DFHH 4303.502
TEACHING MATHEMATICS IN DEAF EDUCATION SETTINGS
FALL 2023

INSTRUCTOR
Mandy Seybold, Ed.D.

COURSE TIME & LOCATION
FULLY ONLINE

OFFICE
LBAN 229

OFFICE HOURS
MW 11:00 a.m. – 1:30 p.m. (LBAN 229)
T 5:00 – 6:00 p.m. (VIRTUAL)
Other Times by Appointment

CONTACT INFORMATION
(936) 468-1086*
mseybold@sfasu.edu

CREDITS
3 Hours

Every effort is made to respond to student communication within a timely manner. Email response turn-around time is typically within 24-48 hours. Please consider 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. Emails received via D2L will NOT receive a response.

*If you do not receive a call back from a voicemail within 48 hours on a weekday, please consider emailing your communication instead.

Prequisite: DFHH 2304 (B or Better)

I. COURSE DESCRIPTION
Explores the scope and sequence of mathematics content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to teaching mathematics will be taught. Current resources for mathematics signs will be provided.

COURSE DELIVERY MODALITY
Fully Online

TIME REQUIREMENT
DFHH 4303 (3 credits) meets via Zoom and Brightspace (D2L) for the Fall 2023 term. A combination of optional Zoom meetings and online asynchronous content comprise the 16-week course. A final culminating assessment will be given. Students have robust weekly assignments, are expected to take content quizzes, produce individual expressive videos, and take a final examination. Students are required to participate in various class activities, practice their expressive and receptive sign language skills, and are required to submit various types of assignments. These activities average 3 hours minimum of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement
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 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.)
### MAJOR TOPICS

<table>
<thead>
<tr>
<th></th>
<th>DHH.S.59 DHH.S.510 (2020) Standard 3.0; 3.1, 3.2</th>
<th>Standard IX – 9.4K, 9.8K, 9.15, 9.35 – 9.85</th>
<th>DIII.C008 DIII.C010(D), (E) DIII.C011(B), (D), (F), (G) DIII.C012(D)</th>
<th>3.3(a) – 3.3(r) 4.4(a) – 4.4(p) 4(r) 5.5(a) – 5.5(s) 6.6(a) – 6.6(v) 7.7(a) – 7.7(q) 8.8(a) – 8.8(s)</th>
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</thead>
<tbody>
<tr>
<td>The Diverse Learner</td>
<td>The Diverse Learning Environment</td>
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<tr>
<td>Teaching Mathematics in a DHH Classroom</td>
<td>Deconstructing the TEKS</td>
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<tr>
<td>EC – 6 Core MATHEMATICS TEKS/Standards Related Mathematics Signed Vocabulary Mathematics Lesson Plan Models</td>
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For additional information regarding professional standards for our program, please visit our DFHH Program Handbook (page 13).

**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 4303.

**DFHH 4303 TEACHING MATHEMATICS IN DEAF EDUCATION SETTINGS**

**COURSE DESCRIPTION**
Explores the scope and sequence of mathematics content, with an emphasis on grade appropriate instructional strategies, activities, materials, and technology for achieving curriculum objectives. In addition, sign language specific to mathematics will be taught. Current resources for mathematics signs will be provided.

**PREREQUISITES**
DFHH 2304 (B or Better)

**CREDITS**
3 Hours

<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>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.</th>
<th>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.</th>
<th>SLO 4.3S – The beginning TOD is able to select, design, produce, and utilise media, materials, and resources required to educate students who are deaf or hard of hearing.</th>
<th>SLO 4.4S – 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.</th>
<th>SLO 4.5S – 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).</th>
<th>SLO 4.8S – The beginning TOD is able to facilitate incidental language learning opportunities for students who are deaf or hard of hearing.</th>
<th>SLO 4.9S – The beginning TOD is able to use appropriate strategies in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT OF THE LOs</td>
<td>NOTE: This course was taught for the first time in Fall 2021. Assessments from Course Content Topics Adapt-a-Lesson Plans &amp; Expressive Videos EC – 6 Core Mathematics (240 Tutoring Exam) Mathematics Unit Work Sample Mathematics Book of Knowledge</td>
<td></td>
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<td>NONE</td>
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### PLO IX - The teacher of deaf and hard of hearing students promotes students' performance in English language arts and reading.

- **SLO 9.4K** – The beginning TOD knows and understands the link between signed concepts and printed text, if sign language is used.
- **SLO 9.8K** – The beginning TOD knows and understands the importance of vocabulary knowledge and reading comprehension skills and strategies.
- **SLO 9.15** – The beginning TOD is able to provide a variety of instructional opportunities and strategies for students who are deaf or hard of hearing to learn communication and language skills.
- **SLO 9.35** – 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

**MODULE REFLECTION ACTIVITIES** (8 @ 10 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).
- Educators will select one lesson plan from the provided resources within the course content.
- 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 Adapt-a-Lesson assignments.
- Educators will identify a minimum of 3 new mathematics-specific signs related to the chosen mathematics lesson plan 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 mathematics-specific sign vocabulary will be provided. Students are expected to also seek out additional reliable/accurate resources for mathematics-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: MATHEMATICS 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 Mathematics.
- At the conclusion of the course, educators will take the 240 Tutoring practice exam for the TExES EC-6 Core: Mathematics.
- Go to www.240tutoring.com to create an account and purchase a minimum subscription of one-month ($39.99) to access the assessment. (NOTE: You purchased this subscription for DFHH 4301 and DFHH 4302. There is no need to purchase this again if you still have your account active from the DFHH 4301 and 4302 courses. If you canceled your subscription at the conclusion of those courses, you will need to reactivate your subscription with at least the minimum one-month limit.)
- 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 mathematics-focused course. This exam is meant only as exposure to the mathematics standards.
- Educators will upload their score report to Dropbox.
TEACHING MATHEMATICS BOOK OF KNOWLEDGE (1 @ 50 points)

- **Why am I completing this assignment?** The Teaching Mathematics 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.
- Students 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.
- Educators will upload their Teaching Mathematics Book of Knowledge to Dropbox.

