

SPH 172: Beginning American Sign Language (ASL I)

INSTRUCTOR	COURSE TIME/LOCATION
Varies By Section	SPH 172 Section 00x Time/Location Varies by Section Credits: 3
CONTACT INFORMATION	EMAIL
Office 468-xxxx Dept 468-2906	Varies by Instructor
OFFICE	OFFICE HOURS
Varies by Instructor	Varies by Instructor

I. COURSE DESCRIPTION

This course is an introduction to American Sign Language and Deaf Culture. All of the following are included but not limited to the principles, methods and techniques for communicating with deaf individuals who use ASL. An emphasis will be placed on the development of basic expressive and receptive skills for simple conversation with deaf individuals using ASL. Also, a brief history of signs will be included. **The class will be conducted in ASL, no voice (when appropriate).** Students will develop a sense of personal and social responsibility as well as practical skills to address issues related to the Deaf, the Deaf community, and the Deaf culture. This course is part of the core curriculum associated with the **COMMUNICATION** area. According to law, this course must include the following Core Objectives: critical thinking, communication skills, teamwork and personal responsibility.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

Through the activities and objectives in SPH 172, students will become prepared, informed, successful and **ENTHUSIASTIC** novice sign language communicators. They will develop cultural respect, a sense of deaf community and a willingness to support the deaf through the use of sign language. Through regular class attendance, expressive sign language work samples and practice, exams, cultural involvement and observation, students will gain academic excellence in the subject area with an emphasis that signing proficiency is a quest to share knowledge.

The objectives of this course support the mission and values of Stephen F. Austin State University, the James I. Perkins College of Education, and the Department of Human Services. Additionally, SPH 172 supports the mission and values of the Deaf and Hard of Hearing Program.

Stephen F. Austin State University Mission Statement

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in a global community.

James I. Perkins College of Education Mission Statement

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Department of Human Services Mission Statement

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in work with diverse populations within the USA and the global community. The department is committed to the incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of

students' personal and professional development.

Deaf & Hard of Hearing Program Mission Statement

Our program exists to lead future educators of Deaf & Hard of Hearing students, to equip them with valuable tools for the classroom, to educate them to engage in being life-long learners in our field and to encourage service to our unique population of students and the Deaf Community as a whole.

Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes

CRITICAL THINKING SKILLS

- SLO - Students will demonstrate effective critical thinking skills.
- Critical thinking includes effective creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Assessment 1 – Deaf Culture/Current Event Article (See Rubric)**
- **Assessment 2 - Social/Ethical Issues Video (See Rubric)**
- Mastering this objective will be evident by 70% of students scoring “Acceptable” or better on **Deaf Culture/Current Event Article** and **Social/Ethical Issues Video** (*refer to rubrics for these assignments*).

COMMUNICATION SKILLS

- SLO - Students will demonstrate effective communication skills.
- Communication skills include effective written, oral, and visual communication.
- **Assessment 1 – Three Pigs Video Project (See Rubric)**
- **Assessment 2 - Signing Naturally Unit Review Video (Unit 2) (See Rubric)**
- Mastering this objective will be evident by 70% of students scoring “Acceptable” or better on **Three Pigs Video Project** and **Signing Naturally Unit Review Video (Unit 2)** (*refer to rubrics for these assignments*).

TEAMWORK

- SLO - Students will demonstrate characteristics of effective and reflective teamwork.
- Teamwork includes the ability to consider different points of view and ability to work with others toward a shared goal.
- **Assessment 1 – Social/Ethical Issues Video (See Rubric)**
- **Assessment 2 - Deaf Culture Event/Article (See Rubric)**
- Mastering this objective will be evident by 70% of students scoring “Acceptable” or better on **Social/Ethical Issues Video** and **Deaf Culture Event/Article** (*refer to rubrics for these assignments*).

PERSONAL RESPONSIBILITY

- SLO - Students will demonstrate characteristics of effective personal responsibility.
- Personal responsibility includes the ability to connect choices, actions, and consequences to ethical decision-making.
- **Assessment 1 – Social/Ethical Issues Video (See Rubric)**
- **Assessment 2 - Deaf Culture/Event Article (See Rubric)**
- Mastering this objective will be evident by 70% of students scoring “Acceptable” or better on **Social/Ethical Issues Video** and **Deaf Culture/Event Article** (*refer to rubric for these assignments*).

