I. COURSE DESCRIPTION

DHH 350 covers the methods and tools used to give deaf and hard-of-hearing students access to the phonemic code of English. A discussion of the controversy surrounding these issues, as well as their strengths and weaknesses, also is a portion of this course. We will discuss maintenance/troubleshooting of amplification devices, reading audiograms, basic principles of audiology and the issues surrounding the education of students with cochlear implants. Other topics include: ARD process, IEPs, Cued Speech, Bi-Bi Approach, Visual Phonics, and other topics that might arise via discussion need.

II. INTENDED LEARNING OUTCOMES

DHH 350 is aligned with the mission of the Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is "preparing professional educators who positively impact learning for all
In the Perkins College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

**THECB Core Objectives/Outcomes**

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Council for the Accreditation of Educator Preparation**

Standards can be found [here](#).

**Council for Exceptional Children (CEC):**

**CEC Standard 1**

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**CEC Standard 2**

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

**CEC Standard 3**

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**CEC Standard 4**

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
CEC Standard 5
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC Standard 6
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

CEC Standard 7
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Program Learning Outcomes

State Board for Educator Certification (SBEC)/DHH Domains:
I. The teacher candidate will understand students who are deaf or hard-of-hearing.
II. The teacher candidate will promote student learning and development.
III. The teacher candidate will promote student achievement in English Language Arts & Reading.
IV. The teacher candidate will understand the professional environment.

Student Learning Outcomes

1. The teacher candidate will understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (CEC 3.1)
2. The teacher candidate will understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (CEC 3.2)
3. The teacher candidate will modify general and specialized curricula to make them accessible to individuals with exceptionalities. (CEC 3.3)
4. The teacher candidate knows how 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. (SBEC/DHH Domain II 6(A))
5. The teacher candidate knows and understands subject matter and practices used in general education across the core content areas. (SBEC/DHH Domain II 8(A))
6. The teacher candidate knows and understands research-supported instructional strategies for teaching content-area concepts and skills to students who are deaf or hard-of-hearing, including methods for promoting students’ cognitive skills (e.g., analytical, reflective and evaluative thinking). (SBEC/DHH Domain II 8(B))
7. The teacher candidate knows how to select, design, produce and utilize media, materials and resources for teaching content-area concepts and skills to students who are deaf or hard-of-hearing. (SBEC/DHH Domain II 8(C))
8. The teacher candidate knows how to help students who are deaf or hard-of-hearing learn to interpret, evaluate and create informational texts, images and other resources across the curriculum using various media and technologies. (SBEC/DHH Domain II 8(D))

OTHER STANDARDS/LEARNING OBJECTIVES
TEA Deaf and Hard-of-Hearing Educator Standards
TEA Technology Applications EC-12 Standards
ISTE Standards and InTASC Standards
III. COURSE ASSIGNMENTS

CHAPTER/CONTENT QUIZZES
- You are responsible for all reading assignments for the course.
- Class discussions (discussion boards) as well as chapter readings from our text are fair game for quiz material.
- Fifteen (15) quiz grades will be calculated into your final grade. Quizzes are open book & administered via D2L in the “Quizzes” tab.
- The instructor solely makes the decision whether or not another quiz attempt is allowable and will contact the student to inform them they may retake a specific quiz.
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

WEEKLY DISCUSSION BOARD POSTS
- You are responsible for all reading assignments for the course.
- Fifteen (15) discussion board posts will be calculated into your final grade.
- This activity will serve this purpose:
  1. It will demonstrate your knowledge of the course content.

OVERVIEW NOTEBOOK
- This is an individual assignment.
- Throughout the semester, students will be gathering handouts, resources and valuable information on the myriad of topics discussed. Students will organize these resources into a notebook containing the most relevant nuggets of information for future use and reference in their classrooms.
- You may either create a hard copy (physical notebook) or an electronic copy. If choosing to do a hard copy, you must hand deliver to my office on or before the date due (pay attention to TIMES and DATES). If choosing to do an electronic copy (i.e. ONE Word document with screen shots of where you have saved all information on your computer), you may email me your “notebook” in the appropriate D2L DropBox.
- This activity will serve two purposes:
  1. It will give you a ready resource in your classroom for your own use as reminders and refreshers or for use with mainstream teachers and parents as you educate them on information relevant to the education of their DHH students.
  2. It will provide a source of review for your TExES Exam.

