

**Human Services Department**  
**EPS 675 for 623 Ethics**  
**Fall 2019**

**Instructor:** Nina Ellis-Hervey Ph.D., L.P., L.S.S.P., N.C.S.P., C.P.C.

**Office:** Human Services 211

**Office Phone:** 936-468-1306

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**Other Contact Information:**

**EMERGENCY Contact:** (405) 293-3085

**Course Time & Location:** Online

**Office Hours:** T 11:00 AM -1:00 PM

W 10:00 AM -1:00 PM

**(Or by Appointment)**

**Credits:** 3 hours

**E-mail:** [ellishernm@sfasu.edu](mailto:ellishernm@sfasu.edu)

*(Please allow at least 24 hours for e-mail responses)*

**Prerequisites:** None

**I. Course Description:**

This graduate course is a survey of ethical, legal and professional issues facing school psychologists under the National Association of School Psychologists and the American Psychological Association (as well as state specific ethics, acts and laws). It is designed to teach a process of ethical decision-making, application in practice and to increase awareness of the complexities in practice.

**Text Book and Study Materials:**

Ford, Gary G. (2006). Ethical reasoning for mental health professionals. Sage Publications.

APA Ethical Codes: <http://www.apa.org/ethics/code/index.aspx>

NASP Ethical Codes:

<https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1%20Ethical%20Principles.pdf>

Special Education Eligibility Determination in Texas

<http://ritter.tea.state.tx.us/special.ed/rti/>

**Of note (Contact Hours):** EPS 623 “Ethics in Psychology” (3 credits) meets once per week (Tuesday) in 3-hour segments for 15 weeks, and also includes a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular quizzes in class and a final examination, are required to make a major class presentation in which they present a significant ethics case and work through the conceptualization of it. They are required to submit 3 papers, 1 of which is a research paper and another focused on case conceptualization. These activities average **at a minimum** 6 hours of work each week to prepare outside of classroom hours.

**II. Intended Learning Outcomes/Goals/Objectives:**

- To familiarize you with ethical standards and practice;
- To familiarize you with ethical decision making models;
- To examine the role of ethics and values in human service delivery;

- To acquaint you with various human services roles and the potential for the development of ethical dilemmas;
- To facilitate awareness of current professional issues;
- To enhance your development of professional identity and its associated responsibilities;
- To examine ways to establish appropriate boundaries and to develop a framework for evaluating and managing multiple relationships;
- To examine the ethical decision-making process and its role in the delivery of human services; and
- To assist you in examining, critiquing, and articulating your own ethical posture.
- Learn “real world” application and importance.

### **Course Competencies Expected at the Conclusion of this Course**

You will be able to:

- Understand the difference between ethics, laws, values and morals;
- Recognize ethical conflicts on your professional experiences;
- Respond to ethical dilemmas by a decision-making process;
- Communicate your value system, with emphasis on how these values are likely to impact you in delivering human services;
- Identify the different major components of ethical codes of human service delivery,
- Communicate how your personal values influence your ethical posture;
- Demonstrate an awareness of the ethical issues in your chosen field;
- Demonstrate and utilize ethical standards and behavior during your matriculation;
- Demonstrate a working knowledge and understanding of the Codes of Ethics and Standards of Practice of the National Association of School Psychologists and the American Psychological Association (APA)

### **Instructional Methods and Materials**

This class will not be a traditional lecture class. Rather, it will be conducted as a seminar. While some brief lectures will be given, the focus of this class is upon discussion, interaction, role-playing, exploration of issues, and carrying out activities and exercises in small groups. Come to class prepared. Read, think, and be willing to exchange your ideals and state your views. You will need access to a computer in order to obtain some assignments from the internet.

### **This course also supports the mission of the Human Services Department.**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

For additional information on meaningful and measurable learning outcomes see the assessment resource page <http://www.sfasu.edu/assessment/index.asp>.

