Stephen F. Austin State University
College of Education
Department of Human Services
Communication Sciences & Disorders Program
Literacy and the Speech Language Pathologist
CSDS 3340.001.202420
Spring 2024

Instructor: Deena Petersen, M.S., CCC/SLP  
Course Time & Location: T/TH: 11:00-12:15; HSTC 319

Office: Human Services 205A  
Office Hours: M/W- 8:15-9:00; T/TH- 9:30-10:15; T/TH-12:50-1:50

Office Phone: 468-1029  
Credits: 3 hours  
Email: petersend@sfasu.edu

Prerequisites: acceptance into the communication sciences and disorders undergraduate program with a minimum grade of C in CSDS 3310.

I. Course Description: Study of the development of literacy skills (reading and writing), classification and causes of reading disabilities, assessment and intervention of phonemic awareness, word recognition, and reading comprehension. Course also will include interventions for students with multiple or severe developmental impairments with a focus on children who use augmentative and alternative communication. Students must obtain a minimum grade of C to receive credit toward degree plan.

Credit Hour Statement- CSDS 3340 “Literacy and the SLP” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments from textbooks and journal articles, two outside of class projects, 2 exams, and a final examination. Students are required to present Project 2 in small groups during class. These activities average at a minimum 5 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)  
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
- 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
- Service that enriches the community.

This course also supports the objectives of the Department of Human Services:  
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.
This course also supports the mission of the Speech-Language Pathology Program:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB:

• Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

• Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.

• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

• Teamwork
  o 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
  o To include the ability to connect choices, actions and consequences to ethical decision-making

• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) four and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association: Courses within the speech-language pathology program have been designed to ensure that students demonstrate required knowledge and ability as outlined in the Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology.
Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- Receptive and expressive language in speaking, listening, reading, writing

Standard IV-D: The applicant must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Student Learning Outcomes: At the end of this course, students will demonstrate an understanding of the following:
1. The student will describe the development of literacy skills: reading, writing, and spelling.
2. The student will compare different types of reading disabilities and possible causes.
3. The student will analyze and explain different types of the assessments for literacy skills.
4. The student will create phonological awareness activities to address rhyming, blending, segmentation, and manipulation.
5. The student will create a lesson plan for a therapy session incorporating literacy intervention techniques before/during/after shared story book reading and present to a small group.
6. The student will describe different literacy intervention techniques to use with students with multiple or severe developmental impairments.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:
Reading Assignments: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

You will answer questions for the following readings:
- Articles 1 & 2: Narrow View of Reading Journal Article questions; Article 1 and assigned article (total= 50 points) Due: February 1st; Questions must be turned into Dropbox before the beginning of class.
- Article 3: Phonological Awareness and Beyond; Answer questions on handout in BRIGHTSPACE (25 points) Due: February 15th; Questions must be turned into Dropbox before the beginning of class.
Examinations: There will be three scheduled examinations. Each exam may consist of multiple choice, fill in the blank, and short answer items. Examination dates are listed on the course schedule below.

Class Projects/Presentations: There will be two projects and one presentation. The due dates are listed on the course schedule, below.

Project 1: Phonological Awareness Activities: (100 points). Prepare therapy activities for each phonological awareness skill listed below (total of 4 activities). You will provide a written description of each activity and provide any materials needed for the activities. A hard copy of template and materials will be turned in.
   1. Rhyming
   2. Blending
   3. Segmenting
   4. Manipulation (substitution)
Due: March 21st

Project 2: Literacy Based Therapy Session: (100 points) This is an individual project. Prepare one therapy session incorporating shared storybook reading. Directions will be posted on Brightspace. Project will be turned into Dropbox.
DUE: April 25th

Presentation: In class, use shared storybook reading format to present your book to a small group. Vary pitch, vocal characteristics, volume, and pace when necessary. You will also present your language/literacy activity that goes with the book.

Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion, contributing to written reflections throughout class and for outside of class assignments, and accessing course material in Brightspace. Diversions due to cell phones, visiting, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Everyone will begin the semester with 50 participation points. Each student will begin the semester with 50 participation points. Five points will be deducted from your participation points, each time a participation issue has to be addressed or in class activity, or outside of class assignment is not submitted. Once all participation points are deducted, points will then be deducted from your overall course points.

