DFHH 3389.501 - SYSTEMS OF MANUAL COMMUNICATION
Spring 2024 (Full Term)

INSTRUCTOR                  COURSE TIME & LOCATION
Mandy Seybold, Ed.D.        FULLY ONLINE

OFFICE                      OFFICE HOURS
ECRC 209V                   M/W 11:30 – 1:00, 3:30 – 4:00 (ECRC 217)
                            Tues. 5:00 – 6:00 (Zoom)
                            (See D2L/Brightspace for Zoom Room Link)

CONTACT INFORMATION         CREDITS
(936) 468-1086              3 Hours
mseybold@sfasu.edu

Pre/Corequisites: None

I. COURSE DESCRIPTION

This course is designed to provide an overview of English-based sign systems which are used in deaf education programs. This course focuses on Signed English and Signing Exact English. Other English-based sign systems will be discussed as well.

TIME REQUIREMENT

DFHH 3389 (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 receptive and expressive assignments, are expected to take content quizzes, produce individual expressive videos, take receptive exams, and a final examination. 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 3389, 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.)

<table>
<thead>
<tr>
<th>COURSE &amp; MAJOR TOPICS</th>
<th>CAEP/CEC</th>
<th>CEC/CED</th>
<th>CEC EI/ECSE</th>
<th>TEA/SBE</th>
<th>TEXES 181 FRAMEWORK</th>
<th>ASLTA</th>
<th>InTASC</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFHH 3389 Systems of Manual Communication</td>
<td>Standard 1.0</td>
<td>DHH.1.K3</td>
<td>DHH.1.K5</td>
<td>DHH.1.S1</td>
<td>Standard IV – 4.3K, 4.4K, 4.1S, 4.2S</td>
<td>D.I.C003(D)</td>
<td>D.II.C005(B)</td>
<td>4.1</td>
</tr>
<tr>
<td>MAJOR TOPICS Overview of Systems/Modes of Communication Multi-Meaning Words Signed English Signing Exact English (SEE) Other Systems</td>
<td>Standard 5.3</td>
<td>DHH.4.S2</td>
<td>DHH.5.K1</td>
<td>DHH.6.K2</td>
<td>Standard VIII – 8.1S</td>
<td>D.II.C007</td>
<td>D.II.C007(A) – (C), (H)</td>
<td>2.2(b), 2.2(e), 2.2(f), 2.2(o), 3.3(f), 3.3(l), 3.3(q), 4.4(q), 8.8(q), 9.9(m), 10.10(q)</td>
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For more information regarding professional standards for our program, please visit our DFHH Program Handbook (page 14).

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 3389.

### DFHH 3389 SYSTEMS OF MANUAL COMMUNICATION

**COURSE DESCRIPTION** | Designed to develop skills in expressive interpretation and transliteration, the process of transmitting spoken English into any one of several English-oriented varieties of manual communication between people who are deaf and hearing. Focus on consecutive order prior to interpretation. Utilization of skills in greater fluency and strategies in interpreting through transliteration.

**PREREQUISITES** | SGNL 2302 (B or Better)

<table>
<thead>
<tr>
<th>PLOs Addressed</th>
<th>SLOs Addressed</th>
<th>Assessment of the LOs</th>
<th>Unit/Program Assessment</th>
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<tbody>
<tr>
<td>PLO IV - The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice.</td>
<td>SLO 4.3K – The beginning TOD knows and understands the procedures and technologies available to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies.</td>
<td>Discussions and Exams from Course Content Topics Overview of Systems Multi-Meaning Words Signed English Signing Exact English Other Systems SEE Expressive Videos Signed English Expressive Videos ASL Expressive Videos Book of Knowledge Assignment Children’s Book Modality Project</td>
<td>NONE</td>
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<td></td>
<td>SLO 4.4K – The beginning TOD knows and understands information related to American Sign Language (ASL) and other English communication modes (e.g., auditory-oral, Signed English) used by students who are deaf or hard of hearing.</td>
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<td>SLO 4.1S – The beginning TOD is able to identify and explain the basic characteristics of various communication modes used with students who are deaf or hard of hearing.</td>
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<td>SLO 4.2S – 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.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>SLO 4.25 – The beginning TOD is able to identify and explain the basic characteristics of various communication modes used with students who are deaf or hard of hearing.</td>
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<td>PLO VIII - The teacher of deaf and hard of hearing students understands and demonstrates professionalism and ethical practice.</td>
<td>SLO 8.1S – The beginning TOD is able to actively seek interaction with adults in the Deaf community to maintain/improve ASL, English signs, or cues.</td>
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<tr>
<td>PLO X - The teacher of deaf and hard-of-hearing students demonstrates proficiency in the communication modalities specific to the language needs/preferences of learners.</td>
<td>SLO 10.4S – The beginning TOD is able to demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.</td>
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### III. COURSE ASSIGNMENTS

