



**James I Perkins College of Education  
Department of Human Service**

**COU 575-603 Independent Study -CRISIS COUNSELING  
Fall 2019**

**Course Credits:** 3 hours  
**Instructor:** Wendy Killam, Ph.D., NCC, CRC, LPC-S  
**Office:** 214 Human Services Building  
**Office Hours:** face to face Tuesdays 9:00am to Noon  
**Virtual hours** Wednesdays 1:00pm to 3:00pm  
**Phone:** 936-468-1366  
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**Text/Readings:**

**REQUIRED:** Cavailoa, A. A, & Colford, J. E. (2018). *Crisis Intervention: A Practical Guide*, Thousand Oaks, CA,,: Sage Publications. ISBN-13: 978-1506322384

**Course Description:**

This course will provide an overview of roles and responsibilities of human service professionals in crisis intervention. Volunteerism, assessment and case management for crisis situations in educational, community agency, medical, emergency management and human resources will be examined.

**LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail [LiveText@sfasu.edu](mailto:LiveText@sfasu.edu).** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure

### Course Objectives/Intended Learning Outcomes:

1. Recognize the philosophy, goals and basic principles of crisis intervention.
2. Identify crisis intervention as a distinct repertoire of skills and understand the difference between crisis work and trauma counseling services.
3. Understand the concepts of event dynamics, human stress response and use of time to develop appropriate interventions.
4. Demonstrate understanding of the standards of care for strategic crisis intervention planning and intervention service delivery.
5. Develop a framework for intervention with individuals, families, groups and communities.
6. Apply the principles, framework, and concepts to case scenarios.
7. Maintain appropriate ethical and multicultural crisis response behaviors as identified by the guidelines of ACA, APA, the ICISF and other national response organizations.

Through the activities and objectives in COU 530 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 530 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet **CACREP Standards** as described in the following matrix:

Objectives/Learning Outcomes	Activities (*indicates a field-based activity)	Performance Assessment	Standards
Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Readings, Discussions	Case Study Assignments, Exams	CACREP 5.g
Understands the operation of an emergency management system within clinical mental health agencies and in the community	Readings, Discussions	Case Study Assignments Exams	CMH A.10

### Credit Hour Justification

COU 530 Crisis Counseling (3 credits) spans 16 weeks and students typically have weekly discussions which require students to spend time preparing for the discussions by reviewing information in the modules and reading the textbook. Students have significant weekly reading assignments, are expected to participate in discussions as well as submit assignments. Students have several major assignments related to crisis counseling and are required to complete a training. They also take two exams that are application in nature. These activities average at a minimum 10 to 12 hours of work each week to prepare outside of classroom hours.