**This course reflects the following core values of the College of Education:**

- Academic excellence through critical, reflective, and creative thinking
  - Life-long learning
  - Collaboration and shared decision-making
  - Openness to new ideas, to culturally diverse people, and to innovation and change
  - Integrity, responsibility, diligence, and ethical behavior
  - Service that enriches the community.
1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
  2. The student can describe, recognize and apply ethical principles of school psychology.
  3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.
  4. The student is prepared to take and pass a state certification examination for school psychology.
  5. Students are to describe major historical developments in the history of school psychology.

**NASP Content Domains addressed by this course:**

**Domain 1: Data-Based Decision-Making and Accountability**

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**Domain 8: Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation**

*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

## **Domain 10: Legal, Ethical, and Professional Practice**

*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

### **III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

#### **Exam:**

1 take-home exam will be given and is worth 150 points. The exam will come from the lecture notes and readings presented up to the point of the exam. Question formats could include essay, short answer essay, long answer essay, true and false or multiple-choice.

#### **Case Paper/Presentations:**

1 case paper/presentation will be expected of each student. This presentation will involve the student researching a case/article discussing or violating specific ethical code(s). It is preferred that students find the most recent cases/articles available through research however, older cases/articles are acceptable if necessary. **The students will turn in a full case presentation in written format and will also present their case in front of the class. The presentations are to be no less or more than 10-12 minutes in length. Power Points are PREFERRED. This case presentation will be presented in APA formatting and will address the following:**

1. Full case/article
2. Full citation of case/article
3. Full synopsis of case/article
4. Stakeholders
5. Facts
6. Norms
7. Options
8. Final observations/justifications
9. Real world application/Comparison to real situation or imaginary situation
10. Conclusion

Refer to the following for more help on addressing these pertinent portions of your presentations:

Solving Ethical Problems:

<http://bit.ly/1V7poP7>

Facilitating Case Discussion:

<http://bit.ly/1OEOgSw>

Specific Case Studies:

<http://bit.ly/1Wt4IT0>

### **“My Ethical Violation” Reflection paper:**

Students will write one paper, which will encompass their thoughts on ethics codes and guidelines, which may be more difficult for them to fully understand and follow completely upon entering their desired specialty in the field. This paper will discuss what area of specialty they plan to enter and why the ethics code(s) they write about are applicable. Further, students will explore how they plan to overcome that fear and stay in line with the ethical guidelines and principles.

### **Variable Week Quiz 1-7:**

Students will take a total of 7 total quizzes. These quizzes will be taken in classes 3, 4, 5, 7, 8, 11 & 13. They will include questions over the readings and ethical principles for that day. Each quiz will have 10 questions and will be worth 20 points (total of 140 points). **Students MUST be present IN CLASS to take these quizzes. Only ONE quiz will be given as a ‘make up.’ After that the student will accept all lost points of missed quizzes. Quizzes will occur in the FIRST 20-25 minutes of class, therefore you MUST be on time to take them or accept the consequences of no points if you are late (unless I am notified in advance).** Those who miss a more than 1 quiz but no more than 3 have the option of writing a 3-4 page article summary (for EACH quiz missed) of an article presenting an ethical difficulty or dilemma in their chosen area of research (i.e. autism, ADHD, ED etc.).

- **Since this class is online completely for this semester, the quizzes will be released each week, and the student will have until Sunday nights at 11:59pm to complete on the dates indicated on the calendar.**

### **Participation:**

Participation points will be earned by regular attendance, being prepared for classes (having read the assigned material), taking part in classroom discussions, treating all course participants in a collegial manner, turning objectives and reports in on time and completing the online evaluation. More specifically, students are expected to have input on “real world” examples and engage in conversation about their experiences, what they have heard, or comment on experiences the course instructor shares. A maximum of 55 points can be earned.

### **Attendance:**

Participation points will be earned by daily attendance and will be taken by way of quizzes given daily. In essence, those who are not in class to take quizzes or during the time roll is taken, will be counted as absent resulting in a loss of 5 attendance points per day. A maximum of 55 points can be earned.

### **WARNING:**

Due to the nature of this course, some self-disclosure and explanation of situations and experiences may occur on the part of the instructor and fellow students. If you feel uncomfortable with this, PLEASE speak with the course instructor so that thoughts may be expressed or so that some accommodations may be made.

