DFHH 4302.501 TEACHING SOCIAL STUDIES  
IN DEAF EDUCATION SETTINGS  
SUMMER I 2023

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, Ed.D.</td>
<td>See Syllabus for OPTIONAL Zoom Dates/Times</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECRC 209T</td>
<td>Virtual Office Hours by Appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(936) 468-5510 <a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a>*</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

*Email Policy: Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours Monday – Thursday from 9:00 a.m. – 5:00 p.m. and Fridays from 9:00 a.m. – 12:00 p.m. during summer sessions. I check email a MINIMUM of twice daily in the summer terms, once in the morning hours and once in the afternoon hours. Emails received later in the afternoon may not be read until the following weekday. **Please consider checking your email and 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. I will not be physically in the office in summer sessions for any regular/predictable hours. I do have voicemail forwarding from my office phone to my email, but following up a voicemail with an email during summer sessions is encouraged.

I DO NOT REPLY TO EMAIL SENT VIA D2L. Please use jlkennon@sfasu.edu exclusively for all email communication.

Prerequisite: None  
Course Fee: None

I. COURSE DESCRIPTION  
Explores the scope and sequence of social studies content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to elementary social studies will be taught. Current resources for social studies signs will be provided.

COURSE DELIVERY MODALITY  
Fully Online (Asynchronous Online Content) with OPTIONAL Zooms

TIME REQUIREMENT  
DFHH 4302 (3 credits) meets via Brightspace (D2L) for the Summer I 2022 term. A combination of OPTIONAL synchronous Zoom meetings and fully asynchronous online content comprise the 5-week course. Students are required to participate in various class activities, practice their skills, 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

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 another and serve to guide the program as we prepare candidates to become high-quality educators in the field of Deaf Education.

DFHH 4302 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).

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

<table>
<thead>
<tr>
<th>DFHH 4302 TEACHING SOCIAL STUDIES IN DEAF EDUCATION SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE DESCRIPTION</td>
</tr>
<tr>
<td>PREREQUISITES</td>
</tr>
<tr>
<td>CREDITS</td>
</tr>
<tr>
<td>PLOs ADDRESSED</td>
</tr>
</tbody>
</table>
| PLO IV – The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice. | SLO 4.6K – The beginning TOD knows and understands subject matter and practices used in general education across content areas. | • NOTE: This course will be taught for the first time in Summer 2021  
• Discussions and Exams from Course Content Topics  
The Diverse Learner  
The Diverse Learning Environment  
Teaching SS in a DHH. Classroom  
Deconstructing the TEKS EC – 6 Core SOCIAL STUDIES  
TEKS/Standards  
Related Social Studies  
Signed Vocabulary  
Social Studies Lesson Plan Models  
Teaching Social Studies Portfolio (Includes Social Studies TEKS Analysis & Resource Kit)  
Social Studies Content Vocabulary Video Assignment  
Social Studies Lesson Plan | NONE |
<table>
<thead>
<tr>
<th>SLO 4.4S</th>
<th>The beginning TOD is able to infuse speech and auditory skills across the curriculum as consistent with the individualized education program (IEP) of the student who is deaf or hard of hearing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.5S</td>
<td>The beginning TOD is able to modify the curriculum, instructional process, and classroom environment to meet the physical, cognitive, cultural, and communicative needs of the student who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, support services, appropriate technologies).</td>
</tr>
<tr>
<td>SLO 4.8S</td>
<td>The beginning TOD is able to facilitate incidental language learning opportunities for students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>SLO 4.9S</td>
<td>The beginning TOD is able to use appropriate strategies in English and/or ASL to develop literacy across the curriculum and to promote literacy in English and/or ASL for students who are deaf or hard of hearing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 9.4K</th>
<th>The beginning TOD knows and understands the link between signed concepts and printed text, if sign language is used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 9.8K</td>
<td>The beginning TOD knows and understands the importance of vocabulary knowledge and reading comprehension skills and strategies.</td>
</tr>
<tr>
<td>SLO 9.1S</td>
<td>The beginning TOD is able to provide a variety of instructional opportunities and strategies for students who are deaf or hard of hearing to learn communication and language skills.</td>
</tr>
<tr>
<td>SLO 9.3S</td>
<td>The beginning TOD is able to provide instruction to students who are deaf or hard of hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of</td>
</tr>
</tbody>
</table>

