Course Description:
This course is designed as an introduction to the field of Marriage and Family Therapy (MFT). As such, students who successfully complete the course should be well versed in the basics of both the founding and contemporary theories of the discipline. Further, students will be exposed to a number of clinical vignettes and case scenarios that demonstrate the application of the theories in a family therapy session. Through class assignments and discussions, students will be able to make a more informed decision as to whether or not family therapy is a field that holds potential for them in their own professional pursuits. Systems theory guides the majority of what will be discussed in class. Students deficient in this perspective will be responsible for completing appropriate readings to familiarize themselves with these concepts. Students successfully completing the course will not be prepared to practice MFT. Additionally, students may derive some personal or family insights from the content of this class, but the course is not intended to be a personal therapeutic experience.

Course Format:
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Required Texts:

Prerequisites: None

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.
Face to Face/Livestream (Zoom) Lecture
Students will receive extensive course content information either via Zoom or via online content modules equivalent to 2390 minutes over the six week semester and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program Learning Outcomes
Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students evaluate research methods to inform evidence-based practice.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 594 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments.

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 practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional 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.
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, culturally diverse people, and innovation and change.
• Integrity, responsibility, diligence, and ethical behavior.
• Service that enriches the community.

Objectives/Learning Outcomes

Course Objectives:
1. Students will be introduced to the basics of foundational and contemporary MFT theories.
2. Students will evaluate the link between theory and practice in MFT.
3. Students will develop an awareness of contextual factors that affect the therapeutic relationship.
4. Students will apply ethical principles relevant to therapy.
5. Students will develop an awareness of individual and family dynamics that affect the therapeutic relationship.

Learning Outcomes
Student Learning Outcomes:
• Describe the theoretical approaches to conducting family therapy.
• Understand how systemic and environmental factors affect human behavior.
• Develop a systems approach to conceptualizing clients and approaching therapy.
• Identify evidence-based counseling practices for working with families.
• Explain the benefits and challenges to a systemic treatment approach.
• Develop basic skills, competencies and perspectives of family counselors.
• Gain an awareness of the ethical principles that are relevant to family therapy.

NASP Content Domains:

**Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multtiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School
Family Counseling

4

psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Obtain knowledge of different theoretical approaches and models of family systems and dynamics to apply during family counseling</td>
<td>Weekly Readings quizzes, online and class discussions.</td>
<td>CACREP Marriage, Couple, and Family Counseling. Section 5-F.1.b and c</td>
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<tr>
<td>Student will evaluate roles and settings of counselors working with marriage, couple, or family services.</td>
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<td>CACREP Marriage, Couple, and Family Counseling. Section 5-F.2.a</td>
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<tr>
<td>Application of family sociology, family phenomenology, and family of origin theories when working with families.</td>
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<td>CACREP Marriage, Couple, and Family Counseling. Section 5-F.1.d.</td>
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<td>Conceptualization of assessments and family cases from a systems approach.</td>
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<td>CACREP Marriage, Couple, and Family Counseling. Section 5-F.1.e</td>
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<tr>
<td>Application of counseling methods and practices when working with marriage, couples, or family related issues.</td>
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<td>TBHEC Board of Examiners of Professional Counselors Subchapter B. §681.31.3</td>
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<tr>
<td>Demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness for individuals.</td>
<td>Weekly Readings quizzes, online and class discussions</td>
<td>CACREP CMHC C.2.j</td>
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<tr>
<td>Demonstrates ethical and cultural relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</td>
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<td>CACREP Marriage, Couple, and Family Counseling. Section 5-F.2.m and F.2.o</td>
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<td>CACREP Sect 2.F.5.D</td>
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Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health/rehabilitation counseling/school counseling specializations.

CACREP CMHC C.2.k
CACREP CRC D.2.w
CACREP SC G.2.n

Through the activities and objectives in this course, students will become prepared, competent, successful, caring, and enthusiastic professionals. They will continue to develop a sense of service, leadership, and professional growth while expanding their knowledge of the best practice strategies in the provision of family counseling services. Through regular class attendance, quizzes, exams, and discussions, students will achieve an understanding within this subject area and be able to apply that information to their professional practice.

The course is graded on a letter grade basis (A-F). There are tentatively 480 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

With the exception of the Chapter 16 Discussion, the Chapter 15 and 15 Quiz, and Exam 2, late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Self-care statement- As mental health professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course Activities:
• The student will engage in weekly readings from the course textbook to gain a thorough understanding of family therapy.
• The student will participate in classroom discussion of the different counseling theories and their major theorists.
• The student will complete weekly quizzes to review critical information and ensure appropriate interpretation of the course material.
• The student will demonstrate understanding of the concepts presented during class and in the book by passing written examinations.
• The student will demonstrate their knowledge of the various aspects of family counseling through the completion of a group presentation.
• The student will be able to identify the structure, values, beliefs, and attitudes of their own family of origin through the completion of a genogram and writing assignment.

Course Assignments:
• Weekly Discussions: 30 Points (6 Discussions Total)
  o 6 Discussions @ 5 Points
  o Based on Scheduled Readings
• Weekly Quizzes: 50 Points (6 Quizzes Total)
  o Drop Lowest Quiz Score
  o 5 Quizzes @ 10 Points
  o Based on Scheduled Readings
• Exam #1: 100 Points
  o Chapters 1-8
• Exam #2: 100 Points
  o Chapters 9-16
  o 40 Multiple Choice (2 points each)
  o 2 Essay Questions (10 points each)
• Diversity Paper/Presentation: 100 Points
  o Ten Page Research Paper (80 Points)
  o Discuss an Issue of Family Diversity
  o Reference Seven Articles
  o PowerPoint Shared with Classmates via Discussion Board (20 Points)
  o Video Example of Topic/Treatment
• Genogram Assignment: 100 Points
  o 3 Generations Genogram
  o 3-5 Page Paper
  o Reflection on Family

Weekly Discussions:
Students will participate in six weekly discussion board assignments based on topics presented in the weekly readings. These assignments count for for thirty points of your overall grade.

