DFH 3399.501 - DFHH CAPSTONE COURSE
SPRING 2024 (FULL SEMESTER)

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME &amp; LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Lindsey Kennon, M.Ed.</td>
<td>FULLY ONLINE COURSE</td>
</tr>
<tr>
<td></td>
<td>(See Syllabus for Any Scheduled Zoom Meetings)</td>
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<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
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<tbody>
<tr>
<td>ECRC 209T</td>
<td>T/H 10:00 a.m. – 2:00 p.m.</td>
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<tr>
<td></td>
<td>(Face-to-Face &amp; Virtual Available)</td>
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<tr>
<td></td>
<td>Zoom Room Link</td>
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<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>
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</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.

Corequisites: DFHH 3379

I. COURSE DESCRIPTION

This course will review previous deaf education content and introduces new content within a framework of needs and solutions for deaf and hard-of-hearing children. Current issues and TExES preparation are covered during the course.

TIME REQUIREMENT*
DFH 3399 is a three (3) credit course consisting of asynchronous online instruction with a duration of 16 weeks. The course contains extensive content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven in to the online and Zoom content to support key concepts or provide perspective on students who are deaf or hard-of-hearing in PK – 12 settings. In addition, students are required to complete quizzes/exams over the course content and complete multiple writing assignments that evaluate their ability to apply and synthesize information gleaned in the course regarding students who are deaf or hard-of-hearing in PK – 12 settings. For every hour a student spends engaging with the course content, he/she spends at least two hours completing associated activities and assessments. This is a minimum requirement. Students are encouraged to spend more than the minimum outside of class working on 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 3399, 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 3399.

<table>
<thead>
<tr>
<th>PLO ADDRESS</th>
<th>SLO ADDRESS</th>
<th>ASSESSMENT OF THE SLOs</th>
<th>UNIT/PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>PLO I - The teacher of deaf and hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.</td>
<td>Due to the cumulative nature of this course, all PLOs I – IX (the exception is the language-related PLO X) and corresponding SLOs are reviewed in this cumulative/capstone course.</td>
<td>TExES 181 Clearance Exam</td>
<td>TExES 181 Clearance Exam</td>
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<tr>
<td>PLO II - The teacher of deaf and hard of hearing students understands and applies knowledge of characteristics of learners.</td>
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<td>PLO III - The teacher of deaf and hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.</td>
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<tr>
<td>PLO IV - The teacher of deaf and hard of hearing students understands and applies knowledge of instructional content and practice.</td>
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<tr>
<td>PLO V - The teacher of deaf and hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.</td>
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<tr>
<td>PLO VI - The teacher of deaf and hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.</td>
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<td>PLO VII - The teacher of deaf and hard of hearing students knows how to communicate and develop collaborative partnerships.</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>
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<tr>
<td>PLO IX - The teacher of deaf and hard of hearing students promotes students' performance in English language arts and reading.</td>
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III. COURSE ASSIGNMENTS

HANDWRITTEN DOMAINS & COMPETENCIES (2 @ 25 points each)
- Why am I completing this assignment? There is evidence from research to suggest that writing information physically aids in knowledge retention. Becoming familiar with the terminology, verbiage, language, and phrasing of this document will assist students in understanding and retention. The goal is familiarity with the language of the standards.
- Students will handwrite the entire TExES 181 Domains and Competencies list.
- This exercise will be completed twice, once at the beginning of the term and once at the end of the term. Each copy must be in the student’s own handwriting and must be completed in two different colors of ink (ex. blue ink for the beginning-of-semester copy and red ink for the end-of-semester copy). Black ink may not be used. Copies must be scanned in color and uploaded as a PDF into the appropriate D2L/Brightspace DropBox.

