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

DFHH 3379.641  
ASSESSMENT & ACCOUNTABILITY IN DEAF EDUCATION SETTINGS  
SPRING 2024 (Full Term)

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, M.Ed.</td>
<td>HYBRID COURSE</td>
</tr>
<tr>
<td></td>
<td>(See Syllabus for Any Scheduled Zoom Meetings)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECRC 209T</td>
<td>T/H 10:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>(Face-to-Face &amp; Virtual Available)</td>
</tr>
<tr>
<td></td>
<td>Zoom Room Link</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(936) 468-5510</td>
<td>3 Hours</td>
</tr>
<tr>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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 regularly 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.

Prerequisite: DFHH 3370 (B or Better)  
Corequisite: DFHH 3399

I. COURSE DESCRIPTION
Explores the assessment of language and literacy skills in individuals who are deaf and hard-of-hearing. Discussion includes current research regarding the assessment of emergent literacy skills, as well as the writing, implementation, and documentation of ARD/IEP paperwork specific to students who are deaf and hard-of-hearing. Assessments specific to deaf and hard-of-hearing students will be overviewed, and simulation of IEP meetings will be conducted.

COURSE DELIVERY MODALITY
Hybrid (Zoom with Online Content)

TIME REQUIREMENT
DFHH 3379 (3 credits) meets via Brightspace (D2L) for the Spring 2024 term. A combination of Zoom meetings and online content comprise the 16-week course. Students have significant weekly formative and summative assignments. Students are required to participate in various class activities, practice their ASL skills, and are required to submit various types of assignments. Course meeting times, asynchronous content, and outside preparation and study account for three-hours of study per week for this course.
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 3379, 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/ECSE) 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 3379.

<table>
<thead>
<tr>
<th>PLOs Addressed</th>
<th>SLOs Addressed</th>
<th>Assessment of the LOs</th>
<th>Unit/Program Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO III - The teacher of deaf and hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.</td>
<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>Module Practicals</td>
<td>In Redevelopment (Fall 2023)</td>
</tr>
<tr>
<td></td>
<td>SLO 3.15L - The beginning TOD is able to administer, interpret, and use appropriate classroom assessments utilizing the preferred communication mode of the student who is deaf or hard of hearing.</td>
<td>IEP Writing Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.25L - The beginning TOD is able to gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts.</td>
<td>Mock IEP/ARD Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.35L - The beginning TOD is able to interpret and use data from exceptionality-specific assessment instruments appropriate for students who are deaf or hard of hearing.</td>
<td>Assessment Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.45L - The beginning TOD is able to interpret and use data from state and local assessment instruments (e.g., STAAR) as appropriate for students who are deaf or hard of hearing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.55L - 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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.65L - The beginning TOD assess students’ learning, behavior, and the classroom environment in order to support classroom and school-based problem-solving systems of intervention and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 3.75L - The beginning TOD is able to evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO IX - The teacher of deaf and hard of hearing students promotes students’ performance in English language arts and reading.</td>
<td>SLO 9.11S - The beginning TOD is able to use a variety of literacy assessment practices, including English and ASL assessments, to plan and implement literacy instruction for students who are deaf or hard of hearing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. COURSE ASSIGNMENTS

*NOTE: The assignments for this course will require the mentorship of a practicing TOD. You will be assigned an “Assessment Mentor” for this course during the first weeks of instruction. You will be submitting practical assignments based on the guidance and input of your Assessment Mentor. Details will be provided in the course.

MODULE PRACTICALS* (7 @ 20 points each)

- **Why am I completing this assignment?** The content of DFHH 3379 lends itself to actionable learning objectives, with clear and practical products that provide preservice rehearsal for the TOD candidate. This content is best practiced and learned by practicing rather than reflection. The “practical” products related to each module’s content are designed to allow for these types of products.
- You are responsible for reading all module content, provided resources, Zoom content, etc. for the course. All are necessary in order to understand the objectives related to the practical exercises.
- Seven (7) module “practicals” will be calculated into your final grade (one practical per module). Each practical assignment will result in a product related to the module content.
- The module practicals/products will build upon one another and provide material for the final Assessment Portfolio.
- Practical assignments are individual and will be submitted via the Dropbox.