**PLO IX - The teacher of deaf and hard of hearing students promotes students' performance in English language arts and reading.**

<table>
<thead>
<tr>
<th>SLO 9.4K</th>
<th>The beginning TOD knows and understands the link between signed concepts and printed text, if sign language is used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 9.8K</td>
<td>The beginning TOD knows and understands the importance of vocabulary knowledge and reading comprehension skills and strategies.</td>
</tr>
<tr>
<td>SLO 9.1S</td>
<td>The beginning TOD is able to provide a variety of instructional opportunities and strategies for students who are deaf or hard of hearing to learn communication and language skills.</td>
</tr>
<tr>
<td>SLO 9.3S</td>
<td>The beginning TOD is able to provide instruction to students who are deaf or hard of hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of</td>
</tr>
</tbody>
</table>
signed language, and components of other communication systems, including fingerspelling.

SLO 9.4S – The beginning TOD is able to provide instruction in strategies used for linking signed concepts to printed text, if sign language is used.

SLO 9.5S – The beginning TOD is able to provide systematic instruction using a variety of methods and strategies to improve the decoding, word analysis, and vocabulary skills of students who are deaf or hard of hearing, including those who use sign language.

SLO 9.6S – The beginning TOD is able to provide systematic instruction to improve the reading fluency and comprehension of deaf or hard of hearing students who use fingerspelling, sign language, and oral language.

SLO 9.7S – The beginning TOD is able to provide systematic instruction in critical reading strategies to students who are deaf or hard of hearing to improve their reading comprehension.

SLO 9.8S – The beginning TOD is able to use a variety of methods to provide systematic instruction to students who are deaf or hard of hearing to help them communicate effectively through writing, use appropriate written language conventions, and use writing to promote reading comprehension.

III. COURSE ASSIGNMENTS

WEEKLY MODULE REFLECTIONS (12 @ 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.

**ADAPT-A-LESSON ASSIGNMENTS** (2 @ 25 points each)
- **Why am I completing this assignment?** The beginning TOD is able to modify the curriculum, instructional process, and classroom environment to meet the physical, cognitive, cultural, and communicative needs of the student who is deaf or hard-of-hearing.
- This assignment pairs with the video discussion posts (below).
- During weeks 4 and 5, educators will select one lesson plan from either The Texas Tribune website or the Stanford History Education Group website.
- Educators will identify points of modification to adapt lessons for deaf and hard-of-hearing students. A prompt will be provided that describes the specific characteristics and needs of a fictitious deaf or hard-of-hearing student. Modifications and accommodations will be considered through the lens of this prompt.
- Educators will upload Adapt-a-Lesson assignments to Dropbox.

**VOCABULARY VIDEOS** (2 @ 25 points each)
- **Why am I completing this assignment?** TODs must be able to demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing. Content-specific vocabulary must be explicitly learned, as it is not likely to be learned in general communication settings.
- This assignment pairs with the weekly Adapt-a-Lesson assignments.
- During weeks 4 and 5, educators will identify a minimum of 3 new social studies-specific signs and record the signs in one video.
- Videos must be captioned with the targeted vocabulary and must be presented in a professional format. Consider the video a resource you would provide to students and families as if you were teaching the lesson to students.
- Resources for social studies-specific sign vocabulary will be provided. Students are expected to also seek out additional reliable/accurate resources for social studies-specific sign vocabulary.
- Educators will upload their videos to a private YouTube channel and provide a link to the video in a Discussion Board Post.

**240 TUTORING EC – 6 CORE: SOCIAL STUDIES ASSESSMENT** (1 @ 50 points)
- **Why am I completing this assignment?** The TOD knows and understands subject matter and practices used in general education across content areas. Should educators elect to sit for the EC – 6 Generalist exam(s), this assignment will be a resource as you make preparations to take the exam.
- Through your module participation and learning, you will be exposed to the Texas Essential Knowledge and Skills (TEKS) for Elementary Social Studies.
- At the conclusion of the course, educators will take the 240 Tutoring practice exam for the TExES EC-6 Core: Social Studies.
- Go to www.240tutoring.com to create an account and purchase a minimum subscription of one-month (39.99) to access the assessment. (NOTE: Your purchase for DFHH 4301 and DFHH 4302 can be combined for ONE subscription. There is no need to purchase this twice.)
- Your score on the exam will not be recorded as your grade for this assignment. A completion grade will be given. This exam is meant for practice only. Educators are not expected to pass this exam at the conclusion of one social studies-focused course. This exam is meant only as exposure to the social studies standards.
- Educators will upload their score report to Dropbox.
TEACHING SOCIAL STUDIES BOOK OF KNOWLEDGE (1 @ 50 points)

• Why am I completing this assignment? The Teaching Social Studies Book of Knowledge will serve as a resource for educators for their future classrooms, as well as a ready-resource for preparing for any required or optional TExES exams.
• Students will compile a PowerPoint containing knowledge, understanding, and resources gleaned from this course. The format and contents are flexible, but should be an accurate representation of the course and be well-organized and thorough. Assignment will be uploaded to the Dropbox.

