DFHH 3329.642
SURVEY OF DEAF PLUS EXCEPTIONALITIES
FALL 2023 (16-WEEK COURSE)

INSTRUCTOR          COURSE TIME & LOCATION
J. Lindsey Kennon, Ed.D. HYBRID
(See D2L for Zoom meeting dates/times.)

OFFICE              OFFICE HOURS
ECRC 209T           M – F 10:00 a.m. – 2:00 p.m.
(See D2L for Zoom meeting dates/times.)

CONTACT INFORMATION  CREDITS
(936) 468-5510*
jlkennon@sfasu.edu

3 Hours

Pre requisite: DFHH 2304 (B or Better)
Course Fee: None

I. COURSE DESCRIPTION
Survey of Deaf Plus Exceptionalities is an introductory course covering the qualifying exceptionalities for admission to special education programming, with additional emphasis placed on educating students who are deaf and hard-of-hearing with other qualifying differences (“Deaf Plus”).

COURSE DELIVERY MODALITY
Hybrid (Blend of Synchronous Zooms with Asynchronous Online Content)

TIME REQUIREMENT
DFHH 3329 (3 credits) meets via Zoom and Brightspace (D2L) for the Fall 2023 term. A combination of Zoom meetings and online content comprise the 16-week course. A final examination will be given. Students have significant weekly receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, and participate in various formative and summative assessments. These activities average 3 hours minimum of work each week to prepare outside of classroom hours.

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

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 other 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 3370, has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES) certification exams in the Accountability System for Educator Preparation (ASEP).

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

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

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

Program Standards/Learning Objectives (Direct Links to Standards)

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

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

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined below. (Links to standards are hyperlinked in the table headings.)
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 3329.

DFHH 3329 SURVEY OF DEAF PLUS EXCEPTIONALITIES

**COURSE DESCRIPTION** | Survey of Deaf Plus Exceptionalities is an introductory course covering the qualifying exceptionalities for admission to special education programming, with additional emphasis placed on educating students who are deaf and hard-of-hearing with other qualifying differences ("Deaf Plus").

**PREREQUISITES** | NONE

**CREDITS** | 3 Hours

<table>
<thead>
<tr>
<th>PLO I</th>
<th>The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1K – The beginning TOD knows and understands current educational definitions of students with hearing loss, including identification criteria, labeling issues (e.g., deaf, hard of hearing, deaf-blind, learning disabled), and current incidence and prevalence figures.</td>
<td></td>
</tr>
<tr>
<td>SLO 1.6K – The beginning TOD knows and understands the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing) with regard to cultural identity, least restrictive environment (LRE), and linguistic, academic, and social-emotional development.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO II</th>
<th>The teacher of deaf and hard of hearing students understands and applies knowledge of characteristics of learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2.3S – The beginning TOD is able to recognize that various etiologies of hearing loss that result in additional sensory (e.g., visual), motor, and/or learning differences in students who are deaf or hard of hearing require specific instructional strategies and/or services.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO III</th>
<th>The teacher of deaf and hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.</th>
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</thead>
<tbody>
<tr>
<td>SLO 3.1K – The beginning TOD knows and understands specialized terminology used in the assessment of students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>SLO 3.2K – The beginning TOD knows and understands components of an adequate evaluation for eligibility determination, individualized education program (IEP) development, and placement.</td>
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</tr>
<tr>
<td>SLO 3.3K – The beginning TOD knows and understands legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing.</td>
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</tr>
<tr>
<td>SLO 3.4K – The beginning TOD knows and understands spatial policies and regulations regarding referral and placement procedures (e.g., Department of Education, “Deaf Students: Education Services; Policy Guidance; Notice,” October 30, 1992) for students who are deaf or hard of hearing.</td>
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<tr>
<td>SLO 3.5S – The beginning TOD is able to write measurable individualized education program (IEP)/instructional objectives and goals and participate appropriately in the admission, review, and dismissal (ARD) process.</td>
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<table>
<thead>
<tr>
<th>PLO IV</th>
<th>The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice.</th>
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<tbody>
<tr>
<td>SLO 4.1K – The beginning TOD knows and understands sources of materials and support for students who are deaf or hard of hearing.</td>
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</tbody>
</table>

**ASSESSMENT OF THE LOs**

- Quizzes, Discussions, & Exams from Course Content Topics
- Course content topics within the context of “Deaf Plus”:
  - Purpose of DFHH Planning & Providing DFHH Services
  - Collaborating with Families
  - Intellectual Disabilities
  - Learning Disabilities
  - Emotional & Behavioral Disorders
  - Autism Spectrum Disorders
  - Communication Disorders
  - Blindness & Low Vision
  - ADHD
  - Physical Impairments
  - Health Impairments
  - Low Incidence Disabilities
  - Gifted & Talented
  - Exceptionality Guides (Written Assessments)