IEP OBJECTIVE WRITING (6 @ 10 points each)

- **Why am I completing this assignment?** Writing effective, meaningful goals and objectives for the exceptional student is a critical component for educators of the deaf. Writing clear, specific, measurable, achievable, relevant/appropriate, and time-bound goals and objectives on a weekly basis will provide feedback to educators to improve goal-writing skills.
- Additionally, we will practice IEP objective writing each week. You will be given a brief description of a student and asked to write ONE goal per week.
- A template is provided for submission. All submissions will be turned in to the Dropbox.
- Instructor feedback will be provided each week.

MOCK ARD/IEP MEETING (1 @ 100 points)

- **Why am I completing this assignment?** ARD/IEP preparation and attendance is a major responsibility for the TOD. Understanding the purpose and format of the meetings, the roles and responsibilities of attendees, the types of different kinds of ARD/IEP meetings, the documentation required, and the legalities involved is critical for the support of students who are DHH and to the overall performance of the TOD. Practicing and role playing in these scenarios will provide valuable preservice experience for candidates.
- Candidates will participate in one mock ARD/IEP meeting as a formative experience.
- The course instructor will provide meeting attendees and lead the meeting.
- The candidate will assume the role of the TOD in the meeting, providing commentary and documentation for their student.
- A debriefing session will occur immediately after the mock ARD/IEP meeting to discuss critical points, challenges, strengths, missteps, and correct actions.
- A two-page reflection of the experience will be submitted to the Dropbox after the meeting.

ASSESSMENT PORTFOLIO* (1 @ 150 points)

- **Why am I completing this assignment?** Compilation of student assessment data is a requirement of the TOD. Learning how to assess, what to assess, how to document data, how to track data, and how to interpret and communicate student progress/growth are all skills required of the TOD. Producing such a
record for a student in a practical/practice setting will provide invaluable experience for candidates prior to obtaining their own caseloads.

- The Assessment Portfolio is essentially a record of a student who is DHH (either real or fictional). Each module practical assignment will “feed” the Assessment Portfolio. For example, Module 1 Practical will ask students to work with their Assessment Mentor to create a student profile. This student becomes the subject of the Assessment Portfolio. Data, notes, and documentation will be gathered for this student and compiled into one profile/portfolio.
- This Assessment Portfolio will also provide the preparation for the Mock ARD/IEP meeting at the end of the course. Essentially, throughout the course, candidates are preparing for a mock annual ARD/IEP meeting for their profile student.
- Information/guidance will be provided within the course.
- Final Assessment Portfolios will be submitted to the Dropbox.

**ASSESSMENT & ACCOUNTABILITY BOOK OF KNOWLEDGE** (1 @ 25 points)

- **Why am I completing this assignment?** The Assessment & Accountability Book of Knowledge will serve as a resource for educators for their future classrooms, as well as a ready-resource for preparing for the TExES 181 exam.
- 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.
- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Module IEP Objectives (6)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module Practicals (7)</td>
<td>20 points each</td>
</tr>
<tr>
<td>Mock ARD/IEP Meeting</td>
<td>150 points</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
<td>150 points</td>
</tr>
<tr>
<td>Book of Knowledge</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>525</strong></td>
</tr>
</tbody>
</table>

**GRADE SCALE**

(Calculate your percentage by adding up your total earned points and dividing by 400.)

