DFHH 2303.501 DEAF CULTURE
SUMMER I 2024

INSTRUCTOR       COURSE TIME & LOCATION
J. Lindsey Kennon, Ed.D.   Fully Online (Asynchronous)

OFFICE        OFFICE HOURS
ECRC 209T   Virtual Office Hours by Appointment

CONTACT INFORMATION       CREDITS
Email: jlkennon@sfasu.edu
(936) 468-5510 3 Hours

*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.

Prequisite: None
Course Fee: None

I. COURSE DESCRIPTION
Covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis is placed on educational and interpreting implications.

COURSE DELIVERY MODALITY
Fully Online (Asynchronous Online Content)

TIME REQUIREMENT
DFHH 2303 (3 credits) meets asynchronously via Zoom and Brightspace (D2L) for the Summer I 2024 term. 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.

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 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).

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

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

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 2303.

<table>
<thead>
<tr>
<th>PLO ADDRESSED</th>
<th>SLO ADDRESSED</th>
<th>ASSESSMENT OF THE LOs</th>
<th>UNIT/PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<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. SLO 1.4K – The beginning TOD knows and understands cultural versus medical perspectives for individuals who are deaf or hard of hearing.</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 Discrimination, Stereotypes, &amp; Advocacy • For Hearing People Only Readings and Quizzes</td>
<td>NONE</td>
</tr>
<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. 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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</tbody>
</table>

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

- 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.
- 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>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>420</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 (Weeks Begin on Mondays at 12:00 p.m.)</th>
<th>TOPIC</th>
<th>COURSE ACTIVITIES (Assignments Due on SATURDAYS by 11:59 p.m. of the Week Listed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1  (Week of 6/3/24)</td>
<td>“Getting Started” Module</td>
<td>• Read Syllabus, Tour Course, Purchase Textbooks &amp; Materials</td>
</tr>
<tr>
<td>Class begins on Monday 6/3/24.</td>
<td>Module 1: Deafness 101</td>
<td>• “Getting Started” Reflection Activity</td>
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<td>Module 2: Historical Perspectives</td>
<td>• Module 1 Reflection Activity (Varies)</td>
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<td></td>
<td>Reading: FHPO Ch. 1 - 20</td>
<td>• Module 2 Reflection Activity (Varies)</td>
</tr>
<tr>
<td>Week 2  (Week of 6/10/24)</td>
<td>Module 3: Language &amp; Culture</td>
<td>• FHPO Quizzes 1 &amp; 2 Due</td>
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<td>Module 4: Deaf Theater and The Arts</td>
<td>• Book Selection Made (Email Instructor)</td>
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<td>Module 5: Deaf Humor</td>
<td>• Module 3 Reflection Activity (Varies)</td>
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<td></td>
<td>Reading: FHPO Ch. 21 - 50</td>
<td>• Module 4 Reflection Activity (Varies)</td>
</tr>
<tr>
<td>Week 3  (Week of 6/17/24)</td>
<td>Module 6: Deaf Athletes</td>
<td>• Module 5 Reflection Activity (Varies)</td>
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<td>Module 7: Deaf President Now</td>
<td>• FHPO Quizzes 3, 4, &amp; 5 Due</td>
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<td>Module 8: The Cochlear Controversy</td>
<td>• Film Review 1 Due (Discussion Board)</td>
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<tr>
<td></td>
<td>Reading: FHPO Ch. 21 - 50</td>
<td>• Module 6 Reflection Activity (Varies)</td>
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<td>• Module 7 Reflection Activity (Varies)</td>
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<td>• Module 8 Reflection Activity (Varies)</td>
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# Deaf and Hard-of-Hearing Educator Preparation Program

<table>
<thead>
<tr>
<th>Week 4</th>
<th>(Week of 6/24/24)</th>
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<tbody>
<tr>
<td>Reading:</td>
<td>FHPO Ch. 51 - 80</td>
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<tr>
<td>Module 9: Technology &amp; Accessibility</td>
<td>Module 10: Discrimination, Stereotypes, &amp; Advocacy</td>
</tr>
<tr>
<td>Reading:</td>
<td>FHPO Ch. 81 – 100</td>
</tr>
<tr>
<td>FHPO Quizzes 6, 7, &amp; 8 Due</td>
<td>Module 9 Reflection Activity (Varies)</td>
</tr>
<tr>
<td></td>
<td>Module 10 Reflection Activity (Varies)</td>
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<tr>
<td></td>
<td>FHPO Quizzes 9 &amp; 10 Due</td>
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<tr>
<td></td>
<td>Film Review 2 Due (Discussion Board)</td>
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<tr>
<td></td>
<td>Schedule Book Clubs &amp; Work on Final Projects</td>
</tr>
<tr>
<td>Week 5</td>
<td>(Week of 7/1/24)</td>
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<tr>
<td>Class ends on Friday 7/5/24. Assignments will be accepted through Friday 7/5/24 at 12:00 p.m. (NOON)</td>
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</tr>
<tr>
<td>Reading:</td>
<td>FHPO Ch. 101 - 117</td>
</tr>
<tr>
<td>Final Projects</td>
<td>FHPO Quizzes 11 &amp; 12 Due</td>
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<tr>
<td></td>
<td>Book Club Meeting Recording Due (Dropbox)</td>
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<td></td>
<td>Living Wax Museum Due (Discussion Board)</td>
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<td></td>
<td>Advocacy Project Due (Dropbox)</td>
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<td></td>
<td>ALL ASSIGNMENTS FOR THIS WEEK ARE DUE TO THE APPROPRIATE SUBMISSION LOCATION BY 7/5/24 AT 12:00 P.M. NOON. THERE WILL BE NO EXTENSIONS GRANTED!</td>
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*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.)

**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 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**

*(SFASU Handbook of Operating Procedures)*

**INSTITUTIONAL ABSENCES** *(SFASU HOP 04-110)*
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**CODE OF STUDENT CONDUCT & ACADEMIC INTEGRITY** *(SFASU HOP 04-106)*

This policy outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

- **Plagiarism** is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

- **Collusion** is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

- **Misrepresentation** is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
COURSE GRADES POLICIES (SFASU HOP 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

STUDENTS WITH DISABILITIES
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, 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

Dean of Students Office
Rusk Building, 3rd Floor Lobby
(936) 468-7249

SFASU Counseling Services
Corner of E. College & Raguet
936-468-2401

SFASU Human Services Counseling Clinic
Human Services Room 202
936-468-1041

Health & Wellness Hub (“The Hub”)*
Corner of E. College & Raguet St.
Email: thehub@sfasu.edu
936-468-4008
To support the health and well-being of every Lumberjack, the Health & Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach & Support
- Food Pantry
- Wellness Coaching
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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found here.

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 here.

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 here). 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 PCOE 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 DFHH Educator Preparation Program webpage to access the DFHH Program Handbook and additional resources.

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.