GENERAL EDUCATION TRAINING PACKET
(Majors ONLY / Minors Alternate Assignment)
- This is an individual project.
- Students will create a product with which to share in general education teacher inservice/training outlining relevant information on the education of DHH students with regard to amplification devices, understanding what DHH students can/cannot hear, etc. Students will create a folder containing all pertinent and required information, as well as a PowerPoint that would be used for a training session. The folder must be hand-delivered to my office. Any distance students must mail the folder to my office, postmarked by the due date. The PowerPoint is to be uploaded to the appropriate D2L DropBox.
- This activity will serve the following purpose:
  1. It will help you understand what is important for mainstream teachers to understand as they are responsible for educating DHH students with various educational needs/concerns.
HEARING AID TROUBLESHOOTING KIT
(Majors ONLY / Minors Exempt)
- Students will compile a Hearing Aid Troubleshooting Kit containing specific items as required by the instructor.
- Item list will be posted on D2L. Current product availability and cost is semester-dependent.
- Item costs are the responsibility of the student. Please prepare ahead of time with financial resources. An estimate for the cost is $40 - $60, but this is a guideline only. Market prices and product availability fluctuate from semester to semester.
- DO NOT WAIT until the last minute to order your items. Doing so might cause your kit to be turned in late, which is unacceptable. Plan ahead and order in plenty of time to have a completed kit ready by the due date.
- This activity will serve the following purposes:
  1. It will give you a ready resource for your classroom.
  2. It will provide you a means to participate in the hearing aid labs for the course.

FINAL EXAM
- You will take the final exam TWICE:
  - ONCE as a pre-assessment. This is NOT graded for content. You will receive a grade of 100 for completing the exam or a grade of 0 for not completing it.
  - Once at the end of the semester. This grade WILL count for content. You will receive a percentage grade based on your performance on the exam.
  - Both exams will be identical in content but will not be available throughout the semester. (Meaning, you will not have access to the final exam for the entire semester.) The exam will open and close during the week it is due (see Timeline).
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

PROFESSIONAL DISPOSITIONS
- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester. The Professionalism Rubric will be utilized, as well as a self-assessment.
- The relevance of this grade is two fold:
  1. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  2. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me.

COURSE EVALUATION
- See description in Section VII of course syllabus.
- Completion earns a bonus grade of 100.
- Instructors are unable to see evaluation results until final grades are posted.

FACE-TO-FACE MEETINGS
- This is a HYBRID course. This requires our course to physically meet a minimum of 15% of the course time. For a three-hour course, over a 15-week semester, this amounts to a minimum of 6.75 hours. As per policy, our class cannot meet more than 51% of the time in the same location; this amounts to a maximum face-to-face time of approximately 23 hours.
- Periodic face-to-face meeting times are required. See timeline and D2L for details on meeting times.
- Every effort is made to arrange for times that work with the collective schedules, taking into consideration the various observation arrangements of individuals.
Please refer to the following table as evidence of required face-to-face meeting times:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>APPROXIMATE DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Beginning-of-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Mid-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Hearing Aid Lab</td>
<td>2 Hours</td>
</tr>
<tr>
<td>End-of-Semester Meeting</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2.5 Hours</td>
</tr>
</tbody>
</table>

TOTAL HOURS 10.5*

*This is an approximate total. Totals may exceed 10.5 hours, but will remain under 23 hours.

**IV. EVALUATION & ASSESSMENT**

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (15)</td>
<td>100 points</td>
<td>Percent Correct</td>
</tr>
<tr>
<td>Discussion Board Posts (15)</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Overview Notebook</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
<tr>
<td>General Education Training Packet</td>
<td>100 points</td>
<td>Weekly Feedback</td>
</tr>
<tr>
<td>Hearing Aid Kit (Minors EXEMPT)</td>
<td>100 points</td>
<td>Checklist</td>
</tr>
<tr>
<td>Final Exam Pretest</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Final Exam Posttest</td>
<td>100 points</td>
<td>Percent Correct</td>
</tr>
<tr>
<td>Professional Dispositions Self-Evaluation</td>
<td>100 points</td>
<td>Completion</td>
</tr>
<tr>
<td>Professional Dispositions Instructor</td>
<td>100 points</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE 3,700 AVERAGE

**GRADE SCALE**

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. Failure to upload critical assessments to LiveText will result in a grade of zero (0) being given for the assignment(s) until upload has been completed.
V. TENTATIVE COURSE CALENDAR

(FACE-TO-FACE MEETINGS ARE IN BOLD.)

