Instructor: Elaine Turner, PhD, LSSP, LP
Office: HSTC 214
Office Phone: 936-468-1219
Other Contact Information: D2L

Prerequisites: None

I. Course Description:

This course will provide supervised experience in the assessment and intervention of children and families both clinically and in schools. The course requires that students receive regular supervision and feedback as they progress through the 300-hour training experience with 120 hours being direct hours. Field-based supervisors will provide an average of at least 1 hour of direct supervision per full-time week for each student. The university supervisor will provide 1 hour of group supervision per week. The university supervisor will serve as the contact point between the university and the field-based supervisors. SPSY 6353 students receive instruction, group supervision, and individual supervision. Typically, the class meets each week for 150-minute segments for 16 weeks. Students are required to log 300 hours at their field placement. This course provides valuable, real-world experience to help these doctoral level students prepare for their official internship experience.

This course will be an in-person class. Topics within the course will include school assessment as well as behavior intervention and academic intervention. Class may also include some information and instruction on the practice of clinical psychology. There will be a general overview and introduction to aspects of serving children, individuals, and families in a school setting and a clinical setting.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active
learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

All students are to act in a professional manner towards clients, other students, faculty, supervisors, and others they come into contact with, and to represent SFASU, the field of psychology and more specifically school psychology well.

General:

In the Perkins College of Education, we value and are committed to:

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the applied knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned in previous program courses and those learned throughout the course in an applied manner.

The School Psychology Program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent PhD level school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods for assessment and treatment of learning, behavior, and psychosocial problems for various populations as well as having foundational knowledge in therapy, psychopathology, diagnosis and treatment to help adults, children, and families in a more clinical setting.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

Program Learning Outcomes:

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.

**Student Learning Outcomes:**

**Student Learning Outcomes:**

1. Human Diversity: Students will demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities in an educational environment as evidenced by evaluation by site supervisor.

2. Psychoeducational Foundations: Students will demonstrate knowledge of policies and procedures as they pertain to special education students in school systems including knowledge of IDEA, that affect the field of psychology and education, as evidenced by class discussion, report writing, and evaluation by site supervisor.

3. Content Knowledge: Students will demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical, and legal factors to understand typical and atypical behavior in the school setting as evidenced by evaluation by site and university supervisor.

4. Research & Technology: Candidates must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform both assessment of students and development of intervention in a school setting as evidenced by written report from practicum experience.

5. Professional Skills and Dispositions: Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in the practice of school psychology while also learning about professional skills for clinical practice as evidenced by evaluations by both university and site supervisor.
6. **Application of Principles and Procedures:** Student will work within the school system, applying both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation, through assessment and intervention development.

7. **Communication:** Student will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. For this course, student will demonstrate this skill through presentation and report writing, as well as professional communication with other staff and supervisors.

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

Each student is responsible for providing appropriate documentation of contact hours and supervision. The university-based supervisor may visit the student on-site unannounced at any point in time. The student is responsible for buying a subscription to time2track.com and maintaining accurate records of all activities and supervision. Failure to purchase and activate the account and/or submit the required assignment(s) within the time2track system may result in course failure. Time2track must be purchased from www.time2track.com for a fee. All logs must include the title the student is using to represent herself/himself.

#### Insurance/Contracts:

Each student shall submit current professional liability insurance and signed contract between the student and supervisor(s) by the third class period. **No hours may be logged until insurance and contract forms have been submitted. Failure to provide insurance or contract will result in course failure!**

1. **Student presentation (100 points):** Each student will choose and present a data supported academic intervention, discuss it and the research supporting it and give a demonstration in class.

2. **Report Writeup (100 points):** Student will write up an academic intervention case as it would appear in the student’s file for special education including referral reason, assessment data, if the student qualified for special education and in what category and intervention recommendations. Important elements such as graphs of data should be included!

3. **Participation (100 points):** Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others such as intervention ideas or consultation advice. Active participation excludes working on other projects or interests. Case reviews and feedback are a part of the participation grade and experiences involving active cases should be shared at the beginning of each class period to be discussed. During this discussion ethical guidelines should be followed including maintaining confidentiality. Note that informing your active cares of confidentiality and making sure the proper documentation is maintained is part of the student’s responsibility. D2L Discussion constitutes a portion of this grade. No credit will be given for absences. More than two absences will result in a full letter grade reduction.