## **COURSE REQUIREMENTS:**

### **Course Requirements:**

- 1. Class Participation:** Class Participation will demonstrate knowledge of the text and/or other assigned readings. Students are expected to read the chapters assigned for the class discussions be prepared to fully participate in classroom discussions. Participation in discussions will be graded on a 10 point scale. Posts should demonstrate that one has read the textbook and other course materials. You should cite the text or other peer reviewed sources in your post. These posts should be substantial in nature and not just one or two sentences. Posts are due by Tuesdays at 10:30 pm Central Time. No response posts are required for the independent study and the instructor will respond to posts. Posts made after the week they are due will not receive credit. Failure to participate in a discussion will count as an absence from the course. If you have more than two absences from the course, your final grade will be reduced by one letter grade. Do not edit discussion posts. It is possible to post a blank post and then go back and edit it later. To avoid, issues and the grade of 0 for posts – DO NOT EDIT POSTS. If you forget a reference or want to add to your post then you can do an addendum. You would not submit a paper and then take it back to edit. **Thus, the policy for this course is that edited posts will receive the grade of 0.**
- 2. Personal Assessment Paper:** Using course readings and at least three current peer reviewed journal articles dealing with counselor burnout, vicarious traumatization, or compassion fatigue. Discuss the issues of burnout, vicarious trauma and/or compassion fatigue and then evaluate your own potential to effectively perform crisis intervention counseling. Identify potential strengths and areas of weakness that you may have when it comes to counseling victims/survivors of traumatic events. See rubric for additional details. **This paper must be submitted to both d2l and livetext by the deadline to be graded.**
- 3. Case Study Papers (Assessment and Intervention Planning):** Students will complete two case reports. Utilizing your beginning understanding of crisis work, for this assignment you are being asked to perform a case assessment on a clinical scenario assigned by the instructor. Drawing on the theoretical and research literature, develop and propose an intervention designed to address the particular crisis situation exemplified in the case provided by your instructor. Your assessment will ideally provide the rationale for your proposed intervention, as will crisis theory and clinical research literatures. The proposal should be sensitive to issues of diversity. A written description of the rationale, intervention, and expected outcome should be approximately 4-6 double spaced pages in length. You should use five to seven peer reviewed sources to support ideas. See rubric later in syllabus. **This paper must be submitted to both d2l and livetext by the deadline to be graded.**
- 4. Movie Review:** Select a movie from the list (provided later in the syllabus) that describes, through story, crisis in life of the central character. Watch the movie and complete a 4 page double spaced paper articulating the insights and/or hypotheses you developed from the movie about the character and crisis. Use at least four peer reviewed journal articles to support your ideas. **This paper must be submitted to both d2l and livetext by the deadline to be graded.**
- 5. Completion of Online Psychological First Aid Training.** The training is free and you will be required to submit the certificate. Details will be provided in the course.
- 6. Exams:** A mid-term exam and a final exam will be given. The mid-term will be worth 150 points and cover material that has been discussed and covered up to that point. The final exam will be comprehensive in nature and is worth 200 points. The exams will be short answer,

true/false and multiple choice in nature. The exams will require students to apply what they have learned.

<b>Assignments</b>	<b>Points</b>
Discussions	150
Personal Assessment Paper	100
Psychological First Aid Training	100
Case Study Paper I	100
Case Study Paper II	100
Movie Review	100
Mid-Term Exam	150
Final Exam	200
<b>Total possible points: 1000</b>	

Papers are required to be submitted to both d2l and livetext that are not submitted to livetext and d2l will not be graded and will receive the grade of 0.

**LATE WORK WILL NOT BE ACCEPTED unless arrangements are made in advance with the instructor. Please do not contact me three weeks after a due date for an extension or exception!!**

*Meeting the requirements as outlined is the student's avenue for successful completion of the course. No additional assignments will be given or accepted for "extra credit"*

### **Grades:**

Grades will be based on the following scale:

- A 100 % to 90% (1000 to 900) B 89% to 80% (899 to 800)  
 C 79 to 70% (799 to 700) F 69% and below (699 and below)

For Discussions: Please review the discussion expectations in the syllabus and the discussion grading rubric. This course may differ in what you have experienced with regards to discussions. In keeping with best practices in online learning, discussion in this course are intended to be meaningful and offer you a way to begin to review and apply the course materials. Thus, they are structured and do require the use of references for initial posts

### **Discussion Grading Rubric**

<b>Criteria</b>	<b>0 Non-performance</b>	<b>6 to 7 points max Basic</b>	<b>8 to 9 points max Proficient</b>	<b>10 points max Distinguished</b>
Demonstrates an understanding of key course concepts, correctly. Supports position with applicable knowledge and/or real world experiences.	Does not demonstrate an understanding of key course concepts	Demonstrates a very basic or basic understanding of key course concepts.	Applies relevant key course concepts, correctly. Uses appropriate references to support ideas	Analyzes key course concepts, correctly, using examples or supporting evidence. Uses appropriate references to support ideas.

