available via Aronson Films, an independent film producer, via PayPal purchase.)*
  - **For a Deaf Son** *(Available courtesy of Described & Captioned Media Program, DCMP. Video is old and of poor quality, but this is the only access we now have to this film.)*
  - **Children of a Lesser God** *(Available across multiple platforms via subscription and/or Pay-Per-View)*

• Each student must individually view each film, but there is no faculty opposition to viewing parties and/or sharing film access. Use any streaming platform for which you have access, and the films are available. (Some films may require a pay-per-view purchase depending on your access to these platforms.)
• For each film, students will complete a “Rotten Tomatoes” film review and post to the appropriate discussion board by the due dates listed on the syllabus. Robust discussion on the boards related to the films is an expectation of this course.
• Further details will be provided in course content.

DEAF CULTURE LIVING WAX MUSEUM VIDEO (50 points)
• **Why am I completing this assignment?** Connection to iconic, historical, and relevant figures in Deaf Culture history and heritage allows for engagement with this culture via meaningful perspectives. Connection to modern-day advocates, members of the Deaf Community, and current figures in Deaf Culture likewise allows engagement with Deaf Culture in deep and meaningful ways. A more in-depth study of one particular historical or modern-day figure will broaden students’ perspectives, challenge bias, and offer compare/contrast analysis of Deaf Culture with other cultures.

• Throughout the course, students will be introduced to and exposed to various individuals related to Deaf Culture, both historical and modern/current. Paying particular attention to figures to which individual students are drawn and who are of personal interest during the coursework is expected.
• Students will select one figure to portray in a “Living Wax Museum”. Selections will be on a first-come-first-served basis; no individual figure may be presented twice in one semester. On-your-own research and study will be expected.
• Students will prepare a 3 – 5 minute video presentation in which they will assume the role of the individual selected.
James I. Perkins College of Education
Department of Education Studies
Deaf and Hard-of-Hearing Educator Preparation Program

- High quality presentations are expected. Dress/costuming as the figure is encouraged. Appropriate setting/background to make the presentation as real as possible is ideal.
- Students are encouraged to sign their presentations. However, if skill level is not at the level required for this, students are encouraged to select hearing figures in Deaf Culture to portray.
- All videos must be fully accessible (captioned, transcribed, etc.)
- Consider the audience for the videos elementary-aged students who are themselves deaf and hard-of-hearing.
- A minimum of three references must be provided, using APA formatting.
- Further details will be provided in course content.

ADVOCACY PROJECT (100 points)
- **Why am I completing this assignment?** One major goal of this course and of any new learning involving diverse cultures and people, is to increase awareness of and education toward the particular culture/people being experienced. Advocates are created as we become more educated toward cultures and people groups different from our own. Advocacy for the d/Deaf and hard-of-hearing upon completion of this course is an expected outcome. Understanding that this course is open to students with differing career goals, this assignment encourages advocacy tailored to the specific future goals of each student.
- Each student will tailor this assignment to his or her own major/future career. Considering your individual careers, propose a product that will educate and advocate others within your career settings. For example, if you are planning to become a nurse, a pamphlet containing information about how to communicate with d/Deaf and hard-of-hearing individuals to have available at the nursing station could provide necessary and accurate education for nurses who are caring for d/Deaf and hard-of-hearing patients.
- Students will write a brief proposal for their projects and email the course instructor for approval. Early proposal submissions are encouraged.
- Some options/ideas are provided below (not exhaustive):
  - Create an Info Graphic to post in your workplace that is relevant to populations/individuals that may be encountered.
  - Create a brief video to share with colleagues.
  - Create a brochure with relevant and necessary information and resources to disperse to the public or to coworkers.
  - Create a brief video with commonly used signs in your particular field.
- Further details will be provided in course content.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Module Reflection Activities (10)</td>
<td>5 points each</td>
</tr>
<tr>
<td>For Hearing People Only Quizzes (12)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Book Club Meetings (1)</td>
<td>50 points</td>
</tr>
<tr>
<td>Film Reviews (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Living Wax Museum Video (1)</td>
<td>50 points</td>
</tr>
<tr>
<td>Advocacy Project (1)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>