#### IV. Evaluation and Assessments (Grading):

1 Exam	150 points
Case Paper/Presentations	100 points Total
	-Paper 75 points
	-Presentation 25 points
<b>(Addresses NASP Domains 1, 4, 8, 9 &amp; 10)</b>	
“My Ethical Violation” Reflection Paper	50 points
<b>(Addresses NASP Domains 1, 4, 8 &amp; 10)</b>	
Variable Week Quiz 1-7	140 points
Participation	55 points
Attendance	55 points
Total	550 points

Grade	Points Needed
A	495-550
B	440-494
C	385-439
D	330-384
F	329 and below

#### V. Tentative Course Outline/Calendar/Class Number:

Aug 26-Sept 1	Course Overview
Sept 2-Sept 8	Ethical Decision Making General Ethical and Legal Procedures <b>Readings: Ford (2006) Chapters 1 &amp; 2</b> <b>APA Standard General Principles:</b> <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a> <b>NASP Principles Introduction, Definition of Terms, Preface:</b> <a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a>
Sept 9-Sept 15	Privacy Informed Consent Confidentiality Record Keeping <b>Readings: Ford (2006) Chapters 6 &amp; 7</b> <b>APA Standard 3:</b> <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>

	<p>APA Standard 4: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>          APA Standard 6: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>          NASP Principle I.1. Autonomy and Self-Determination (Consent and Assent)-          NASP Principle I.2. Privacy and Confidentiality-          NASP Principle II.4. Responsible School-Based Record Keeping-  <a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b>QUIZ 1 on D2L Due by 11:59 Sept 15</b></p>
Sept 16-Sept 22	<p>Ethical Issues in Psychological Assessment          The Use of Computer Technology in Professional Practice          Practice and Assessment in Organizational and Business Settings  <b>Readings: Ford (2006) Chapters 8, 9 &amp; 10</b>          NASP Principle II.3. Responsible Assessment and Intervention Practices-          NASP Principle II.5. Responsible Use of Materials-  <a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b>QUIZ 2 on D2L Due by 11:59 Sept 22</b></p>
Sept 23-Sept 29	<p>Developing Ethical Problem-Solving Skills          Model of Ethical Decision Making  <b>Readings: Ford (2006) Chapters 4 &amp; 5</b>          APA Standard 1: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>          NASP Principle I.3. Fairness and Justice-          NASP Principle II.2. Accepting Responsibility for Actions  <a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b>QUIZ 3 on D2L Due by 11:59 Sept 29</b></p>
Sept 30-Oct 6	<p><b>Library Day:</b>          Spend this time writing reports, meeting with partner and finalizing the rapidly ending semester. However, ensure you are up to date on the readings for your next class time.</p>
Oct 7-Oct 13	<p>Ethical Issues in Working With Teachers and Parents          School Psychology and the Law          IDEA 2004  <a href="http://www.ldonline.org/features/idea2004">http://www.ldonline.org/features/idea2004</a>  <a href="http://idea.ed.gov/">http://idea.ed.gov/</a>          NCLB  <a href="http://www2.ed.gov/policy/elsec/leg/esea02/index.html">http://www2.ed.gov/policy/elsec/leg/esea02/index.html</a>  <a href="http://www2.ed.gov/policy/elsec/guid/states/index.html">http://www2.ed.gov/policy/elsec/guid/states/index.html</a>  <a href="http://www.edweek.org/ew/issues/no-child-left-behind/">http://www.edweek.org/ew/issues/no-child-left-behind/</a>          Section 504  <a href="http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf">http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf</a>          ADA  <a href="http://www.ada.gov/pubs/ada.htm">http://www.ada.gov/pubs/ada.htm</a>          HIPAA  <a href="http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html">http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html</a>          FERPA</p>