### Personal Assessment Paper

<p><b>Introduction</b></p> <p><input type="checkbox"/> Is the topic of the paper clearly and concisely introduced?</p> <p><input type="checkbox"/> Does the information forecast the remainder of the paper for the reader?</p>	<p>____/10</p>
<p><b>Body of the Paper</b></p> <p><input type="checkbox"/> Discusses burnout, vicarious trauma and/or compassion fatigue.</p> <p><input type="checkbox"/> Discusses personal strengths that one possesses that will enable one to effective work with victims/survivors of trauma.</p> <p><input type="checkbox"/> Discusses areas of concern/weakness that might interfere with one's ability to provide effective crisis intervention services.</p> <p><input type="checkbox"/> Uses appropriate references used to support ideas throughout paper</p>	<p>____/50</p>
<p><b>Conclusion</b></p> <p><input type="checkbox"/> Is there a conclusion?</p> <p><input type="checkbox"/> Does the paper provide a brief summary of what has been discussed?</p>	<p>____/10</p>
<p><b>References &amp; Citations</b></p> <p><input type="checkbox"/> Does the body of the paper cite sources as necessary?</p> <p><input type="checkbox"/> Are the internal citations in APA 6<sup>th</sup> edition?</p>	<p>____/5</p>
<p><b>Writing Style</b></p> <p><input type="checkbox"/> Is the paper well organized?</p> <p><input type="checkbox"/> Is the paper free from grammar &amp; spelling errors?</p> <p><input type="checkbox"/> Are there smooth transitions/headings between sections?</p> <p><input type="checkbox"/> Is the manuscript clean/legible/pleasing to read?</p>	<p>____/20</p>
<p><b>Style</b></p> <p><input type="checkbox"/> Does the paper follow APA 6<sup>th</sup> edition guidelines for formatting?</p>	<p>____/5</p>

**Total Points: \_\_\_\_/100**

### Movie Review

<b>Introduction</b> <input type="checkbox"/> Is the topic of the paper clearly and concisely introduced? <input type="checkbox"/> Does the information forecast the remainder of the paper for the reader?	_____/10
<b>Body of the Paper</b> <input type="checkbox"/> Does the paper summarize the information regarding the character in crisis? <input type="checkbox"/> Does the paper provide examples to help the reader understand points made? <input type="checkbox"/> Does the paper discuss the crisis and how the character is coping? Suggest alternative coping skills? <input type="checkbox"/> Does the writer discuss insights and provide hypotheses? <input type="checkbox"/> Are appropriate references used to support ideas?	_____/50
<b>Conclusion</b> <input type="checkbox"/> Is there a conclusion? <input type="checkbox"/> Does the paper provide a brief summary of what has been discussed?	_____/10
<b>References &amp; Citations</b> <input type="checkbox"/> Does the body of the paper cite sources as necessary? (2 points) <input type="checkbox"/> Are the internal citations in APA 6 <sup>th</sup> edition?	_____/5
<b>Writing Style</b> <input type="checkbox"/> Is the paper well organized? <input type="checkbox"/> Is the paper free from grammar & spelling errors? <input type="checkbox"/> Are there smooth transitions/headings between sections? <input type="checkbox"/> Is the manuscript clean/legible/pleasing to read?	_____/20
<b>Style</b> <input type="checkbox"/> Does the paper follow APA 6 <sup>th</sup> edition guidelines for formatting?	_____/5

**Total Points: \_\_\_\_/100**

You must select a movie from the list below for the movie review assignment

1

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|---|---|
| <ul style="list-style-type: none"> <li>. This Boy's Life (1993)</li> <li>2. Radio Flyer (1992)</li> <li>3. Dolores Claiborne (1995)</li> <li>4. The Burning Bed (1984)</li> <li>5. Sleeping with the Enemy (1991)</li> <li>6. What's Love Got to Do with It (1993)</li> <li>8. The Accused (1988)</li> <li>9. Dead Man Walking (1995)</li> <li>10. 28 Days (2000)</li> <li>11. When a Man Loves a Woman (1994)</li> <li>13. Traffic (2000)</li> </ul> | <ul style="list-style-type: none"> <li>14. Girl Interrupted (1999)</li> <li>15. A Beautiful Mind (2001)</li> <li>16. Fatal Attraction (1987)</li> <li>17. Ordinary People (1980)</li> <li>18. Monster's Ball (2001)</li> <li>19. Stepmom (1998)</li> <li>20. Kramer vs. Kramer (1979)</li> <li>21. Dead Poet's Society (1989)</li> <li>22. Falling Down (1993)</li> <li>23. Cape Fear (1991)</li> </ul> |
|---|---|