SOCIAL STUDIES UNIT WORK SAMPLE
(Planning Dimension @ 100 points / Instruction Dimension @ 100 points / Professional Practices & Responsibilities Dimension @ 100 points)

• Why am I completing this assignment? The beginning TOD is able to modify the curriculum, instructional process, and classroom environment to meet the physical, cognitive, cultural, and communicative needs of the student who is deaf or hard-of-hearing.
• Educators will select a topic/focus using the TEKS to plan an instructional social studies unit. The unit will contain
  o minimum of three lesson plans (using the 5-E Model)
  o one vocabulary video (include sign and print)
  o one pre-assessment
  o one post-assessment
  o a minimum of two literacy sources (to integrate literacy with the content area)
  o one student work sample assignment (with rubric)
  o and a minimum of one anchor chart.
• This assignment serves as the final, culminating assignment for the semester.
• Educators will upload all documents to a OneDrive folder and share the OneDrive folder to a Discussion Board Post, promoting the values and goals of a Professional Learning Community (PLC). Feedback from peers will be required in the form of responding to a minimum of two peers’ Social studies Units on the discussion forum.
• In addition, the folder link will be submitted via Dropbox for instructor feedback.
• This assignment will be weighted more heavily than the other course assignments; educators will receive two grades for this assignment, one for instructional planning, and another for creativity, professionalism, and completeness. Rubrics will be provided in advance and will be utilized for feedback and assessment. These rubrics are aligned with T-TESS, the current educator appraisal system for Texas.

EXTRA CREDIT ASSIGNMENT – SOCIAL STUDIES EDUCATOR INTERVIEW (25 points per interview)

• Educators seeking additional credit (or who simply wish to enhance their learning in the course) are encouraged to interview social studies educators.
• In order to receive credit for interviews, educators will draft a list of questions to be approved by the instructor prior to interviews.
• The interviews may be conducted in any format (email, phone, face-to-face, Zoom, etc.)
• Educators should provide a summary of the interview questions and a minimum one-page reflection per interview. The format for the summary and reflection is flexible, but should be professional, free of grammar and spelling errors, and organized in a meaningful way.
• Educators may submit a maximum of three interviews to be considered for additional credit and must be submitted to the appropriate Dropbox prior to the last day of instruction for the course.
• Interviews may NOT be substituted for any course assignment. All required course assignments must be submitted in order to be considered for additional credit.
IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Module Reflections (12)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Adapt-a-Lesson (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Vocabulary Videos (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>240 Tutoring Exam (1)</td>
<td>50 points</td>
</tr>
<tr>
<td>Book of Knowledge (1)</td>
<td>50 points</td>
</tr>
<tr>
<td>Social Studies Unit Work Sample</td>
<td>300 points total</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>510</strong></td>
</tr>
</tbody>
</table>

GRADE SCALE
(Calculate your percentage by adding up your total earned points and dividing by 510.)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>80–89%</td>
<td>90%</td>
</tr>
<tr>
<td>C</td>
<td>70–79%</td>
<td>80%</td>
</tr>
<tr>
<td>D</td>
<td>60–69%</td>
<td>70%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; Below</td>
<td>60%</td>
</tr>
</tbody>
</table>

(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 a posted grade for the course.)