III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

Students will be expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture. The units are designed so that students learn language in context, retain language by activities that are meaningful and therefore necessary in order to develop these skills.

- Students are required to sign all communication that happens in the classroom.
- Students may not use their voices while in the classroom during “voice off” activities and exams.
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.

SIGNED EXAMS (Receptive) (2 @ 100 Points Each)

- This product is not used to assess any areas within the core curriculum.
- There will be two major exams.
- Each exam will contain old and new material (naturally cumulative).
- All tests will be signed **and students are expected to write the intent and meaning using good English grammar**. These exams are computer based.
- If you do not show up to an exam, a grade of 0 will be recorded, except for a **documented emergency**. Please see me WELL in advance (at least two weeks) for a known conflict, such as university sponsored sports activities, etc.
- **Relation to Core Curriculum** – This assessment is NOT used to assess any areas within the core curriculum.
- **Instructor Responsibilities** – Vocabulary for each unit will be taught in class. Instructor is responsible for teaching appropriate vocabulary, contexts in which vocabulary is to be used, variations of language/vocabulary, and how to incorporate newly learned vocabulary into language and communication. The instructor will be the primary language model. Additionally, language experience sessions will be offered by the instructor for students to engage in expressive and receptive use of ASL.

EXAM 1

- Manual Alphabet / Fingerspelling
- Units 1 & 2 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

EXAM 2

- Manual Alphabet / Fingerspelling
- Units 1 - 4 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

THE THREE PIGS PROJECT (100 points)

- **Addresses SLO's in the following core areas: COMMUNICATION SKILLS (Components Addressed: Oral & Visual Skills)**
- Students will sign and record the story *The Three Little Pigs* in the Sign Lab.
- Instructor evaluates facial expression, fluency, articulation/clarity, and use of body classifiers.
- Performing a story is not unlike an artistic dance performance or gymnastics performance. Performance of *The Three Pigs* should be given from the perspective of a grade-school audience. Appropriate entertainment value to hold this type of audience is expected.
- **The scoring necessarily is subjective.** If you feel the score you receive is not

accurate, you may watch your project with the instructor. If still not satisfied, you may request that another instructor evaluate your project. Your grade is based on how much work the instructor must invest in order to understand your story and how closely you follow the model. Deviations are allowed only if they do not sacrifice the quality of the modeled story.

- **Relation to Core Curriculum** - In SPH 172, in completing this assignment, students will present a grammatically correct visual rendition of The Three Pigs in American Sign Language. The presentation will be organized with an introduction, body and conclusion. This assignment requires effective verbal and nonverbal delivery (i.e. facial expression, articulation/fluency, clarity of signs, role shifting, and characterization). Visual elements for this assignment include the ability to artistically produce a children's story in ASL.
- **Instructor Responsibilities** – In class workshops/demonstrations will be given by the instructor. During these workshops, the following instruction will be delivered: needed vocabulary, importance of facial expression, fluency, articulation/fluency, clarity of signs, role shifting and characterization. The rubric will be shared prior to beginning work on The Three Pigs story, as to inform students of how their performance will be evaluated. Additionally, instructor will place emphasis on how the assignment meets the core objectives in the areas of Communication Skills. Specifically, those areas of the rubric addressing the core objectives will be noted, as well as the rationale behind why these skills are important to teach and evaluate.
- A rubric has been developed that assesses all components mentioned in the above description.

SIGNING NATURALLY UNIT REVIEW LAB VIDEOS (2 @ 100 Points Each)