**UNIT/PROGRAM ASSESSMENT**

NONE
III. COURSE ASSIGNMENTS

CONTENT QUIZZES (12 @ 10 points each)
- **Why am I completing this assignment?** Demonstrating proficiency and understanding in the knowledge and skills in the field of Deaf Education will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field. It will help prepare you for your TExES Exam.
- You are responsible for all reading assignments (textbook chapters, media, and other resources) for the course.
- Class discussions (discussion boards), all module material, as well as readings from our text are fair game for quiz material.
- Ten (10) quiz grades will be calculated into your final grade. Quizzes are open book/note & administered via D2L/Brightspace in the “Quizzes” tab. Quizzes are embedded within course modules.
- 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.
- No late quizzes will be accepted and no quizzes will be reopened.

DISABILITY PERSPECTIVE REFLECTION ACTIVITIES (12 @ 20 points each)
- **Why am I completing this assignment?** Understanding each of the qualifying disabilities under IDEA is critical to the role of the TOD or any professional serving students/clients who are deaf or hard-of-hearing. Further, knowledge and understanding related to how layers of disabilities can impact a student/client who is deaf or hard-of-hearing will allow professionals to best serve individuals who identify as Deaf Plus.
- You are responsible for all reading assignments and module content for the course.
- Ten (10) reflection activities will be calculated into your final grade. Reflections are embedded within course modules and pertain to the topics of the given module.
- No late reflections will be accepted, and no discussion will be reopened.
- Each Disability Perspective Reflection will describe a Deaf Plus individual in each of the qualifying disability categories. The end-result will be a guidebook to the individual who is Deaf Plus.
- A template will be provided for reflections.

MODULE GUIDED NOTES (12 @ 5 points each)
- **Why am I completing this assignment?** Demonstrating proficiency and understanding of relevant and meaningful terminology in the field of Deaf Education assists you in increasing your knowledge and expertise as a TOD. This field-specific knowledge and understanding will assist you in preparation for your TExES Exam and, more importantly, allow you to be better prepared to serve your future students/clients who are deaf and hard-of-hearing.
- You are responsible for all reading assignments (textbook chapters, media, and other resources) for the course. Terminology definitions, discussions, and examples will be embedded within the course content.
- Class discussions, reflections, all module material, as well as readings from our text are expected to be included in the guided notes.
- Twelve (12) guided notes grades will be calculated into your final grade (one per content module).
- Guided notes templates are embedded within course modules. The student is expected to complete the template while consuming the module content and upload the completed template to the appropriate Dropbox each week.
- No late submissions will be accepted, and no Dropbox will be reopened.
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FINAL EXAM (50 points)

• **Why am I completing this assignment?** Completing a final assessment will demonstrate your level of proficiency in knowledge and skills related to individuals who are Deaf Plus in Deaf Education settings or in professional settings for those who serve clients who are DHH. This will also prepare you for your TEES 181 exam.

• The final exam is cumulative. You will receive a percentage grade based on your performance on the exam.

DEAF PLUS BOOK OF KNOWLEDGE (30 points)

• **Why am I completing this assignment?** The Deaf Plus Book of Knowledge will serve as a resource for educators for their future classrooms, as well as a ready-resource for preparing for the TEES 181 exam.

• Students will compile a slide deck/presentation containing knowledge, understanding, and resources gleaned from this course. The format and content are flexible, but should be an accurate representation of the course and be well-organized and thorough.

• **COPYING/PASTING COURSE CONTENT IS NOT PERMISSIBLE.** Course content is copyrighted material, written by the instructor. Copying/pasting for any reason is plagiarism and will be taken seriously. Synthesize and summarize content into your own voice.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>Content Quizzes (12)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Disability Perspective Reflection Activities (12)</td>
<td>20 points each</td>
</tr>
<tr>
<td>Module Guided Notes (12)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Deaf Plus Book of Knowledge</td>
<td>30 points</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>500</strong></td>
</tr>
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GRADING SCALE

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

<table>
<thead>
<tr>
<th>POINT RANGE</th>
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</thead>
<tbody>
<tr>
<td>(675 – 750 points)</td>
</tr>
<tr>
<td>(600 – 674 points)</td>
</tr>
<tr>
<td>(525 – 599 points)</td>
</tr>
<tr>
<td>(450 – 524 points)</td>
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<tr>
<td>(0 – 449 points)</td>
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</table>

(Reminder: A grade of B or better is required in this course in order to continue coursework in the program. All assignments must be completed in order to receive a grade for the course.)
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V. TENTATIVE COURSE CALENDAR

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.