Weekly Quizzes: Each week a ten question quiz will be given that covers the assigned textbook reading for that evening. Each question is worth one point making the quizzes worth ten points each. There are six quizzes throughout the semester but the lowest score will be dropped. The five remaining quizzes will count for fifty points in your overall grade.

Exam #1: This exam will cover chapters one through eight from the textbook along with any material presented in class. Test content may consist of a variety of multiple choice and essay questions. This exam will count for one-hundred points in your overall grade.

Exam #2: This exam will cover chapters nine through sixteen from the textbook along with any materials presented in class. Test content may consist of a variety of multiple choice and essay questions. This exam will count for one-hundred points in your overall grade.

Genogram Assignment: Students will be required to create a genogram describing their family of origin. The genogram should go back at least three generations and detail figures and concepts deemed important by the student. Each student should include factual details that they feel are relevant to their family history. This genogram needs to be accompanied by a three to five page paper explaining the genogram and reflecting on the student’s family dynamics. The paper should explore the structure, values, attitudes, beliefs, and behaviors of your family of origin. It should discuss how those variables helped to shape who you currently are as a person. This is an assignment that will be turned in privately and not presented or discussed with the class. No outside sources are required. This assignment will count for one-hundred points of your overall grade.

Diversity Paper/Presentation: Students will be required to write a ten page paper (excluding references and a cover page) about an issue related to family diversity that interests them (e.g. mental illness, physical illness, divorce/remarriage, LGBT families, immigrant families, family violence). The paper should explain the prevalence of the issue, how this area of diversity may impact the family, what some possible complications/limitations to treatment may be, what the best approach to treatment would be, how to develop a treatment plan to work with these families, possible interventions/strategies to utilize, and what the potential prognosis may be. At least seven research articles should be utilized. This portion will count for eighty points of your overall grade. Students will then create a PowerPoint presentation based on the information provided in their diversity paper to share with classmates via the Discussion Board. A video example of a treatment session utilizing the chosen treatment approach or addressing the chosen topic should be included. This portion will count for twenty points of your overall grade.

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
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<tr>
<td>Date</td>
<td>Chapters</td>
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<td>May 17-23</td>
<td>1, 2</td>
<td>A Family Framework and Family Development</td>
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<td><strong>Ch 2: Stressors Discussion</strong></td>
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<td><strong>due Sunday 5/23 at 11:59pm</strong></td>
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<td><strong>Chapters 1 and 2 Quiz</strong></td>
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<td><strong>due Sunday 5/23 at 11:59pm</strong></td>
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<tr>
<td>Week 2</td>
<td>3, 4, 5</td>
<td>Diversity, Systems Theory, and Origins of FT</td>
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<td>May 24-30</td>
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<td><strong>Ch 5: Schizophrenia Discussion</strong></td>
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<td><strong>due Sunday 5/30 at 11:59pm</strong></td>
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<td><strong>Chapters 3, 4, and 5 Quiz</strong></td>
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<td><strong>due Sunday 5/30 at 11:59pm</strong></td>
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<td>May 31</td>
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<td><strong>MEMORIAL DAY-NO CLASS</strong></td>
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<td>Week 3</td>
<td>6, 7, 8</td>
<td>Ethics, Psychodynamic and Transgenerational Models</td>
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<td>June 1-6</td>
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<td><strong>Chapter 8: Differentiation of Self Discussion</strong></td>
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<td><strong>due Sunday 6/6 at 11:59pm</strong></td>
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<td><strong>Chapters 6, 7, and 8 Quiz</strong></td>
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<td><strong>due Sunday 6/6 at 11:59pm</strong></td>
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<td><strong>Exam 1 (Chapters 1-8)</strong></td>
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<td><strong>due Sunday 6/6 at 11pm</strong></td>
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<td>Week 4</td>
<td>9, 10, 11</td>
<td>Experiential, Structural, and Strategic Models</td>
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<td>June 7-13</td>
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<td><strong>Chapter 9: The Satir Model Discussion</strong></td>
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<td><strong>due Sunday 6/13 at 11:59pm</strong></td>
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<td><strong>Chapters 9, 10, and 11 Quiz</strong></td>
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<td><strong>due Sunday 6/13 at 11:59pm</strong></td>
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<td><strong>Genogram Assignment</strong></td>
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<td><strong>due Sunday 6/13 at 11:59pm</strong></td>
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<td>Week 5</td>
<td>12, 13, 14</td>
<td>Behavioral and Social Constructionist Models</td>
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<td>June 14-20</td>
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<td><strong>Chapter 13: Solution Focused Therapy Discussion</strong></td>
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<td><strong>due Sunday 6/20 at 11:59pm</strong></td>
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<td><strong>Chapters 12, 13, and 14 Quiz</strong></td>
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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.

Student Ethics and Other Policy Information

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. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.
**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/](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.

**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.msresource.com/format.html](http://www.msresource.com/format.html)
  - [http://owl.english.purdue.edu/owl/printable/589/](http://owl.english.purdue.edu/owl/printable/589/)

*Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.*

**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).

**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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. 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:
SFASU Counseling Service
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

ACA Code of Ethics
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

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&r=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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.