- **Unit 2 Video Addresses SLO's in the following core areas: COMMUNICATION SKILLS (Components Addressed: Written, Oral & Visual Skills)**
- Following each Unit (1 – 4), students will complete the Unit Review section via webcam or cameras in the Sign Language Lab.
- Videos will be uploaded via a private YouTube channel, added to a USB to turn into the instructor or filmed in the Sign Language Lab.
- Students will create videos for Units 2 **AND** 4. The Unit 2 Autobiography is the means of assessment for the core area of Communication Skills.
- **Relation to Core Curriculum** - In SPH 172, in completing this assignment, student will present a grammatically correct personal autobiography in American Sign Language (ASL) as well as turn in a written copy in English of their performance. The presentation will be organized with an introduction, body, and conclusion. This assignment requires effective verbal and nonverbal delivery (i.e. ASL grammar, intelligibility, articulation, fingerspelling, and facial expression). Visual elements for this assignment include the ability to express self-generated personal information within the limits of the vocabulary gleaned from this course.
- **Instructor Responsibilities** – Vocabulary for each unit will be taught in class. Instructor is responsible for teaching appropriate vocabulary, contexts in which vocabulary is to be used, variations of language/vocabulary, and how to incorporate newly learned vocabulary into language and communication. The instructor will be the primary language model. Additionally, language experience sessions will be offered by the instructor for students to engage in expressive and receptive use of ASL. The instructor will provide examples of written autobiographies as well as visual performances.
- A rubric has been developed that assesses all components mentioned in the above description.

THROUGH DEAF EYES VIDEO (IN CLASS) (100 Points)

- This film covers common questions hearing people ask about Deaf people and Deafness, a history of sign language and related contexts, an examination of culturally unique characteristics, and perspectives associated with the education of deaf and hard of hearing individuals.

- Two video sessions will be scheduled during the semester to provide two opportunities to view the film *Through Deaf Eyes* (approx. 120 min).
- Students will write a reflection paper (one page minimum) after viewing the documentary. Insightful, pensive and well-written reflections are expected. This is not a summary of the video. Expressing your thoughts, ideas, enlightening moments, questions that arose, etc. are expected.
- Also expected is participation in a class discussion over the documentary.
- **Instructor Responsibilities** – The instructor will provide guidance and conversation stems at various points throughout the film to spur discussion related to the core curriculum description above.
- A rubric has been developed that assesses all components mentioned in the above description.

FOR HEARING PEOPLE ONLY EXAMS (3 @ 100 Points Each)

- Students will read chapters 1 – 24 of the text *For Hearing People Only*.
- Students will then be evaluated by three computer-based assessments.
- *For Hearing People Only* covers common questions hearing people ask about Deaf people and Deafness, a history of sign language and related contexts, an examination of culturally unique characteristics, and perspectives associated with the education of deaf and hard of hearing individuals.
- **Instructor Responsibilities** – The instructor will provide guidance and conversation stems at various points throughout the readings to spur discussion related to the core curriculum description above. Additionally, podcast lectures are available on D2L for each exam.
- Grades on the three quizzes will be used as the means of assessment for this assignment.

DEAF CULTURE CURRENT EVENT (2 @ 100 Points Each)

- **Addresses SLO's in the following core areas: CRITICAL THINKING (Components Addressed: Inquiry, Analysis, Evaluation and Synthesis of Information) and PERSONAL RESPONSIBILITY and TEAMWORK (ALL Components Addressed: Ability to Connect Choices, Actions, and Consequences to Ethical Decision-Making)**
- Students will search for and select an appropriate and relevant article related to a current issue or event impacting Deaf culture.
- Student articles must be dated within the last three years.
- A copy must be provided to the instructor on the due date.
- A personal reflection paper (one page minimum) will accompany the article.
- Students should be prepared with at least two points and/or questions to discuss about their article. A group presentation will be made concerning the findings of various perspectives of the group.
- In class, individuals will share their articles and engage in academic discussion.
- **Relation to Core Curriculum (Critical Thinking)** - In SPH 172, by selecting and analyzing their chosen article students will demonstrate the comprehensive exploration of issues, ideas, and events impacting the Deaf community before accepting or formulating an opinion or conclusion. By engaging in academic discussion, students will complete further analysis of issues impacting the Deaf community and culture as they begin to form their own opinions and conclusions. A group presentation will be made concerning the findings of various perspectives of the group. A personal reflection paper will demonstrate their analysis and critical thinking on this subject. Students will be evaluated on the following: preparedness, comprehension, appropriateness of article, level of interest/enthusiasm, communication of main details, and level of personal reflection.
- **Relation to Core Curriculum (Personal Responsibility)** - In SPH 172, by selecting and analyzing their chosen article, students will be able to better assess the social context of

problems for the Deaf and Deaf community. In addition, students will be able to recognize ethical issues in a variety of settings (as gleaned by the variety of articles presented by the class), think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

- **Relation to Core Curriculum (Teamwork)** - In SPH 172, by researching articles and issues and participating in class as well as small group/team discussion, students will have the opportunity to become involved in the civic life of the Deaf community and develop the combination of knowledge, skills, values and motivation to make a difference in said community while giving attention to the viewpoints of others working in a team/group setting. Reflection (personally and through the thoughts and opinions of peers will demonstrate students' development of behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts within the Deaf community through interaction with a team/group.
- **Instructor Responsibilities** - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.
- A rubric has been developed that assesses all components mentioned in the above description.