**FAIRVIEW SENTENCE STUDIES** (10 @ 10 Pts. Each)

- **Why am I completing this assignment?** The Fairview Learning program was designed specifically for students who are deaf and hard-of-hearing. It provides literacy tools to construct mental linguistic frameworks for multi-meaning words in English, allowing students to increase fluency in both English and ASL (Fairview Learning, 2022). This assignment will allow deeper understanding of multi-meaning words and phrases in English, how to sign each in ASL, and how to apply this knowledge to literacy instruction in the classroom.

- Students will access Fairview Learning curriculum ([www.fairviewlearning.com](http://www.fairviewlearning.com)).

- Specifically, students will view the sentence videos in ASL and the sentence videos in Signed English and compare the types.
Students will select five sentences from each Fairview level (PrePrimer, Primer, Grade 1, Grade 2, Grade 3) and sign them three ways: ASL, Signed English (SE), and Signing Exact English (SEE) for both the DOLCH lists and the BRIDGING lists.

Assignments will be submitted to GoReact.

**MODULE REFLECTION ASSIGNMENTS** (7 @ 5 points each)

- **Why am I completing this assignment?** Critically analyzing new learning to what is already known about our population of students with regard to communication modalities will deepen understanding of how students who are deaf and hard-of-hearing communicate academically and will improve the ability to provide quality instruction based on the individual communication needs of students, as well as the RDSPD/district expectations for modalities of instruction.
- Students will submit a reflection assignment, as outlined in each module.
- Some assignments will be a written reflection; others will be a presentation, or some other product.
- Details and descriptions for each reflection will be included on Brightspace/D2L.

**CHILDREN'S BOOK MODALITY PROJECT** (1 @ 50 points)

- **Why am I completing this assignment?** Completing an assignment requiring the varied systems of manual communication will offer a means to apply new learning within the context of education (or other field-specific contexts for non-majors).
- As a culminating project, students will sign a children’s book of their choice three ways: ASL, Signed English (SE), and Signing Exact English (SEE).
- The project will be videoed and uploaded to a GoReact.
- Details on the assignment will be available on D2L.
- Alternative literature for non-majors is an option. Contact Dr. Seybold to discuss.

**SYSTEMS OF MANUAL COMMUNICATION BOOK OF KNOWLEDGE** (1 @ 25 points)

- **Why am I completing this assignment?** The Systems of Manual Communication 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. For non-majors, this assignment will serve as a resource for their future professions related to service to individuals who are deaf and hard-of-hearing.
- Students will compile a PowerPoint containing descriptions and details of each system/modality discussed in the course.
- This “Book of Knowledge” will serve as a resource for students and will be tailored to their specific career choice/goals.
- The Book of Knowledge will be submitted via DropBox and will serve as a final assessment for knowledge gleaned in the course.

**IV. EVALUATION & ASSESSMENT**

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Fairview Sentence Studies (10)</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module Reflection Assignments (7)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Children’s Book Modality Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Book of Knowledge</td>
<td>25 points</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>210</strong></td>
</tr>
</tbody>
</table>

**GRADE SCALE**

(Calculate your percentage by adding up your total earned points and dividing by 420.)

- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D
- 59% & Below F
(Reminder: A grade of B or better is required in this course in order to continue coursework in the program. All assignments must be completed in order to receive any grade but an F.)

