Human Services Department  
SPSY 6348 (Professional Legal Ethics Issues in Psychology) Section 020  
Spring 2024

**Instructor:** Nicole Baker Ph.D., P.L.P., L.S.S.P.

**Course Time & Location:** This is a hybrid course and course delivery will occur:
- **Tu** 4:30-7pm
- Human Services Room 314
- Zoom (link provided below)

**Office:** Human Services 211

**Office Hours:** M 4:30 PM – 6:30 PM (Virtual)  
W 4:30 PM - 6:30 PM (Virtual)  
(Or by Appointment)

**Office Phone:** 201-901-0395  
**SPAC Phone:** 936-468-1304

**Other Contact Information:**
**E-mail:** Nicole.Baker@sfasu.edu  
*(Please allow at least 24 hours for e-mail responses)*

Dr. Baker’s Zoom Room information for scheduled class meetings and appointment office hours:

Join Zoom Meeting  
[https://sfasu.zoom.us/j/91084224293?pwd=M2FJcnFDUTRpMWhXcnA0VXILSTd6dz09](https://sfasu.zoom.us/j/91084224293?pwd=M2FJcnFDUTRpMWhXcnA0VXILSTd6dz09)  
Meeting ID: 910 8422 4293  
Passcode: 020533

**Additional books for this course required/suggested are found on pages 11.**

**Text Book and Study Materials:**


NASP Ethics Codes: [https://www.nasponline.org/standards-and-certification/professional-ethics](https://www.nasponline.org/standards-and-certification/professional-ethics)

**Prerequisites:** None

**NOTE:**
*All testing kits and protocols will be checked out from my graduate assistants. Their schedules will be provided for you by the beginning of the 2nd week of classes.*
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:**


NASP Ethical Codes: [https://www.nasponline.org/standards-and-certification/professional-ethics](https://www.nasponline.org/standards-and-certification/professional-ethics)

Special Education Eligibility Determination in Texas

[https://tea.texas.gov/academics/special-student-populations/special-education](https://tea.texas.gov/academics/special-student-populations/special-education)

**Of note (Contact Hours):** EPS 6348 “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 2 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.

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

1. **Human Diversity:** Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.

3. **Content Knowledge:** Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.

4. **Research & Technology:** Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions:** Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.

6. **Application of Principles and Procedures:** Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication:** The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

- 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 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:

Facilitating Case Discussion:
http://bit.ly/1OEQgSw

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 online for classes 3, 4, 5, 6, 7, 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 TOTAL). Only ONE quiz will be given as a ‘make up.’ After that the student will accept all lost points of missed quizzes. Quizzes MUST be submitted on time or students should expect the consequence of no points if you are late (unless I am notified in advance). Those who miss 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 on their chosen area of research (i.e. autism, ADHD, ED etc.).

- The quizzes will be released each Tuesday in which the syllabi indicates. Students will have from 12 am-11:59pm the day the quiz is indicated on the syllabus 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 ethics clinics. In essence, those who are not in class without a verified absence will be counted as absent resulting in a loss of 10 attendance points per day. A maximum of 55 points can be earned (or deducted).

- Ethics Clinics: The purpose of this is to familiarize yourself with ethics cases and discuss their significance in our work. During these times (which occur during course time) you are expected to be prepared to ask questions and learn more while gaining comfort and some familiarity with ethics codes. These will be factored into your participation and attendance score.

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 |
(Addresses NASP Domains 1, 4, 8, 9 & 10)
“My Ethical Violation” Reflection Paper 50 points

(Presentation 25 points)

Variable Week Quiz 1-7 (D2L) 140 points
Participation + Ethics Clinic 55 points
Attendance 55 points
Total 550 points

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<th>Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>440-494</td>
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<tr>
<td>C</td>
<td>385-439</td>
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<tr>
<td>D</td>
<td>330-384</td>
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<td>F</td>
<td>329 and below</td>
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V. Tentative Course Outline/Calendar/Class Number:

<table>
<thead>
<tr>
<th>January 23 (1)</th>
<th>Course Overview</th>
</tr>
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</table>
| January 30 (2) | Ethical Decision Making  
General Ethical and Legal Procedures  
NASP Principles Introduction, Definition of Terms, Preface: [https://www.nasponline.org/standards-and-certification/professional-ethics](https://www.nasponline.org/standards-and-certification/professional-ethics) |

| February 6 (3) | Privacy  
Informed Consent  
Confidentiality  
Record Keeping  
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-  
[https://www.nasponline.org/standards-and-certification/professional-ethics](https://www.nasponline.org/standards-and-certification/professional-ethics) |

**QUIZ 1 on D2L Due by 11:59 Feb. 6**

| February 13 (4) | Ethical Issues in Psychological Assessment  
The Use of Computer Technology in Professional Practice  
Practice and Assessment in Organizational and Business Settings  
NASP Principle II.3. Responsible Assessment and Intervention Practices- |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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</table>
| February 20 (5) | Ethical Issues in Working With Teachers and Parents School Psychology and the Law  
IDEA 2004  
http://www.ldonline.org/features/idea2004  
http://idea.ed.gov/  
NCLB  
http://www2.ed.gov/policy/elsec/leg/esea02/index.html  
http://www.edweek.org/ew/issues/no-child-left-behind/  
Section 504  
http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf  
ADA  
http://www.ada.gov/pubs/ada.htm  
HIPAA  
http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html  
FERPA  
Readings: Related links listed above  
NASP Principle IV.1. Promoting Healthy School, Family, and Community Environments  
NASP Principle IV.2. Respect for Law and the Relationship of Law and Ethics  
https://www.nasponline.org/standards-and-certification/professional-ethics |
| February 27 (6) | Ethical Issues in Teaching and Supervision  
| March 5 (7)     | Ethical Issues in Working With Teachers and Parents  
NASP Principle I.3. Fairness and Justice  
NASP Principle II.2. Accepting Responsibility for Actions  
https://www.nasponline.org/standards-and-certification/professional-ethics |

**QUIZ 2 on D2L Due by 11:59 Feb 13**

**QUIZ 3 on D2L Due by 11:59 Feb 20**

**QUIZ 4 on D2L Due by 11:59 Feb 27**
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>March 12 (8)</td>
<td>Spring Break!!!!!</td>
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| March 19 (9) | Ethical Issues in Research  
| March 26 (10) | Library Day:  
Spend this time completing projects, presentations and finalizing the rapidly ending semester. However, ensure you are up to date on the readings for your next class time. |
| April 2 (11) | CONTINUATION OF PREVIOUS WEEK  
Ethical Issues in Research  
| April 9 (12) | Mental Health Professions and the Law  
State Boards, Ethics Committees, and Ethics Complaints  
NASP Principle III.1. Accurate Presentation of Professional Qualifications-  
NASP Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities  
| April 16 (13) | CONTINUATION OF PREVIOUS WEEK  
Mental Health Professions and the Law  
State Boards, Ethics Committees, and Ethics Complaints  
NASP Principle III.1. Accurate Presentation of Professional Qualifications- |
NASP Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities
NASP Principle III.3. Respecting Other Professionals
https://www.nasponline.org/standards-and-certification/professional-ethics

“My Ethical Violation” Reflection Paper Due

QUIZ 7 on D2L Due by 11:59 April 10

April 23 (14)
Case Paper Due
Student Case Presentations
Student Case Presentations Uploaded This Day

April 30 (15)
Take Home Final Exams Given

May 7 (16)
Take Home Final Exam on D2L Due

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

Text Book and Study Materials:

NASP Ethical Codes: https://www.nasponline.org/standards-and-certification/professional-ethics

Special Education Eligibility Determination in Texas
https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education_SPED/Programs_and_Services/Response_to_Intervention

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. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail 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.

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.

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, 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/

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.

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).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

IX. Other Relevant Course Information:

Withheld Grades Semester Grades Policy (Policy 5.5)
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Student Code of Conduct (Policy 10.4)
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

SFA 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 Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 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

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.texes.ets.org/registrationBulletin/](http://www.texes.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 snyderke1@sfasu.edu.