**Case Study Paper**  
Each section is worth 20 points

	Limited/Not Done 0 to 9 points	Basic 10 to 15 points	Proficient 16 to 17 points	Exceptional 18 to 20 points
<b>Formulation of the Problem</b>	Provides very little information regarding the problem	Provides a very basic conceptualization of the case	Provides an accurate conceptualization of the problem.	Provides a solid conceptualization of the case that demonstrates an understanding of human behavior
<b>Developmental Context</b>	Does not explain how the current issues might have developed	Provides a basic explanation of how the problems have developed as a result of environmental factors.	Demonstrates a basic understanding of how developmental issues have impacted the client.	Demonstrates a solid understanding of how developmental issues have impacted the client.
<b>Rational for the Intervention Plan</b>	Does not indicate a strong rational for the plan.	Demonstrates some understanding of the reason why the plan is needed and specific interventions were selected.	Provides a solid rational based on crisis theory. References are used to support ideas.	Demonstrates a strong understanding of crisis theory. Applies crisis theory and fully explains the need and selection for the intervention plan. References are used to support ideas
<b>Develops a Solid Intervention Plan</b>	Does not develop an accurate or useable plan	Develops a basic plan with few references to support ideas	Develops a solid plan that includes detailed interventions and steps. Some references are used.	Develops a strong plan that includes detailed interventions and steps. Adequate references are used to support the ideas and interventions.
<b>Writing Style, Use of APA Style, Use of References</b>	Does not demonstrate graduate level writing skills. Has numerous grammatical errors. APA Style is not closely followed and/or does not use adequate references to support ideas throughout the paper.	Demonstrated some basic writing skills but APA Style could be more closely followed and/or there could be more references in places to support ideas.	Demonstrated graduate level writing skills but there may be numerous (5 or more) APA Style errors. Adequate references are used in most places.	Demonstrated graduate level writing skills with few or no grammatical errors. Ideas are linked from one paragraph to the next using transition sentences. APA Style is closely followed with few if any errors. At least five peer reviewed sources are used.

### *Tentative Course Calendar*

**All posts are due by Tuesdays at 10:30 pm Central Time. All documents should be submitted in .doc or .docx format only. If the instructor cannot open it the paper will receive a grade of 0. All assignments and exams are due by the date and time noted on the timeline**

Dates	Chapters and Readings	Learning Modules.	Assignment	Points
<b>Week 1</b> 8/26-9/1		<i>Read the information in the getting started folder and print out the syllabus for the course..</i>	<i>Introductions</i>	
<b>Week 2</b> 9/2-9/8	Chapter 1	Introduction to Crisis Intervention	Post Due by Tuesday	10
<b>Week 3</b> 9/9-9/15	Chapter 2	The ABC Model of Crisis Intervention	Post Due by Tuesday	10
<b>Week 4</b> 9/16-9/22	Chapter 3	Essential Crisis Intervention Skills	Post Due by Tuesday <b>Personal Assessment Paper by Sept 22nd at 10:30pm</b>	10 100
<b>Week 5</b> 9/23-9/29	Chapter 4	Child Maltreatment Mandated Reporter	Post Due by Tuesday There are two discussions due this week	10 10
<b>Week 6</b> 9/30-10/6	Chapter 5 and 6	Adolescent Crisis Situations Crisis in Schools	Post Due by Tuesday	10
<b>Week 7</b> 10/7-10/13	Chapter 7	Alcohol and Drug Crisis Situations	Post Due by Tuesday	10
<b>Week 8</b> 10/14-10/20		<b>Mid-Term Exam will be available from 10/14 at 10:00am and Due by 10/20 5:00pm. It will cover everything that has been covered up to and including the topics from Chapter 7. You will have two hours to complete it from when you start.</b>		<b>150</b>
<b>Week 9</b> 10/21-10/27	Chapter 14	Crisis in the Workplace	Post Due by Tuesday <b>Case Study Paper I Due by October 27th at 10:30pm</b>	10 100
<b>Week 10</b> 10/28-11/3		Veterans	Initial Post Due by Tuesday <b>Online Training Due by 11/3</b>	10 100
<b>Week 11</b> 11/4-11/10	Chapter 8 and 9	Sexual Assault, IPV, Domestic Violence	Post Due by Tuesday	10
<b>Week 12</b> 11/11-11/15	Chapter 10 and 11	Loss and Grief Suicide and Homicide	Post Due by Tuesday	