V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>MODULE/TOPIC</th>
<th>COURSE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/24</td>
<td>GETTING STARTED MODULE (Course officially begins Thursday 01/18/24. We are calling “Week 1” 01/18/24 – 01/27/24)</td>
<td>• GETTING STARTED MODULE&lt;br&gt;• Syllabus &amp; Course Self-Tour&lt;br&gt;• Overview of Subscription Platforms&lt;br&gt;• Purchase GoReact, Fairview, and SEE Subscriptions&lt;br&gt;• Getting Started Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>01/29/24</td>
<td>MODULE 1 SYSTEMS OVERVIEW</td>
<td>• Module 1 Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>02/05/24</td>
<td>MODULE 2 FAIRVIEW LEARNING</td>
<td>• Module 2 Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>02/12/24</td>
<td>MODULE 3 SIGNED ENGLISH SYSTEMS</td>
<td>• Module 3 Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>02/19/24</td>
<td>MODULE 4 SIGNING EXACT ENGLISH (SEE2)</td>
<td>• Module 4 Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>02/26/24</td>
<td>MODULE 5 OTHER SYSTEMS</td>
<td>• Module 5 Reflection (D2L Discussion Post)</td>
</tr>
<tr>
<td>03/04/24</td>
<td>MIDSEMESTER REVIEW</td>
<td>• MIDSEMESTER ZOOM&lt;br&gt;• See D2L for Dates/Times/Zoom Link</td>
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<tr>
<td>03/11/24</td>
<td>SPRING BREAK</td>
<td>• No Assignments Due</td>
</tr>
<tr>
<td>03/18/24</td>
<td>MODULE 7 SYSTEMS SKILLS APPLICATION</td>
<td>• Fairview Sentences DOLCH PrePrimer (Submit to GoReact)&lt;br&gt;• Fairview Sentences BRIDGING PrePrimer (Submit to GoReact)</td>
</tr>
<tr>
<td>03/25/24</td>
<td>MODULE 7 SYSTEMS SKILLS APPLICATION</td>
<td>• Fairview Sentences DOLCH Primer (Submit to GoReact)&lt;br&gt;• Fairview Sentences BRIDGING Primer (Submit to GoReact)</td>
</tr>
<tr>
<td>04/01/24</td>
<td>MODULE 7 SYSTEMS SKILLS APPLICATION</td>
<td>• Fairview Sentences DOLCH Grade 1 (Submit to GoReact)&lt;br&gt;• Fairview Sentences BRIDGING Grade 1 (Submit to GoReact)</td>
</tr>
<tr>
<td>04/08/24</td>
<td>MODULE 7 SYSTEMS SKILLS APPLICATION</td>
<td>• Fairview Sentences DOLCH Grade 2 (Submit to GoReact)&lt;br&gt;• Fairview Sentences BRIDGING Grade 2 (Submit to GoReact)</td>
</tr>
<tr>
<td>04/15/24</td>
<td>MODULE 7 SYSTEMS SKILLS APPLICATION</td>
<td>• Fairview Sentences DOLCH Grade 3 (Submit to GoReact)&lt;br&gt;• Fairview Sentences BRIDGING Grade 3 (Submit to GoReact)</td>
</tr>
<tr>
<td>04/22/24</td>
<td>MODULE 8 OVERVIEW OF MODALITY PROJECT</td>
<td>• Submit Book Choice to Instructor&lt;br&gt;• Begin Preparation of Project&lt;br&gt;• (Reminder: Your SEE subscription will end in April. Be sure to look up any signs you need prior to 5/1/24)</td>
</tr>
<tr>
<td>04/29/24</td>
<td>COURSE WRAP UP MODULE</td>
<td>• Course Wrap Up Reflection (D2L Discussion Post)&lt;br&gt;• Continue Project&lt;br&gt;• Consider Early Submission for More In-Depth Feedback</td>
</tr>
<tr>
<td>05/06/24</td>
<td>COURSE FINAL PROJECTS</td>
<td>• Modality Children’s Book Project (Due to GoReact on 05/10/24 by NOON.)&lt;br&gt;• Systems Book of Knowledge (Due to Dropbox on 05/10/24 by NOON.)</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 BrightSpace/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

GoReact ONLINE SUBSCRIPTION

- [https://get.goreact.com/](https://get.goreact.com/)
- Search for DFHH 3389 (Spring 2024) to register.
- Direct registration link to be provided at the start of the course on the D2L/Brightspace News feed.
- **NOTE:** If you have already purchased a five-year subscription, you do NOT need to repurchase for this course.

Signing Exact English ONLINE SUBSCRIPTION

- [www.signingexactenglish.com](http://www.signingexactenglish.com)
- The SEE website offers only a one-year subscription. You are welcome to purchase this if you’d like, however, we will receive a special price/access for only the three months you’ll need access. (**NOTE:** You are NOT required to purchase the full-year subscription.)
- If you do NOT wish to purchase a full-year subscription, wait to purchase. Instructions for this special access will be provided in D2L.
- An app to correspond to your subscription is also available. The online subscription is NOT comprehensive. If you would like to purchase the book as an optional resource, you are welcome to do so. The book has more signs included than the subscription at the time of our course. (**NOTE:** This book is NOT required.)

Fairview Learning ONLINE SUBSCRIPTION

- [www.fairviewlearning.com](http://www.fairviewlearning.com)
- Lydia Leary, with Fairview Learning, ([lleary@fairviewlearning.com](mailto:lleary@fairviewlearning.com)) will invoice you directly with instructions on setting up your account.
- Cost for a semester subscription will be $99.99 (Spring 2024 cost).

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

*(SFASU Handbook of Operating Procedures)*

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
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.

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

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