- 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.)*
## V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPICS/MODULES</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/24</td>
<td>Getting Started Module: Course Orientation</td>
<td>• COURSE ORIENTATION ZOOM TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-Tour of Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment Mentor Assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Getting Started Reflection Activity (Ungraded)</td>
</tr>
<tr>
<td>01/29/24</td>
<td>MODULE 1: Overview of Assessment</td>
<td>• Module 1 Practical</td>
</tr>
<tr>
<td>02/05/24</td>
<td></td>
<td>• IEP Objective Writing #1</td>
</tr>
<tr>
<td>02/12/24</td>
<td>MODULE 2: Writing Goals &amp; Objectives</td>
<td>• Module 2 Practical</td>
</tr>
<tr>
<td>02/19/24</td>
<td></td>
<td>• IEP Objective Writing #2</td>
</tr>
<tr>
<td>02/26/24</td>
<td>MODULE 3: IEPs &amp; Documentation</td>
<td>• Module 3 Practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IEP Objective Writing #3</td>
</tr>
<tr>
<td>03/04/24</td>
<td></td>
<td>• Module 3 Continued</td>
</tr>
<tr>
<td>03/11/24</td>
<td>SPRING BREAK</td>
<td>• No assignments are due this week.</td>
</tr>
<tr>
<td>03/18/24</td>
<td>MODULE 4: IEP/ARD Meetings</td>
<td>• Module 4 Practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IEP Objective Writing #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MIDCOURSE ZOOM TBA</td>
</tr>
<tr>
<td>03/25/24</td>
<td></td>
<td>• Module 4 Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EASTER BREAK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• (Note: There is an opportunity to complete Module 4 assignments prior to the break so that you do not have to submit work over the holiday.)</td>
</tr>
<tr>
<td>04/03/24</td>
<td>MODULE 5: Informal &amp; Ongoing Assessment</td>
<td>• Module 5 Practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IEP Objective Writing #5</td>
</tr>
<tr>
<td>04/08/24</td>
<td></td>
<td>• Module 5 Cont.</td>
</tr>
<tr>
<td>04/15/24</td>
<td>MODULE 6: Formal Assessments in Deaf Education</td>
<td>• Module 6 Practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IEP Objective Writing #6</td>
</tr>
<tr>
<td>04/22/24</td>
<td>MOCK IEP/ARD MEETINGS</td>
<td>• Module 6 Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MOCK IEP/ARD MEETINGS (Scheduled by Instructor)</td>
</tr>
<tr>
<td>04/29/24</td>
<td>COURSE WRAP-UP</td>
<td>• MOCK IEP/ARD MEETINGS (Scheduled by Instructor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NOTE: The MOCK IEP/ARD MEETING SERVES AS THE FINAL ZOOM FOR THIS COURSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Reflection Activity (Ungraded)</td>
</tr>
<tr>
<td>05/06/24</td>
<td>COURSE FINAL PROJECTS</td>
<td>• Assessment Portfolio Due by NOON 05/10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Book of Knowledge Due by NOON 05/10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mock IEP/ARD Documents &amp; Reflection Due by NOON 05/10/24</td>
</tr>
</tbody>
</table>

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.

Course assignments are aligned to standards set forth by accreditation and governing agencies, as outlined in Section II of the syllabus.
VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

None. All course materials are embedded in module content.

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

(INSTITUTIONAL ABSENCES (SFASU 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.

CODE OF STUDENT CONDUCT & ACADEMIC INTEGRITY (SFASU HOP 04-106)

This policy 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.

COURSE GRADES POLICIES (SFASU 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.

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/.

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

**Dean of Students Office**  
Rusk Building, 3rd Floor Lobby  
(936) 468-7249

**SFASU Counseling Services**  
Corner of E. College & Raguet  
936-468-2401

**SFASU Human Services Counseling Clinic**  
Human Services Room 202  
936-468-1041

**Health & Wellness Hub (“The Hub”)***  
Corner of E. College & Raguet St.  
Email: thehub@sfasu.edu  
936-468-4008  
To support the health and well-being of every Lumberjack, the Health & Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

- Health Services  
- Counseling Services  
- Student Outreach & Support  
- Food Pantry  
- Wellness Coaching  
- Alcohol & Other Drug Education

*In the event of an emergency, please immediately contact 911 and UPD.

**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)  
Crisis Text Line: Text HELLO to 741-741

**University Police Department (UPD)**  
232 E. College Street  
Emergency Line: 936-468-9111  
Non-Emergency Line: 936-468-2608

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
To cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found here.

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. Additional information can be found here.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available here). 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 PCOE Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

X. OTHER RELEVANT COURSE INFORMATION
James I. Perkins College of Education
Department of Education Studies
Deaf and Hard-of-Hearing Educator Preparation Program

For additional information on this course and the DFHH EPP, visit the DFHH Educator Preparation Program webpage to