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>READING</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
</table>
| 8/26/19 | MODULE 1 | • MODULE 1: INTRODUCTION
• Self-Tour of Course
• Week 1 DB (Due Sat by 10 p.m.) |
| 9/2/19  | MODULE 2 | • MODULE 2: PRE-ASSESSMENT
• Final Exam Pre-Assessment - NON GRADED/Completion Credit Only (Due by Sat at 10 p.m.)
• Week 2 DB (Due Sat by 10 p.m.) |
| 9/9/19  | MODULE 3 | • MODULE 3: THE EAR
• Audiology Ch. 1 Quiz (Due Sat by 10 p.m.)
• Week 3 DB (Due Sat by 10 p.m.) |
| 9/16/19 | MODULE 4 | • MODULE 4: PHYSICS OF SOUND
• Audiology Ch. 2 Quiz (Due Sat by 10 p.m.)
• Week 4 DB (Due Sat by 10 p.m.) |
| 9/23/19 | MODULE 5 | • MODULE 5: HEARING ASSESSMENT
• Audiology Ch. 3 Quiz (Due Sat by 10 p.m.)
• Week 5 DB (Due Sat by 10 p.m.)
• FACE-TO-FACE MEETING 1 |
| 9/30/19 | MODULE 6 | • MODULE 6:AMPLIFICATION
• Audiology Ch. 4 Quiz (Due Sat by 10 p.m.)
• Week 6 DB (Due Sat by 10 p.m.) |
| 10/7/19 | MODULE 7 | • MODULE 7: ACOUSTIC ENVIRONMENT
• Audiology Ch. 5 Quiz (Due Sat by 10 p.m.)
• Week 7 DB (Due Sat by 10 p.m.) |
| 10/14/19| MODULE 8 | • MODULE 8: SYSTEMS IN THE CLASSROOM
• Audiology Ch. 6 Quiz (Due Sat by 10 p.m.)
• Week 8 DB (Due Sat by 10 p.m.) |
| 10/21/19| MODULE 9 | • MODULE 9: MIDSEMESTER BREAK
• Use this week to get ahead so you aren't working during Thanksgiving Break! Also, this is a good point to check your average and be sure you're on target for your desired grade.
• Week 9 DB (OPTIONAL POST)
• FACE-TO-FACE MEETING 2 |
| 10/28/19| MODULE 10| • MODULE 10: COCHLEAR IMPLANTS
• Audiology Ch. 7 Quiz (Due Sat by 10 p.m.)
• Week 10 DB (Due Sat by 10 p.m.) |
| 11/4/19 | MODULE 11| • MODULE 11: HEARING AIDS & CI'S IN THE CLASSROOM
• Audiology Ch. 8 Quiz (Due Sat by 10 p.m.)
• Cochlear Ch. 2 Quiz (Due Sat by 10 p.m.)
• Week 11 DB (Due Sat by 10 p.m.) |
| 11/11/19| MODULE 12| • MODULE 12: BUILDING COLLABORATIVE TEAMS
• Thanksgiving Holiday NEXT WEEK (Plan Ahead!) – Module 13 will open this week so that you might avoid working during Thanksgiving Break.
• Cochlear Ch. 4 Quiz (Due Sat by 10 p.m.)
• Week 12 DB (Due Sat by 10 p.m.) |
| 11/18/19| MODULE 13| • MODULE 13: TEACHER ROLES & RESPONSIBILITIES / CLEAR SPEECH
• Audiology Ch. 10 Quiz (Due Sat by 10 p.m.)
• Cochlear Ch. 7 Quiz (Due Sat by 10 p.m.)
• Week 13 DB (Due Sat by 10 p.m.)
• FACE-TO-FACE MEETING 3 |
| 11/25/19| MODULE 14| • MODULE 14: SUPPORTING COMMUNICATION WITH SIGN
• Cochlear Ch. 9 Quiz (Due Sat by 10 p.m.)
• Week 14 DB (Due Sat by 10 p.m.) |
| 12/2/19 | MODULE 15| • MODULE 15: BIBI METHOD, CUEING SYSTEMS, IEP'S & READING AUDIOGRAMS
• Cochlear Ch. 9 Quiz (Due Sat by 10 p.m.)
• Audigram Quiz (Due Sat by 10 p.m.)
• Week 15 DB (Due Sat by 10 p.m.)

| 12/9/19 | All "Misc" PowerPoints (BiBi, Cueing, IEPs) Audigram PowerPoint | • MODULE 15: BIBI METHOD, CUEING SYSTEMS, IEP'S & READING AUDIOGRAMS
• Misc. Quiz (Due Sat by 10 p.m.)
• Audigram Quiz (Due Sat by 10 p.m.)
• Week 15 DB (Due Sat by 10 p.m.) |
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS


*LiveText Statement:*
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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
(https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three Modules of absences during a semester or one Module of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

ADDITIONAL INFORMATION

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.


CERTIFICATION REQUIREMENTS FOR THE TEXAS EDUCATOR

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

1. Undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

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

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

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

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**IX. OTHER RELEVANT COURSE INFORMATION**

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](https://example.com/academic-appeals).

For course optimal maps, course listings/descriptions, and program policies, please see the Deaf and Hard of Hearing Handbook: [DHH Program Handbook](https://example.com/dhh-program-handbook).