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 <em>(Assignments Due on SATURDAYS by 11:59 p.m. of the Week Listed.)</em></th>
</tr>
</thead>
</table>
| Week 1  | "Getting Started" Module Module 1: Deafness 101 Module 2: Historical Perspectives | • Read Syllabus, Tour Course, Purchase Textbooks & Materials  
• "Getting Started" Reflection Activity  
• Module 1 Reflection Activity *(Varies)*  
• Module 2 Reflection Activity *(Varies)*  
• FHP0 Quizzes 1 & 2 Due  
• Book Selection Made *(Email Instructor)* |
| Week 2  | Module 3: Language & Culture Module 4: Deaf Theater and The Arts Module 5: Deaf Humor | • Module 3 Reflection Activity *(Varies)*  
• Module 4 Reflection Activity *(Varies)*  
• Module 5 Reflection Activity *(Varies)*  
• FHP0 Quizzes 3 & 4 Due  
• Film Review 1 Due *(Discussion Board)* |
| Week 3  | Module 6: Deaf Athletes Module 7: Deaf President Now Module 8: The Cochlear Controversy | • Module 6 Reflection Activity *(Varies)*  
• Module 7 Reflection Activity *(Varies)*  
• Module 8 Reflection Activity *(Varies)*  
• FHP0 Quizzes 5 & 6 Due  
• Film Review 2 Due *(Discussion Board)* |
| Week 4  | Module 9: Technology & Accessibility Module 10: Discrimination, Stereotypes, & Advocacy | • Module 9 Reflection Activity *(Varies)*  
• Module 10 Reflection Activity *(Varies)*  
• FHP0 Quizzes 7 & 8 Due  
• FHP0 Quizzes 9 & 10 Due  
• Schedule Book Clubs & Work on Final Projects |
| Week 5  | Final Projects | • FHP0 Quizzes 11 & 12 Due  
• Book Club Meeting Recording Due *(Dropbox)*  
• Living Wax Museum Due *(Discussion Board)*  
• Advocacy Project Due *(Dropbox)*  
• ALL ASSIGNMENTS FOR THIS WEEK ARE DUE TO THE APPROPRIATE SUBMISSION LOCATION BY 6/30/23 AT 12:00 P.M. NOON. THERE WILL BE NO EXTENSIONS GRANTED! |

*Instructional weeks run Monday – Saturday. No material will be posted or due on Sundays.*

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.

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.)*

## Course & Major Topics

<table>
<thead>
<tr>
<th>DFHH 2303 Deaf Culture</th>
<th>MAJOR TOPICS</th>
</tr>
</thead>
</table>
| Standard 2.0  
Standard 6.3 | Deafness 101  
Historical Perspectives  
Language & Culture  
Deaf Theater & The Arts  
Deaf Humor  
Deaf Athletes  
Deaf President Now  
Technology/Accessibility  
Cochlear Controversy | CAEP/CEC  
CEC/CEED  
TEA/SBEC  
TEXES 181  
ASLTA  
InTASC  
ISTE |
| Standard 2.0  
Standard 6.3 | DHH.2.K1  
DHH.6.K3  
DHH.6.S4  
(2020) Standard 2.2 | Standard I – 1.3K, 1.4K  
DII.C009(G), (H)  
DIV.C013(A), (G)  
DIV.C014(F)  
DIV.C015(F) | 2.1, 2.2, 3.2, 4.2 | 2.2(d), 2.2(j), 2.2(k), 2.2(m), 2.2(o), 3.3(f), 3.3(l), 3.3(q), 4.4(m), 8.8(q), 9.9(m) | 4.4d |
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

Moore, M. S., & Levitan, L. (2016). *For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the "Deaf Reality"*. Deaf Life Press.

See COURSE ASSIGNMENTS section for novel and film list purchase options.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data 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, visit the SFASU Disability Services webpage.

**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**
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found [here](#).
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 Early Alert Program at SFA.

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.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

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

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

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

X. OTHER RELEVANT COURSE INFORMATION

For additional information on this course and the DFHH EPP, visit the SFASU Deaf and Hard-of-Hearing webpage; access the DFHH Program Handbook and more!

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.