TExES 181 COMPETENCY ASSESSMENT QUESTION SETS (15 @ 5 points each)
- Why am I completing this assignment? Candidate-generated assessment items is a way of retrieving or recalling previously learned information and processing it at higher levels of understanding. This activity is designed to give candidates an opportunity to critically analyze their own understanding and knowledge as they create likely exam questions and rationale for answer choices covering field-specific content topics related to the TExES 181 domains and competencies.
- For each Competency (15), students will create a set (minimum of five) multiple-choice content questions.
- Each answer choice must contain feedback. (In other words, provide an explanation of why each answer choice is correct or incorrect. Use the TExES 181 Preparation Manual Exam question feedback as a model for submissions.)
- Each question must be labeled with the appropriate Domain & Competency reference.

DOMAIN STUDY GUIDES (4 @ 12.5 points each)
- Why am I completing this assignment? This assignment will provide candidates with a ready-resource for exam preparation and study.
- Use the DOMAIN STUDY GUIDE TEMPLATES (found in the D2L/Brightspace course content) as a template for this assignment.
- Upon completion of each domain/module, students will add information/content to the study guide template.
- This culminating assignment will serve as a study guide between course completion and exam administration.

TExES 181 PREPARATION MANUAL EXAM (4 @ 25 points each)
- Why am I completing this assignment? This exam represents some sample exam items for you to review as part of your preparation for the TExES 181 and is a demonstration of how each competency may be assessed.
- You will take the practice exam embedded within the TExES 181 Preparation Manual a total of three times.
- The practice exam can be found in the Quizzes page of D2L/Brightspace. (The exam has been adapted into the D2L/Brightspace format. You will not take the exam within the preparation manual. The link has been provided here as a resource.)
- Students are encouraged to keep notes on exam questions. Notes can be added to the TExES 181 Study Guide and/or used to create other exam preparation tools/resources as you study for the TExES 181.

TExES 181 PRACTICE TESTS (ExamEdge) (4 @ 50 points each)
- Why am I completing this assignment? ExamEdge is the only testing simulation company currently publishing a practice TExES 181 exam. These exams simulate the actual exam experience. Practice
questions cover the same competencies, content, and skills you’ll need to earn a passing score on the actual exam.

- You will take the **TExES 181 ExamEdge Practice Exam** a total of five times (four practice exams, plus one final exam). (Your package includes five administrations.)
- Scores must be timestamped within specific dates and uploaded to D2L/Brightspace DropBox.
- Students are encouraged to keep notes on exam questions.

**TExES 181 FINAL EXAM (ExamEdge) (1 @ 100 points)**

- **Why am I completing this assignment?** ExamEdge is the only testing simulation company currently publishing a practice TExES 181 exam. These exams simulate the actual exam experience. Practice questions cover the same competencies, content, and skills you’ll need to earn a passing score on the actual exam.
- You will take the **TExES 181 ExamEdge Practice Exam** a total of five times (four practice exams, plus one final exam). (Your package includes five administrations.)
- Scores must be timestamped within specific dates and uploaded to D2L/Brightspace DropBox.
- The final cut score on the Final ExamEdge assessment must be 260 in order to gain clearance for the real TExES 181.

**IV. EVALUATION & ASSESSMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwritten Domains &amp; Competencies (2)</td>
<td>25 points each</td>
</tr>
<tr>
<td>TExES 181 Competency Assessment Question Sets (15)</td>
<td>5 points per set</td>
</tr>
<tr>
<td>TExES 181 Study Guides (4)</td>
<td>12.5 points each</td>
</tr>
<tr>
<td>TExES 181 Preparation Manual Exam (4)</td>
<td>25 points each</td>
</tr>
<tr>
<td>TExES 181 ExamEdge Practice Tests (4)</td>
<td>50 points each</td>
</tr>
<tr>
<td>TExES 181 Exam Edge Final (1)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>575</strong></td>
</tr>
</tbody>
</table>