SOCIAL VIDEO (2 @ 100 Points Each)

- **Addresses SLO's in the following core areas: PERSONAL RESPONSIBILITY & TEAMWORK (ALL Components Addressed: Ability to Connect Choices, Actions, and Consequences to Ethical Decision-Making)**
- Students will view preselected video clip(s) or scenarios related to social and ethical Deaf issues/dilemmas.
- Prior to viewing the video clip(s), students will complete an online social/personal responsibility survey to self-identify ethical values. Student will bring a copy of their own survey results to class.
- Video will be viewed in a large group setting in class. Upon viewing, students will form break-out groups to discuss the clip(s).
- Students will be provided a list of prompts to spur discussion. After small-group discussion, each group will share their results of their group's discussion.
- Students will then reflect back on their initial survey results and discuss with their small group any significant shifts in their perspective. The survey will be taken again in class to record any shifts in responses.
- **Relation to Core Curriculum (Teamwork)** - In SPH 172, by completing the survey, viewing the clip(s) and participating in class discussion, students will have the opportunity to become involved in the civic life of the Deaf community and develop the combination of knowledge, skills, values and motivation to make a difference in said community while giving attention to the viewpoints of others working in a team/group setting. Reflection of pre and post survey results will demonstrate students' development of behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts within the Deaf community through interaction with a team/group.
- **Relation to Core Curriculum (Personal Responsibility)** - In SPH 172, by completing the survey, viewing the clip(s) and participating in class discussion, students will have the opportunity to reason about ethical human conduct as related to the Deaf and the Deaf community as a whole. Reflection of pre and post survey results will demonstrate students' assessment of their own ethical values and in the social context of problems. In addition, students will recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions within the Deaf community.
- **Instructor Responsibilities** - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.

- Data collected from social/personal responsibility surveys (pre and post) will be used as the means of assessment for this assignment.

COMPREHENSIVE FINAL EXAM (200 Points – Counts TWICE)

- This product is not used to assess any areas within the core curriculum.
- The comprehensive final exam is divided into two parts.
- The first part is the video based vocabulary portion in which students will see fifty (50) different vocabulary signs, one after the other, with a limited amount of time between the signs to see and write down the meaning. The vocabulary will be shown twice with a warning beep to prepare students to look up.
- The second half of the test will follow the same format. Ten (10) sentences are signed in ASL. Students will write the meaning in proper English. The instructor will provide the exam response sheet. Students are encouraged to use resources provided by the instructor for preparation for this exam. Resources can be found on Desire to Learn and the ASL Study Tool USB drive.
- You **MUST** show up on the scheduled final day (refer to timeline).
- The exam will be administered in one of the computer labs in the Ralph W. Steen Library.
- **Relation to Core Curriculum** – This assessment is NOT used to assess any areas within the core curriculum.
- **Instructor Responsibilities** – Vocabulary for each unit will be taught in class. Instructor is responsible for teaching appropriate vocabulary, contexts in which vocabulary is to be used, variations of language/vocabulary, and how to incorporate newly learned vocabulary into language and communication. The instructor will be the primary language model. Additionally, language experience sessions will be offered by the instructor for students to engage in expressive and receptive use of ASL.