MATHEMATICS UNIT WORK SAMPLE
(Planning & 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.
- Educators will select a topic/focus using the TEKS to plan an instructional mathematics unit. The unit will contain:
  - minimum of three lesson plans
  - 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’ Mathematics 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 – MATHEMATICS EDUCATOR INTERVIEWS (10 points maximum per interview)

- Educators seeking additional credit (or who simply wish to enhance their learning in the course) are encouraged to interview mathematics 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>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Module Reflections (8)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Adapt-a-Lesson (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>Vocabulary Videos (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>240 Tutoring Exam (1)</td>
<td>50 points</td>
</tr>
<tr>
<td>Teaching Mathematics Book of Knowledge (1)</td>
<td>50 points</td>
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<tr>
<td>Mathematics Unit Work Sample</td>
<td>200 points total</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>480</strong></td>
</tr>
</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>READING</th>
<th>COURSE ACTIVITIES (All Assignments Due SATURDAYS by 11:59 p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>08/28/23 Module Content, Articles, Textbook</td>
<td>• Purchase Materials</td>
</tr>
<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• GETTING STARTED MODULE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Getting Started Module Reflection Activity</td>
</tr>
<tr>
<td>Week 2</td>
<td>09/04/23 Module Content, Articles, Textbook</td>
<td>• MODULE 1: THE DIVERSE MATHEMATICS LEARNING ENVIRONMENT</td>
</tr>
<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 1 Reflection Activity</td>
</tr>
<tr>
<td>Week 3</td>
<td>09/11/23</td>
<td>• MODULE 1 CONT.</td>
</tr>
<tr>
<td>Week 4</td>
<td>09/18/23 Module Content, Articles, Textbook</td>
<td>• MODULE 2: DECONSTRUCTING THE MATHEMATICS TEKS</td>
</tr>
<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 2 Reflection Activity</td>
</tr>
<tr>
<td>Week 5</td>
<td>09/25/23</td>
<td>• MODULE 2 CONT.</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/02/23 Module Content, Articles, Textbook</td>
<td>• MODULE 3: THE STUDENT LEARNING CYCLE APPLIED TO MATHEMATICS</td>
</tr>
<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 3 Reflection Activity</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/09/23</td>
<td>• MODULE 3 CONT.</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/16/23 Module Content, Articles, Textbook</td>
<td>• MODULE 4: MATHEMATICS LESSON PLAN MODELS</td>
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<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 4 Reflection Activity</td>
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<tr>
<td></td>
<td></td>
<td>• Adapt-a-Lesson 1 &amp; Vocabulary Video 1</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/23/23</td>
<td>• MODULE 4 CONT.</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/30/23 Module Content, Articles, Textbook</td>
<td>• MODULE 5: TEACHING MATHEMATICS IN DEAF ED. SETTINGS</td>
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<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 5 Reflection Activity</td>
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<tr>
<td>Week 11</td>
<td>11/06/23</td>
<td>• MODULE 5 CONT.</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/13/23 Module Content, Articles, Textbook</td>
<td>• MODULE 6: TACTILE LEARNING &amp; MATH MANIPULATIVES</td>
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<tr>
<td></td>
<td>Chapters, &amp; Materials</td>
<td>• Module 6 Reflection Activity</td>
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<tr>
<td></td>
<td></td>
<td>• Adapt-a-Lesson 2 &amp; Vocabulary Video 2</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/20/23 TWEEK (THANKSGIVING WEEK)</td>
<td>• MODULE 6 CONT.</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/27/23 Module Content, Articles, Textbook</td>
<td>• MODULE 7: INTEGRATING LITERACY IN MATHEMATICS DEAF ED.</td>
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<td></td>
<td>Chapters, &amp; Materials</td>
<td>• SETTINGS</td>
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<td>• Module 7 Reflection Activity</td>
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Week 15  
12/04/23  
DEAD WEEK  
• MODULE 7 CONT.  
• Note: Wrap-Up Module will open this week for you to begin submitting your final assignments.

Week 16  
12/11/23  
FINALS WEEK  
• MODULE 8: WRAP-UP & FINAL EXAM  
• 240 Tutoring Exam Due to Dropbox 12/15/23 by 12:00 p.m. (NOON)  
• MATH Unit Sample Due to Dropbox & Discussion Board 12/15/23 by 12:00 p.m. (NOON)  
• Teaching Math Book of Knowledge Due to Dropbox 12/15/23 by 12:00 p.m. (NOON)  
• Extra Credit Interviews Due to Dropbox 12/15/23 by 12:00 p.m. (NOON)

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


2) 240 Tutoring Exam (Core Subjects EC – 6: Mathematics)  
https://www.240tutoring.com/texas/ (Subscription 39.99/mo)

OPTIONAL TEXTBOOKS*

Stewart, D. A., & Kluwin, T. N. (2001). *Teaching deaf and hard of hearing students: content, strategies, and curriculum*. Allyn and Bacon.  *(Note: This textbook is currently out of print. Select chapters will be provided.)*

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

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
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
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 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!