**GRADE SCALE**

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>TOPICS/MODULES</th>
<th>COURSE ACTIVITIES DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>01/22/24 GETTING STARTED MODULE</td>
<td>• COURSE ORIENTATION&lt;br&gt;• Purchase Textbook &amp; Tour Course&lt;br&gt;• Getting Started Reflection Activity (Ungraded)</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>01/29/24 DHH DOMAINS &amp; COMPETENCIES OVERVIEW MODULE</td>
<td>• Begin Module Content&lt;br&gt;• No assignments are due this week.</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>02/05/24 DHH DOMAINS &amp; COMPETENCIES OVERVIEW MODULE</td>
<td>• Handwritten Domains &amp; Competencies 1 Due (DropBox)&lt;br&gt;• Preparation Manual Exam 1 Due (Quizzes)&lt;br&gt;• ExamEdge 1 Due (DropBox)</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>02/12/24 DOMAIN I: UNDERSTANDING STUDENTS WHO ARE DEAF &amp; HARD-OF-HEARING</td>
<td>• Competency Assessment Question Set 001 (DropBox)&lt;br&gt;• Competency Assessment Question Set 002 (DropBox)</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>02/19/24 DOMAIN I: UNDERSTANDING STUDENTS WHO ARE DEAF &amp; HARD-OF-HEARING</td>
<td>• Competency Assessment Question Set 003 (DropBox)&lt;br&gt;• Competency Assessment Question Set 004 (DropBox)&lt;br&gt;• Domain I Study Guide (Dropbox)</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>02/26/24 DOMAIN II: PROMOTING STUDENT LEARNING &amp; DEVELOPMENT</td>
<td>• Competency Assessment Question Set 005 (DropBox)&lt;br&gt;• Competency Assessment Question Set 006 (DropBox)</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>03/04/24 DOMAIN II: PROMOTING STUDENT LEARNING &amp; DEVELOPMENT</td>
<td>• Competency Assessment Question Set 007 (DropBox)&lt;br&gt;• Competency Assessment Question Set 008 (DropBox)</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>03/11/24 SPRING BREAK</td>
<td>• No assignments are due this week.</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>03/18/24 DOMAIN II: PROMOTING STUDENT LEARNING &amp; DEVELOPMENT Competency 009</td>
<td>• Competency Assessment Question Set 009 (DropBox)&lt;br&gt;• Domain II Study Guide (dropbox)&lt;br&gt;• Preparation Manual Exam 2 Due (Quizzes)&lt;br&gt;• ExamEdge 2 Due (DropBox)</td>
</tr>
<tr>
<td>Week 10</td>
<td>03/25/24 DOMAIN III: PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS &amp; READING</td>
<td>• Competency Assessment Question Set 010 (DropBox)&lt;br&gt;• Competency Assessment Question Set 011 (DropBox)&lt;br&gt;• NOTE: You may always submit prior to the Saturday deadline to avoid working over the Easter holiday.</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>04/01/24 DOMAIN III: PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS &amp; READING</td>
<td>• Competency Assessment Question Set 012 (DropBox)&lt;br&gt;• Domain III Study Guide (dropbox)&lt;br&gt;• Preparation Manual Exam 3 Due (Quizzes)&lt;br&gt;• ExamEdge 3 Due (DropBox)</td>
</tr>
<tr>
<td>WEEK 12</td>
<td>04/08/24 DOMAIN IV: UNDERSTANDING THE PROFESSIONAL ENVIRONMENT</td>
<td>• Competency Assessment Question Set 013 (DropBox)&lt;br&gt;• Competency Assessment Question Set 014 (DropBox)</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>04/15/24 DOMAIN IV: UNDERSTANDING THE PROFESSIONAL ENVIRONMENT</td>
<td>• Competency Assessment Question Set 015 (DropBox)&lt;br&gt;• Domain IV Study Guide (Dropbox)</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>04/22/24 REVIEW &amp; STUDY</td>
<td>• Preparation Manual Exam 4 Due (Quizzes)&lt;br&gt;• ExamEdge 4 Due (DropBox)</td>
</tr>
</tbody>
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VI. TEXTBOOK & INSTRUCTIONAL MATERIALS

**TExES Deaf & Hard-of-Hearing (181) Preparation Manual**

TExES Deaf & Hard-of-Hearing (181) Practice Tests by ExamEdge (5 Practice Test Package) ($56.75)
https://www.examedge.com/TExES/Deaf/

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

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 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 requester 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 TEExES 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 the DFHH Program Handbook and more!