IV. EVALUATION /ASSESSMENT (GRADING)

ITEM	VALUE	HOW ASSESSED
<i>Signed Exams</i>	<i>100 Pts Each (x2 or 3)*</i>	<i>% Correct</i>
<i>Through Deaf Eyes Video</i>	<i>100 Pts*</i>	<i>Reflection Paper - Rubric</i>
<i>The Three Little Pigs</i>	<i>100 Pts</i>	<i>Video Performance - Rubric</i>
<i>SN Unit Review Lab Videos</i>	<i>100 Pts Each (x2 or 4)*</i>	<i>Video Performance - Rubric</i>
<i>Deaf Culture Current Event</i>	<i>100 Pts</i>	<i>Class Discussion - Rubric</i>
<i>Social Video</i>	<i>100 Pts</i>	<i>Class Discussion - Rubric</i>
<i>Comprehensive Final Exam</i>	<i>200 Pts</i>	<i>% Correct</i>
TOTAL POINTS POSSIBLE	Varies by Instructor	

*Varies by Instructor

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and Belo

V. TENTATIVE COURSE OUTLINE/CALENDAR

DATE	IN CLASS
T 8/28	Syllabus & Introductions

H 8/30	Manual Alphabet & Study Tool "Tour" (CS)
T 9/04	SN Unit 1 – ABC's and Numbers (CS)
H 9/06	SN Unit 1 – Vocabulary (CS)
T 10/11	SN Unit 1 – Vocabulary & Communication Skills (CS)
H 10/13	SN Unit 1 – Vocabulary & Communication Skills (CS)
T 9/18	SN Unit 1 or 2 – Vocabulary (CS)
H 9/20	SN Unit 2 – Vocabulary (CS)
T 9/25	SN Unit 2 – Vocabulary (CS)
H 9/27	SN Unit 2 – Vocabulary & Communication Skills (CS)
T 10/02	SN Unit 2 – Vocabulary & Communication Skills (CS)
H 10/04	EXAM #1 – Unit Review (1 or 2) Due (CS)
T 10/09	SN Unit 3 – Vocabulary (CS)
H 10/11	SN Unit 3 – Vocabulary (CS)
T 10/16	SN Unit 3 – Vocabulary (CS)
H 10/18	SN Unit 3 – Vocabulary & Communication Skills (CS)
T 10/23	SN Unit 3 – Vocabulary & Communication Skills (CS)
H 10/25	SN Unit 4 – Intro of Three Pigs (Workshop 1) (CS)
T 10/30	SN Unit 4 – Vocabulary & Communication Skills (CS)
H 11/01	SN Unit 4 – Three Pigs Workshop 2 (CS)
T 11/06	SN Unit 4 – Three Pigs Workshop 3 (CS)
H 11/08	Deaf Culture Articles & Social Video (In Class) (CT, PR, T,)
T 11/13	EXAM #2 - Unit Review (3 or 4) Due (CS)
H 11/15	Three Pigs Final Workshop (CS)
T 11/20	Thanksgiving or Spring Break Holiday (In spring, we will lose an additional instructional day.)
H 11/22	THREE PIGS DAY (DUE by 5 p.m.) (CS)
T 11/27	Through Deaf Eyes Video or Review for Exam (Depends on Instructor) (CS, CT, PR)
H 11/29	Through Deaf Eyes Video or Review for Exam (Depends on Instructor) (CS, CT, PR)
T 12/04	Through Deaf Eyes Discussion or Review for Exam (Depends on Instructor) (CS, CT, PR)
H 12/06	FINAL EXAM – Library (CS)

Core Objectives Code

CS – Communication Skills

CT – Critical Thinking

PR – Personal Responsibility

T – Teamwork

VI. REQUIRED TEXTS

Lentz, E., Mikos, K., & Smith, C. (1992). Signing naturally: student workbook units 1-6. San Diego, CA: Dawn Sign Press.

Moore, M. S., & Levitan., L. (2003). For hearing people only. New York: Deaf Life Press.

Education Majors Only:

LiveText Account, ISBN# 978-0-979-6635-4-3

This may be purchased at the bookstore or purchased online at www.livetext.com.

Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this

account, you must make the purchase by the date set by financial aid.

If you are a student purchasing LiveText for the first time, you need to complete the My Cultural Awareness Profile (MCAP) found within your LiveText account. Students should complete the MCAP within the first month of long term accounts and within the first week for short term accounts.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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.

In the 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 & POLICY INFORMATION

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 in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Honesty - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54) - 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 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. 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 for the purpose of computing the grade point average.

Acceptable Student Behavior - Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. ADDITIONAL INSTRUCTOR POLICY INFORMATION

Varies by Instructor