V. TENTATIVE COURSE CALENDAR*

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus, Course Tour, &amp; Overview&lt;br&gt;Module 1: The Diverse Learner in S.S. DHH Classrooms&lt;br&gt;Module 2: The Diverse S.S. Learning Environment</td>
<td>• Purchase Materials&lt;br&gt;• Week 1 Reflections (3)</td>
</tr>
<tr>
<td></td>
<td>(Week of 5/29/23)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course begins Tuesday 5/30/23.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 3: Deconstructing the TEKS (Social Studies)&lt;br&gt;Module 4: The Instructional Cycle&lt;br&gt;Module 5: Lesson Plan Models for Social Studies</td>
<td>• Week 2 Module Reflections (3)</td>
</tr>
<tr>
<td></td>
<td>(Week of 6/6/22)</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 6: Teaching Social Studies in the DFFH Classroom&lt;br&gt;Module 7: Modifying &amp; Accommodating&lt;br&gt;Module 8: Social Studies Vocabulary Resources</td>
<td>• Week 3 Module Reflections (3)&lt;br&gt;• Adapt-a-Lesson 1 with Vocabulary Video 1</td>
</tr>
<tr>
<td></td>
<td>(Week of 6/13/22)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 9: Anchor Charts &amp; Visual Learning&lt;br&gt;Module 10: Literacy in the Content Areas</td>
<td>• Week 4 Module Reflections (2)&lt;br&gt;• Adapt-a-Lesson 2 with Vocabulary Video 2</td>
</tr>
<tr>
<td></td>
<td>(Week of 6/20/22)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Final Words: Putting it All Together</td>
<td>• Week 5 Module Reflections (1)&lt;br&gt;• Social Studies Unit Project&lt;br&gt;• Teaching Social Studies Book of Knowledge&lt;br&gt;• 240 Tutoring Exam&lt;br&gt;• (Extra Credit Interviews – If Applicable)</td>
</tr>
<tr>
<td></td>
<td>(Week of 6/27/22)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course ends Friday 6/30/23.</td>
<td></td>
</tr>
</tbody>
</table>

*Instructional week runs 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.)

<table>
<thead>
<tr>
<th>COURSE &amp; MAJOR TOPICS</th>
<th>CAEP/CEC</th>
<th>CEC</th>
<th>CE/CED</th>
<th>TEA/SC</th>
<th>TEXES 181 FRAMEWORK</th>
<th>ASLTA</th>
<th>InTASC</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFHH 4302&lt;br&gt;Teaching Social Studies&lt;br&gt;in Deaf Education Settings</td>
<td>Standard 3.0, 3.1, 3.2&lt;br&gt;Standard 3.3&lt;br&gt;Standard 5.2, 5.5, 5.7</td>
<td>DHH.3.K1&lt;br&gt;DHH.3.S2&lt;br&gt;DHH.5.K2&lt;br&gt;DHH.5.S1&lt;br&gt;DHH.5.S8&lt;br&gt;DHH.5.S9&lt;br&gt;DHH.5.S10</td>
<td>Standard 6.1</td>
<td>DII.C005&lt;br&gt;DII.C005(A)&lt;br&gt;DII.C006&lt;br&gt;DII.C006(A) – (C)&lt;br&gt;DII.C007(D)&lt;br&gt;DII.C008&lt;br&gt;DII.C010(D), (E)&lt;br&gt;DII.C011(B), (D), (F), (G)</td>
<td>3.1</td>
<td>1.1(a) – 1.1(k)&lt;br&gt;2.2(a) – 2.2(o)&lt;br&gt;3.3(a) – 3.3(r)&lt;br&gt;4.4(a) – 4.4(p), 4(r)</td>
<td>5.5a – 5.5c</td>
<td></td>
</tr>
<tr>
<td>The Diverse Learner</td>
<td>(2020) Standard 3.0, 3.1, 3.2</td>
<td>DIII.C012(D)</td>
<td>5.5(a) – 5.5(s) 6.6(a) – 6.6(v) 7.7(a) – 7.7(q) 8.8(a) – 8.8(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Diverse Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching SS in a DHH Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deconstructing the TEKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC – 6 Core SOCIAL STUDIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEKS/Standards Related Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed Vocabulary Social Studies Lesson Plan Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VI. TEXTBOOK & INSTRUCTIONAL MATERIALS**

**REQUIRED TEXTBOOKS & RESOURCES**


2) 240 Tutoring Exam (Core Subjects EC – 6: Social studies)

   [https://www.240tutoring.com/texes/](https://www.240tutoring.com/texes/) (Subscription 39.99/mo)

**OPTIONAL TEXTBOOKS***


*Select chapters of these texts will be provided in the course.*

**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, go to [http://www.sfasu.edu/disabiltiyservices/](http://www.sfasu.edu/disabiltiyservices/).

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 at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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

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 www.sfasu.edu/deafandhardofhearing to 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.