 DFHH 4301.501 TEACHING SCIENCE  
IN DEAF EDUCATION SETTINGS  
SUMMER I 2024

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, Ed.D.</td>
<td>Fully Online (Asynchronous)</td>
</tr>
<tr>
<td>OFFICE</td>
<td>OFFICE HOURS</td>
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<tr>
<td>ECRC 209T</td>
<td>Virtual Office Hours by Appointment</td>
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<td>Zoom Room Link</td>
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<td><a href="https://sfasu.zoom.us/j/8584473741">https://sfasu.zoom.us/j/8584473741</a></td>
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<tr>
<td>CONTACT INFORMATION</td>
<td>CREDITS</td>
</tr>
<tr>
<td>(936) 468-5510</td>
<td>3 Hours</td>
</tr>
<tr>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
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</tbody>
</table>

Email 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 science content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to elementary science will be taught. Current resources for science signs will be provided.

COURSE DELIVERY MODALITY
Fully Online (Asynchronous Online Content)

TIME REQUIREMENT
DFHH 4301 (3 credits) meets via Brightspace (D2L) for the Summer I 2024 term. 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.
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 4301, has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES) certification exams in the Accountability System for Educator Preparation (ASEP).

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

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

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

Program Standards/Learning Objectives (Direct Links to Standards)

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

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

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined below. (Links to standards are hyperlinked in the table headings.)
Program 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 4301.

<table>
<thead>
<tr>
<th>PLO IV - The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice.</th>
<th>SLO 4.6K – The beginning TOD knows and understands subject matter and practices used in general education across content areas.</th>
<th>ASSESSMENT OF THE LOs</th>
<th>UNIT/PROGRAM ASSESSMENT</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>SLO 4.9K – The beginning TOD knows and understands research-supported best practices and instructional strategies for teaching hard of hearing; students who are deaf or hard of hearing.</td>
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<td>SLO 4.15 – The beginning TOD is able to demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing.</td>
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<td>SLO 4.35 – The beginning TOD is able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing.</td>
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<td>SLO 4.45 – 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.</td>
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<td>SLO 4.55 – 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>
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<td>SLO 4.85 – The beginning TOD is able to facilitate incidental language learning opportunities for students who are deaf or hard of hearing.</td>
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<td>SLO 4.95 – 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>
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| 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 Science in a DHH Classroom |
| Deconstructing the TEKS EC – 6 Core SCIENCE TEKS/Standards Related Science Signed Vocabulary |
| Science Lesson Plan Models |
| Teaching Science Portfolio (Includes Science TEKS Analysis & Resource Kit) |
| Science Content Vocabulary Video Assignment |
| Science Lesson Plan |
| Butterfly Journal |
| Construction of Butterfly Habitat (Labeled with Signed Vocab) |
### SLO 9.3S
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 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 the *Project Learning Tree Environmental Education Activity Guide*. 

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| who are deaf or hard of hearing to learn communication and language skills. |
|---|---|
| SLO 9.3S – 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 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. |
• 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 science-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 science-specific sign vocabulary will be provided. Students are expected to also seek out additional reliable/accurate resources for science-specific sign vocabulary.
• Educators will upload their videos to a private YouTube channel and provide a link to the video in an appropriate Discussion Board Post.

240 TUTORING EC – 6 CORE: SCIENCE 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 Science.
• At the conclusion of the course, educators will take the 240 Tutoring practice exam for the TExES EC-6 Core: Science.
• 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 science-focused course. This exam is meant only as exposure to the science standards.
• Educators will upload their score report to Dropbox.

TEACHING SCIENCE BOOK OF KNOWLEDGE (1 @ 50 points)
• Why am I completing this assignment? The Teaching Science 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.
• Educators 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.

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

- Educators will select a topic/focus using the TEKS to plan an instructional science unit. The unit will contain:
  - minimum of three lesson plans (using the 5-E Model)
  - one vocabulary video (include sign and print)
  - one pre-assessment
  - one post-assessment
  - a minimum of two literacy sources (to integrate literacy with the content area)
  - one student work sample assignment (with rubric)
  - 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' Science 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 — SCIENCE 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 science 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>
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<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>
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<tr>
<td>Vocabulary Videos (2)</td>
<td>25 points each</td>
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<tr>
<td>240 Tutoring Exam (1)</td>
<td>50 points</td>
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<tr>
<td>Book of Knowledge (1)</td>
<td>50 points</td>
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<tr>
<td>Science Unit Work Sample</td>
<td>300 points total</td>
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<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>510</strong></td>
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</tbody>
</table>

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

- 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 a posted grade for the course.)
V. TENTATIVE COURSE CALENDAR*

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>(Weeks Begin on Mondays at 12:00 a.m.)</td>
<td>COURSE ACTIVITIES (Assignments Due on SATURDAYS by 11:59 p.m. of the Week Listed)</td>
</tr>
<tr>
<td><strong>Week 1</strong> (Week of 6/3/24) Class begins on Monday 6/3/24</td>
<td>Syllabus, Course Tour, &amp; Overview Module 1: The Diverse Learner in the Science DHH Classroom Module 2: The Diverse Science Learning Environment</td>
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<td>• Purchase Materials • Week 1 Reflections (3)</td>
</tr>
<tr>
<td><strong>Week 2</strong> (Week of 6/10/24)</td>
<td>Module 3: Deconstructing the TEKS (Science) Module 4: The Instructional Cycle Module 5: The 5-E Lesson Plan Model for Science Classrooms</td>
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<td>• Week 2 Module Reflections (3)</td>
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<tr>
<td><strong>Week 3</strong> (Week of 6/17/24)</td>
<td>Module 6: Teaching Science in the DFHH Classroom Module 7: Modifying &amp; Accommodating Module 8: Science Vocabulary Resources</td>
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<td>• Week 3 Module Reflections (3) • Adapt-a-Lesson 1 with Vocabulary Video 1</td>
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<tr>
<td><strong>Week 4</strong> (Week of 6/24/24)</td>
<td>Module 9: Anchor Charts &amp; Visual Learning Module 10: Literacy in the Content Areas</td>
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<td>• Week 4 Module Reflections (2) • Adapt-a-Lesson 2 with Vocabulary Video 2</td>
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<tr>
<td><strong>Week 5</strong> (Week of 7/1/24) Class ends on Friday 7/5/24. Assignments will be accepted through Monday 7/8/24 at 12:00 p.m. (NOON)</td>
<td>Final Words: Putting it All Together</td>
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<td></td>
<td>• Week 5 Module Reflections (1) • Science Unit Project • Teaching Science Book of Knowledge • 240 Tutoring Exam (Extra Credit Interviews – If Applicable)</td>
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</tbody>
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*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.

VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

REQUIRED TEXTBOOKS & RESOURCES


   https://shop.plt.org/Shop/ProductDetails/k8guide (E-Book $19.99)

3) 240 Tutoring Exam (Core Subjects EC – 6: Science)

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

OPTIONAL TEXTBOOKS*


*Select chapters from these textbooks 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 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

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

(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
- Alcohol & Other Drug Education

*In the event of an emergency, please immediately contact 911 and UPD.

**Crisis Resources**  
Burke 24-hour Crisis Line 1 (800) 392-8343  
National Suicide Crisis Prevention: 9-8-8  
Suicide Prevention Lifeline 1 (800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**University Police Department (UPD)**  
232 E. College Street  
Emergency Line: 936-468-9111  
Non-Emergency Line: 936-468-2608

**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.