4. **300+ Supervised Hours (Pass/Fail):** Each student shall log at least 300 hours of related school psychology duties pertaining to their respective field placement(s). **Of the 300 hours, 120 must be from providing direct services.** Students must also log and document 1 hour per week of individual supervision from their field supervisor. Also, students must log and document 1 hour per week of group supervision from a qualified LSSP supervisor (i.e., the instructor of this course). *Failure to submit documentation of 300 hours of experience, individual supervision, and group supervision documentation may result in failure of the course. No hours may be logged until insurance and contract forms have been submitted. All hours logged must be represented on time2track.com forms signed by both the university and field supervisors. All supervision documentation must be signed by both the student and the respective supervisor. * In addition, the student must include the title he/she is using in the field.

5. **Evaluations (Pass/Fail):** Each student will submit midterm and final evaluations from his/her respective field-based supervisor(s). Extenuating circumstances must be communicated to the instructor prior to the due date if forms will not be submitted when due. Evaluation forms are posted

Revised January 8, 2023
on D2L. *Severe issues noted in evaluations may affect the overall course grade the student receives. The university-based and field-based supervisor will develop a remediation plan for any student who demonstrates significant skill deficits in practice.*

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

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

<table>
<thead>
<tr>
<th>Student Presentation</th>
<th>100</th>
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<tbody>
<tr>
<td>Report Write-up</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>100</td>
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</tbody>
</table>

Evaluations- Pass/Fail Hours achieved – Pass/Fail Total Points Available = 300

**V. Tentative Course Outline/Calendar:** This course schedule is tentative and may be changed by the instructor. When this occurs, the schedule will be updated and reloaded onto D2L so that everyone is informed about the changes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td>Introduction</td>
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<td></td>
<td></td>
<td>Review Syllabus</td>
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<td></td>
<td></td>
<td>Review Assignments</td>
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<td>None</td>
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<td>None</td>
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<tr>
<td>2</td>
<td>1/29</td>
<td>Academic Interventions</td>
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<td></td>
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<td>Overview</td>
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<td>SLD Identification – Where does it start and how does it end?</td>
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<td>Group</td>
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<td>Supervision/Case</td>
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<td>Discussions</td>
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<tr>
<td>3</td>
<td>2/5</td>
<td>ZOOM</td>
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<td>Academic deficit or behavioral problem? Where do we find data based interventions.</td>
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<td>Group</td>
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<td>Supervision/Case</td>
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<td>Discussions</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>Preparing for interviews! What we don’t know and what we wish we did know.</td>
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<td>Group</td>
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<td>Supervision/Case</td>
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<td>Discussions</td>
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<tr>
<td>5</td>
<td>2/19</td>
<td>LIBRARY DAY</td>
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<td>Date</td>
<td>Details</td>
<td>Group Supervision/Case Discussions</td>
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<td>6</td>
<td>2/26</td>
<td>Review of cases – what does the data tell us?</td>
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<td>7</td>
<td>2/23 ZOOM</td>
<td>Soft skills and working with parents in both schools and clinically.</td>
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<td>8</td>
<td>3/4</td>
<td>Thoughts on school/clinical collaboration; where does a clinical psychologist fit when it comes to kids with difficulties in school settings?</td>
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<td>9</td>
<td>3/9</td>
<td>SPRING BREAK</td>
<td>None</td>
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<tr>
<td>10</td>
<td>3/18 ZOOM</td>
<td>Review of cases 2 – clinical case. What does the data tell us?</td>
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<tr>
<td>11</td>
<td>3/25</td>
<td>LIBRARY DAY</td>
<td>None</td>
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<tr>
<td>12</td>
<td>4/1</td>
<td>Did I really just see/hear that? Negotiating ethical difficulties in a school setting.</td>
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<tr>
<td>13</td>
<td>4/15</td>
<td>To be determined.</td>
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<tr>
<td>14</td>
<td>4/22</td>
<td>To be determined.</td>
<td>None</td>
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<tr>
<td>15</td>
<td>4/29 ZOOM</td>
<td>PRESENTATIONS</td>
<td>PAPERS DUE</td>
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<tr>
<td>16</td>
<td>5/6</td>
<td>PRESENTATIONS</td>
<td>None</td>
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</tr>
</tbody>
</table>

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

None

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

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. 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 Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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

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

**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 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**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic
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/.

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. 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.