	<p><a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a></p> <p><b>Readings: Related links listed above</b></p> <p><b>NASP Principle IV.1. Promoting Healthy School, Family, and Community Environments-</b></p> <p><b>NASP Principle IV.2. Respect for Law and the Relationship of Law and Ethics-</b></p> <p><a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b><i>QUIZ 4 on D2L Due by 11:59 Oct 15</i></b></p>
Oct 14-Oct 20	<p>Ethical Issues in Teaching and Supervision</p> <p><b>Readings: Ford (2006) Chapters 11</b></p> <p><b>APA Standard 2: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>APA Standard 7: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>NASP Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring-</b></p> <p><b>NASP Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision-</b></p> <p><a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b><i>QUIZ 5 on D2L Due by 11:59 Oct 20</i></b></p>
Oct 21-Oct 27	Spring Break!!!!
Oct 28-Nov 3	<p>Ethical Issues in Research</p> <p><b>Readings: Ford (2006) Chapters 12</b></p> <p><b>APA Standard 2: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>APA Standard 8: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>NASP Principle IV.5. Contributing to the School Psychology Knowledge Base-</b></p> <p><a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p>
Nov 4-Nov 10	<p><b>CONTINUATION OF PREVIOUS WEEK</b></p> <p>Ethical Issues in Research</p> <p><b>Readings: Ford (2006) Chapters 12</b></p> <p><b>APA Standard 2: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>APA Standard 8: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>NASP Principle IV.5. Contributing to the School Psychology Knowledge Base-</b></p> <p><a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b><i>QUIZ 6 on D2L Due by 11:59 Nov 10</i></b></p>
Nov 11-Nov 17	<p>Mental Health Professions and the Law</p> <p>State Boards, Ethics Committees, and Ethics Complaints</p> <p><b>Readings: Ford (2006) Chapters 13 &amp; 14</b></p> <p><b>APA Standard 5: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>APA Standard 10: <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></b></p> <p><b>NASP Principle III.1. Accurate Presentation of Professional Qualifications-</b></p> <p><b>NASP Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities</b></p> <p><b>NASP Principle III.3. Respecting Other Professionals</b></p>

	<a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a>
Nov 18-Nov 24	<p><b>CONTINUATION OF PREVIOUS WEEK</b></p> <p>Mental Health Professions and the Law  State Boards, Ethics Committees, and Ethics Complaints  <b>Readings: Ford (2006) Chapters 13 &amp; 14</b>  <b>APA Standard 5:</b> <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>  <b>APA Standard 10:</b> <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a>  <b>NASP Principle III.1. Accurate Presentation of Professional Qualifications-</b>  <b>NASP Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities</b>  <b>NASP Principle III.3. Respecting Other Professionals</b>  <a href="http://bit.ly/1n8QmL2">http://bit.ly/1n8QmL2</a></p> <p><b><i>“My Ethical Violation” Reflection Paper Due</i></b></p> <p><b><i>QUIZ 7 on D2L Due by 11:59 Nov 24</i></b></p>
Nov 25-Dec 1	<b><i>Thanksgiving</i></b>
Dec 2-Dec 8	<p>Case Paper Due  <b><i>Take Home Final Exams Given</i></b>  <b><i>Student Case Presentations Uploaded This Day</i></b></p>
Dec 9-Dec 15	<b><i>Take Home Final Exam on D2L Due</i></b>

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

**Text Book and Study Materials:**

Ford, Gary G. (2006). Ethical reasoning for mental health professionals. Sage Publications.

APA Ethical Codes: <http://www.apa.org/ethics/code/index.aspx>

NASP Ethical Codes: <http://bit.ly/1n8QmL2>

Special Education Eligibility Determination in Texas

<http://ritter.tea.state.tx.us/special.ed/rti/>

**Required:**

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, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu). Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 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.

## **VII. Course Evaluations:**

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

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all 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:**

**Class Attendance Policy (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 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.

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

**Academic Honesty**— Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

**Academic Integrity**- is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due 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).

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

### **IX. Other Relevant Course Information:**

#### ***Withheld Grades Semester Grades Policy (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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

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

#### **Additional Information:**

**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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). 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 936-468-1740 or [snyderkel@sfasu.edu](mailto:snyderkel@sfasu.edu).**