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>READING</th>
<th>COURSE ACTIVITIES (All Assignments Due SATURDAYS by 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Week 1   | Module Content & Embedded Materials          | • GETTING STARTED MODULE  
• Getting Started Reflection Activity                                                                                       |
| 08/28/23 | Module Content & Embedded Materials          | • MODULE 1: WHO IS DEAF PLUS?  
• Module 1 Quiz  
• Module 1 Guided Notes  
• Module 1 Disability Perspective Reflection                                                                                   |
| Week 2   | Module Content & Embedded Materials          | • MODULE 2: DEAF + SPECIFIC LEARNING DISABILITIES (SLD)  
• Module 2 Quiz  
• Module 2 Guided Notes  
• Module 2 Disability Perspective Reflection                                                                                   |
| 09/04/23 | Module Content & Embedded Materials          | • MODULE 3: DEAF + INTELLECTUAL DISABILITIES (ID)  
• Module 3 Quiz  
• Module 3 Guided Notes  
• Module 3 Disability Perspective Reflection                                                                                   |
| Week 3   | Module Content & Embedded Materials          | • MODULE 4: DEAF + SPEECH OR LANGUAGE IMPAIRMENTS (SI)  
• Module 4 Quiz  
• Module 4 Guided Notes  
• Module 4 Disability Perspective Reflection                                                                                   |
| 09/11/23 | Module Content & Embedded Materials          | • MODULE 5: DEAF + EMOTIONAL DISTURBANCE (ED)  
• Module 5 Quiz  
• Module 5 Guided Notes  
• Module 5 Disability Perspective Reflection                                                                                   |
| Week 4   | Module Content & Embedded Materials          | • MODULE 6: DEAF + AUTISM SPECTRUM DISORDERS (ASD)  
• Module 6 Quiz  
• Module 6 Guided Notes  
• Module 6 Disability Perspective Reflection                                                                                   |
| 09/18/23 | Module Content & Embedded Materials          | • MODULE 7: DEAF + SENSORY IMPAIRMENTS (VISUALLY IMPAIRED/VI & DEAFBLIND/DB)  
• Module 7 Quiz  
• Module 7 Guided Notes  
• Module 7 Disability Perspective Reflection                                                                                   |
| Week 5   | Module Content & Embedded Materials          | • MODULE 8: DEAF + ORTHOPEDIC IMPAIRMENTS (OHI)  
• Module 8 Quiz  
• Module 8 Guided Notes  
• Module 8 Disability Perspective Reflection                                                                                   |
| 09/25/23 | Module Content & Embedded Materials          | • MODULE 9: DEAF + TRAUMATIC BRAIN INJURY (TBI)  
• Module 9 Quiz  
• Module 9 Guided Notes  
• Module 9 Disability Perspective Reflection                                                                                   |
| Week 6   | Module Content & Embedded Materials          | • MODULE 10: DEAF + EARLY CHILDHOOD NONCATEGORICAL (NCEC)  
• Module 10 Quiz  
• Module 10 Guided Notes  
• Module 10 Disability Perspective Reflection                                                                                   |
| 10/02/23 | Module Content & Embedded Materials          | • RESpite  
• No new content will be posted this week.  
• Nothing is due this week.                                                                                                         |
| Week 7   | Module Content & Embedded Materials          | • MODULE 12: DEAF + FAMILY DYNAMICS  
• Module 12 Quiz  
• Module 12 Guided Notes  
• Module 12 Disability Perspective Reflection                                                                                   |
| 10/09/23 | Module Content & Embedded Materials          | • WRAP-UP MODULE  
• Begin working on final course assignments in preparation for submission during Finals Week. You may submit early.                                                          |
| Week 8   | Module Content & Embedded Materials          | • WRAP-UP MODULE  
• Final Exam Due 12/15/23 by 12:00 p.m. (NOON)  
• Deaf Plus Book of Knowledge Due 12/15/23 by 12:00 p.m. (NOON)                                                                      |
| 10/16/23 | Module Content & Embedded Materials          | ● GETTING STARTED MODULE  
● Getting Started Reflection Activity                                                                                           |
| Week 9   | Module Content & Embedded Materials          | ● MODULE 1: WHO IS DEAF PLUS?  
● Module 1 Quiz  
● Module 1 Guided Notes  
● Module 1 Disability Perspective Reflection                                                                                   |
| 10/23/23 | Module Content & Embedded Materials          | ● MODULE 2: DEAF + SPECIFIC LEARNING DISABILITIES (SLD)  
● Module 2 Quiz  
● Module 2 Guided Notes  
● Module 2 Disability Perspective Reflection                                                                                   |
| Week 10  | Module Content & Embedded Materials          | ● MODULE 3: DEAF + INTELLECTUAL DISABILITIES (ID)  
● Module 3 Quiz  