<b>Week 13</b> 11/16-11/24	Chapters 12 and 13	Mental Health and Psychiatric Crisis Health Crisis	<b>Case Study Paper II Due by 11/19</b> Posts Due by Tuesday There are two discussions this week	100
<b>11/25-12/1</b>		<b>Thanksgiving Break</b>		
<b>Week 14</b> 12/2-12/8	Chapter 15	Disaster and Crisis	Initial Post Due by Tuesday There are two discussions this week – one on the movie review – details in courseroom Movie Review Due on Dec 11/ 8 <sup>th</sup> at 10:30pm	10 10 100
<b>Week 15</b> 12/9-12/13	Final Comprehensive Exam		<b>Final Exam available on 12/9 at 10:30am and due by 5pm 12/13. You will have two hours to complete it from when you start the exam</b>	<b>200</b>

**Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required:** Cavailoa, A. A, & Colford, J. E. (2018)., K. (2015). *Crisis Intervetion: A Practical Guide*, Thousand Oaks, CA,: Sage Publications.

**Recommended Texts:**

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th Ed. Washington; American Psychological Association.

**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.**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of

students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Attendance** –Failure to participate in a discussion the week that it is due will result in a grade of 0. Additionally, failure to participate in a discussion will be considered an absence from the course. **Two or more absences from the course will result in a one letter grade deduction.**

#### **Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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, 936-468-3004 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 in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

#### **Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

##### **Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism** is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Class Specific Information on Academic Dishonesty:**

Plagiarism is an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

**Plagiarizing on a paper or cheating on an exam will result in a F in the course. You are expected to complete exams independently without help or assistance from anyone else.**

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

**Additional Information:**

**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 at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

**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 at

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation\\_FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation_FAQs/).

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 at

[http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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 concerning this matter, contact Katie Snyder Martin at 936-468-1740 or [snyderkel@sfasu.edu](mailto:snyderkel@sfasu.edu).**

### **Course Specific – Additional Information**

This is an online course thus you should have a backup plan in case your primary computer that you use goes out. It is also a good idea to backup your work especially for major assignments. Also, if you need to contact me please use my regular email [wkillam@sfasu.edu](mailto:wkillam@sfasu.edu) rather than the email in d21.

Meeting the requirements as outlined is the student's avenue for successful completion of the course. No additional assignments will be given or accepted for "extra credit." Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (ie death in immediate the family or unexpected hospitalization). It is highly recommended that you not wait until the last minute to submit assignments and be proactive in ensuring that you avoid computer issues.

Please be respectful and considerate of others. Due to the seminar nature of this course and the fact that at times even well-seasoned professionals disagree on ethical and moral issues, you may find yourself disagreeing with others. Please feel free to express your opinion but also listen to and respect opinions that may substantially differ from your own.

The instructor returns phone calls that are received typically within 72 hours. However, messages left on Friday will not be returned until Monday or Tuesday. Email is the quickest way to reach the instructor but typically the instructor does not respond to emails on weekends or holidays.