IV. Evaluation and Assessment:
GRADING: The student will have three exams over the material presented during the semester. The student will also complete reading summaries, two projects, and one class presentation. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester. Final grades will be rounded up at .5.

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Three scheduled exams @ 100 points each</td>
<td>300</td>
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<tr>
<td>Article 1 &amp; 2 Questions</td>
<td>50</td>
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<tr>
<td>Article 3 Questions</td>
<td>25</td>
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<tr>
<td>Project 1</td>
<td>100</td>
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<td>Project 2</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>50</td>
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Total

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>89.5-100%</td>
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<tr>
<td>B</td>
<td>79.5-89.4%</td>
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<td>C</td>
<td>69.5-79.4%</td>
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<tr>
<td>D</td>
<td>59.5-69.4%</td>
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<tr>
<td>F</td>
<td>59.4% and below</td>
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Grade Calculation: 
\[(\text{Points earned to date}) \times 100 = \text{(Grade)}\] 
\[(\text{Points possible to date})\]

LATE POLICY: If you have written excused documentation of absence and Instructor determined it is adequate documentation for an excused absence, you must turn in assignment or take exam immediately upon return. If you turn in work late without an absence or documentation of absence, it may be turned in 1 day late with a 50% deduction. No late work will be accepted after that.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>Complete Before Class</th>
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<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Introduction to Course; syllabus</td>
<td>Kamhi &amp; Catts, p.3-4, 15-21; The Source for PA: p. 20-21; Pilgrim &amp; Martinez article</td>
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<tr>
<td>2</td>
<td>1/23</td>
<td>Defining Literacy; Literacy Development</td>
<td>Kamhi &amp; Catts, p. 52-63, 65-67; Source for PA, Chapter 3</td>
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<td></td>
<td>1/25</td>
<td>Emergent Reading &amp; Writing</td>
<td>Chapter 5; Ezell &amp; Justice</td>
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<td>3</td>
<td>1/30</td>
<td>Emergent Literacy Class Activity</td>
<td>Journal article: Watson</td>
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<td></td>
<td>2/1</td>
<td>Narrow View of Reading Discussion</td>
<td>Narrow View of Reading Article #1 and assigned article located in Brightspace; Article 1 &amp; 2 Questions Due in Dropbox by 11:00 a.m.</td>
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<tr>
<td>4</td>
<td>2/6</td>
<td>Reading Disabilities &amp; Classification; Roles &amp; Responsibilities of SLPs</td>
<td>Kamhi &amp; Catts, p. 77-85, 91-99; Source for PA, Chapter 3</td>
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<td></td>
<td>2/8</td>
<td>Causes of Reading Disabilities; Exam Review</td>
<td>Kamhi &amp; Catts, p. 77-85, 91-99; Source for PA, Chapter 3</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>Exam 1</td>
<td>Study for exam</td>
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<td></td>
<td>2/15</td>
<td>Phonological Awareness and Word Recognition &amp; Instruction/Intervention</td>
<td>Journal Article (Article 3): Schuele &amp; Boudreau; Erickson &amp; Koppenhaver, p. 33-48 (explicit &amp; embedded instruction- in Brightspace) Article 3 Questions Due in Dropbox by 11:00 a.m.</td>
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<td>6</td>
<td>2/20</td>
<td>Phonological Awareness and Word Recognition &amp; Instruction/Intervention (cont.)</td>
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<td>Date</td>
<td>Activity</td>
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<td>2/22</td>
<td><strong>PA Class Activity</strong></td>
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<td>7</td>
<td>2/27 Work on Project 1</td>
<td>Kamhi &amp; Catts, p. 117-123</td>
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<td>2/29</td>
<td>Evaluation of Dyslexia</td>
<td><strong>Journal Article: Reutzel</strong></td>
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<td>8</td>
<td>3/5 Assessments/Exam Review - Group 1</td>
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<td>3/7</td>
<td>Assessments/Exam Review - Group 2</td>
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<td>3/11-3/15</td>
<td>Spring Break</td>
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<td>9</td>
<td>3/19 Exam 2</td>
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<td>3/21</td>
<td>Reading Comprehension</td>
<td>Project 1 DUE by 5:00 p.m.; Kamhi &amp; Catts, p. 147-158</td>
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<td>10</td>
<td>3/26 Text Comprehension; Microstructure/</td>
<td>Kamhi &amp; Catts, 165-174 &amp; 188-196; Prath &amp; Palafox, p. 8-17, 46, 69-73</td>
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<td></td>
<td>Macrostructure</td>
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<td>3/28</td>
<td><strong>Easter Holiday</strong></td>
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<td>11</td>
<td>4/2 Text Comprehension; Microstructure-</td>
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<td></td>
<td>Assessment and Intervention</td>
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<td>4/4</td>
<td>Text Comprehension; Macrostructure-</td>
<td>Kamhi &amp; Catts, p. 174-186; 197-214</td>
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<td></td>
<td>Assessment and Intervention</td>
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<td>12</td>
<td>4/9 Literacy Based Intervention</td>
<td>Prath &amp; Palafox, p. 2-29; 68-77; 96-100; 152-192</td>
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<td>(Research, Planning, Types of</td>
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<td>Predictable Books, Goals)</td>
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<td>4/11</td>
<td>Literacy Based Intervention (Pre,</td>
<td>Prath &amp; Palafox, p. 30-67</td>
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<td>During, Post Activities)</td>
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<td>13</td>
<td>4/16 Literacy Based Intervention</td>
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<td>(Templates); Shared Storybook Class</td>
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<td>Activity</td>
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<tr>
<td>4/18</td>
<td>Writing and Spelling Intervention</td>
<td>Kamhi &amp; Catts, p. 233-239; <strong>Journal article: Aker; Due in Dropbox by</strong></td>
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<td>11:00 a.m.</td>
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<td>14</td>
<td>4/23 Reading &amp; Writing Intervention for</td>
<td>Erickson &amp; Koppenhaver, p. 185-197; Kaderavek, p. 332-335 (in</td>
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<td>Students with Significant Disabilities</td>
<td>Brightspace);</td>
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<td>4/25</td>
<td><strong>Project 2</strong> Small group presentations;</td>
<td>Project 2 DUE by 4/25; 5:00 p.m.</td>
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<td>Exam Review</td>
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<tr>
<td>15</td>
<td>4/30 Wrap up &amp; Review</td>
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<tr>
<td>5/2</td>
<td>Wrap up &amp; Review</td>
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<td>16</td>
<td>5/7 Exam 3; 10:30-11:45</td>
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</tbody>
</table>