● Module 3 Guided Notes  
● Module 3 Disability Perspective Reflection                                                                                   |
| 10/30/23 | Module Content & Embedded Materials          | ● MODULE 4: DEAF + SPEECH OR LANGUAGE IMPAIRMENTS (SI)  
● Module 4 Quiz  
● Module 4 Guided Notes  
● Module 4 Disability Perspective Reflection                                                                                   |
| Week 11  | Module Content & Embedded Materials          | ● MODULE 5: DEAF + EMOTIONAL DISTURBANCE (ED)  
● Module 5 Quiz  
● Module 5 Guided Notes  
● Module 5 Disability Perspective Reflection                                                                                   |
| 11/06/23 | Module Content & Embedded Materials          | ● MODULE 6: DEAF + AUTISM SPECTRUM DISORDERS (ASD)  
● Module 6 Quiz  
● Module 6 Guided Notes  
● Module 6 Disability Perspective Reflection                                                                                   |
| Week 12  | Module Content & Embedded Materials          | ● MODULE 7: DEAF + SENSORY IMPAIRMENTS (VISUALLY IMPAIRED/VI & DEAFBLIND/DB)  
● Module 7 Quiz  
● Module 7 Guided Notes  
● Module 7 Disability Perspective Reflection                                                                                   |
| 11/13/23 | Module Content & Embedded Materials          | ● MODULE 8: DEAF + ORTHOPEDIC IMPAIRMENTS (OHI)  
● Module 8 Quiz  
● Module 8 Guided Notes  
● Module 8 Disability Perspective Reflection                                                                                   |
| Week 13  | Module Content & Embedded Materials          | ● MODULE 9: DEAF + TRAUMATIC BRAIN INJURY (TBI)  
● Module 9 Quiz  
● Module 9 Guided Notes  
● Module 9 Disability Perspective Reflection                                                                                   |
| 11/20/23 | Module Content & Embedded Materials          | ● MODULE 10: DEAF + EARLY CHILDHOOD NONCATEGORICAL (NCEC)  
● Module 10 Quiz  
● Module 10 Guided Notes  
● Module 10 Disability Perspective Reflection                                                                                   |
| Week 14  | Module Content & Embedded Materials          | ● MODULE 11: DEAF + OTHER HEALTH IMPAIRED (OHI)  
● Module 11 Quiz  
● Module 11 Guided Notes  
● Module 11 Disability Perspective Reflection                                                                                   |
| 11/27/23 | Module Content & Embedded Materials          | ● RESpite  
● No new content will be posted this week.  
● Nothing is due this week.                                                                                                         |
| Week 15  | None                                         | ● WRAP-UP MODULE  
● Begin working on final course assignments in preparation for submission during Finals Week. You may submit early.                                                          |
| 12/04/23 | None                                         | ● WRAP-UP MODULE  
● Final Exam Due 12/15/23 by 12:00 p.m. (NOON)  
● Deaf Plus Book of Knowledge Due 12/15/23 by 12:00 p.m. (NOON)                                                                      |
| Week 16  | None                                         | ● WRAP-UP MODULE  
● Final Exam Due 12/15/23 by 12:00 p.m. (NOON)  
● Deaf Plus Book of Knowledge Due 12/15/23 by 12:00 p.m. (NOON)                                                                      |
| Week 17  | None                                         | ● WRAP-UP MODULE  
● Final Exam Due 12/15/23 by 12:00 p.m. (NOON)  
● Deaf Plus Book of Knowledge Due 12/15/23 by 12:00 p.m. (NOON)                                                                      |
| Week 18  | None                                         | ● WRAP-UP MODULE  
● Final Exam Due 12/15/23 by 12:00 p.m. (NOON)  
● Deaf Plus Book of Knowledge Due 12/15/23 by 12:00 p.m. (NOON)                                                                      |
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS


ISBN: 9780135756621

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)

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

IX. Student Mental Health Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-Campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
James I. Perkins College of Education
Department of Education Studies
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Human Services Room 202
936-468-1041

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

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.

For additional information, please visit TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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
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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.

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 certification exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

X. OTHER RELEVANT COURSE INFORMATION

For additional information on this course and the DFHH EPP, visit www.sfasu.edu/deafandhardofhearing to access the DFHH Program Handbook and more!