**VI. Readings- Required Text**

**Recommended Text**
Other References:


Texas Education Agency (2009). Teaching literacy to students with significant disabilities. The University of North Carolina, Chapel Hill, NC.

Journal Articles:


VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning and accreditation; (2) Instruction evaluation purposes; and (3) making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know
that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy:

**Institutional Absences (HOP 04-110)**
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Attendance policy for this course:** You will be responsible for signing in each class through Microsoft Office Forms for the first 12 class days, which will be posted in D2L. If you are in a SFA organization/team that requires periodic reporting of attendance, you must continue to sign in each class period throughout the semester. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation for an excused absence upon return, so that you may make up the grade. For all make-ups, you are responsible for scheduling the make-up within one week of the missed class.

**The Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means...
the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member. (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP 02-206)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Academic Accommodation for Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Other SFA Policy Information:** [Handbook of Operating Procedures (HOP)]

**IX. Resources**

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience
and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.104

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

· Health Services
· Counseling Services
· Student Outreach and Support
· Food Pantry
· Wellness Coaching
· Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
· Burke 24-hour crisis line: 1.800.392.8343
· National Suicide Crisis Prevention: 9-8-8
· Suicide Prevention Lifeline: 1.800.273.TALK (8255)
· johCrisis Text Line: Text HELLO to 741-741

X. Additional Information Specific to Licensing

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

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.

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
- 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. 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 SFA.

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

**XI. Other Relevant Course Information:**
Communication for this course will be done through Brightspace (https://Brightspace.sfasu.edu). Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing Brightspace, contact Student Support – 498-1919.

For a quicker response to emails, please email me at petersend@sfasu.edu instead of through Brightspace. I will respond to emails/phone calls within 24-48 hours, Mon.-Fri.