School of Human Sciences
HDFS 4319.501 Pre-Practicum
Fall 2020

Instructor: Lynsey Cortines, M.S. Course Time & Location: HDFS 4319 is an online course
Office: EDAN 119B Office Hours: T/TH, 9:30-11:30; F, 10:00-11:00 (Virtual)
Office Phone: 936-468-2449 Credits: 3 hours

Other Contact Information: Email: Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar above, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name. Students should expect a response to emails within 24 hours. Please note that emails sent to the instructor after 5:00 p.m. on Fridays will receive a response on the following Monday.

I. Course Description:
Study of professionalism and ethics in the early childhood and family life education environments. Emphasis on decision-making, problem solving, and collaborative efforts among early child and family service career professionals

HDFS 4319 “Pre-Practicum” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a final essay or exam. In addition, students have significant weekly reading assignments from either online resources or 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, interviews with professionals, and quizzes. Students in this course must submit paperwork for their practicum in order to be permitted into the HDFS practicum course. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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.

Live Text/Watermark Assignment: HDFS 4319 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText/Watermark. If you do not already have a LiveText/Watermark account, please be on the lookout in your SFA email for information regarding registration instructions. You do not have to purchase your own LiveText/Watermark account. SFA will provide you with a registration code.

Prerequisites: Junior standing, human development and family studies major. Must take and earn at least a C prior to HMSC 4120.
II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations to promote learning and understanding of family relationships and environmental factors that affect individual and family life.

Program Learning Outcomes

1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Develop an awareness of professional appearance and behaviors within a professional organization
2. Utilize the NCFR principles for ethical thinking to address ethical behavior and ethical issues encountered in occupations related to human development and family studies
3. Investigate and establish a practicum in a professional setting in the field of human development and family studies
III. Certification Competencies:

Family Life Educator Certification:
Course content in HDFS 4319 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

Professional Ethics and Practice: An understanding of the character and quality of human social conduct and the ability to critically examine ethical questions and issues as they relate to professional practice.

Notes from HDFS 4319 should be retained to review for the CFLE exam.

The following chart displays which assignments in the course address each outcome:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>SLO’s</th>
<th>NCFR</th>
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<tbody>
<tr>
<td>Discussion 1: Introduction</td>
<td>1</td>
<td></td>
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<tr>
<td>Discussion 2: Feelings about Practicum</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>Discussion 3: Goals for Practicum</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>Discussion 4: Final Course Discussion</td>
<td>1, 2, &amp; 3</td>
<td>IX</td>
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<tr>
<td>Career Analysis</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>Agency/Organization Investigation</td>
<td>1 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Interviews with Professionals</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>LinkedIn Profile Assignment</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>Small Group Ethics Discussion</td>
<td>1 &amp; 2</td>
<td>IX</td>
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<tr>
<td>Written Ethics Case Study Reflection</td>
<td>1 &amp; 2</td>
<td>IX</td>
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<tr>
<td>Professional Meeting with Professor</td>
<td>1 &amp; 3</td>
<td></td>
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<tr>
<td>Selection &amp; Approval of Location</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Alternative Practicum Site</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Confirmation of Practicum Location</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Note about Criminal Background Checks:
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be
able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

IV. Course Assignments, Activities, Instructional Strategies, use of Technology

1. HDFS 4319 is an online course. Class attendance and participation are crucial as students are expected to log into the course daily to stay current with course assignments/discussions and course information. Students who have technical difficulties accessing the course homepage, assignments, or discussions should call SFA’s D2L Support Team at (936) 468-1919. The D2L Support Team is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments and discussions will be posted on the course homepage. The homepage includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All coursework will be accessible online.

3. Course content is delivered via Brightspace/D2L, which includes: instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content and completing all posted assignments and discussions by the due dates/times.

V. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 800 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before the final examination time period.

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer, failing to view the assignments and discussions, and submitting assignments via e-mail to professor are unacceptable reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion late for any of these reasons. Students should always review any document that is uploaded to the Dropbox to ensure that it is readable and that it is the most appropriate document for the given assignment.

Course Points:

Discussion Board (100 Points). There will be four discussion board assignments throughout the semester. Each discussion is worth 25 points. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses submitted via e-mail or posted incorrectly.
Written Course Assignments (400 Points). There will be four written course assignments throughout the semester. Each assignment is worth 100 points. Class assignments related to course content will be submitted to the Dropbox as Word documents (.doc or .docx files) or PDF files by the due date/time. No credit will be given for assignments submitted via e-mail or posted incorrectly.
   a. Career analysis assignment
   b. Agency/organization investigation
   c. Interviews with professionals
   d. LinkedIn profile assignment

Ethics Case Study (100 points). For this assignment, you will be randomly assigned to a case study through the discussion board. The assignment will include a group discussion post and then an individual reflection using the case study analysis process outlined in the course text. Both the discussion and the individual reflection will be worth 50 points for a total of 100 possible points. IMPORTANT: The individual reflection portion of this assignment must be uploaded into LiveText/Watermark and the Brightspace/D2L Dropbox to receive credit! A student’s failure to submit the Case Study Reflection Paper in both LiveText/Watermark and the Brightspace/D2L Dropbox by the due date/time will result in zero points for the assignment.

Professional Meeting with Professor (100 points). During the middle of the semester students will meet with the professor to discuss ideas for practicum. This appointment can either be via Zoom or telephone. The instructor will not approve your practicum paperwork unless you have met (via Zoom or telephone) to discuss your ideas for practicum.

Due to the challenging times we have encountered/and are currently facing during the COVID-19 pandemic, the Human Development and Family Studies program will be modifying practicum expectations for the Fall 2020/Spring 2021 semesters. Students will be provided with two options during HDFS 4319 and will select one option before moving into HMSC 4120 (to be completed Spring 2021). The two options are as follows: 1) student will choose to complete required number of hours at a practicum site in the HMSC 4120 course (Spring 2021), or 2) student will choose to complete extensive coursework in HMSC 4120 (during Spring 2021), rather than completing hours at a practicum site. During the Fall 2020 semester, students enrolled in HDFS 4319 will select ONE of the assignments below to complete based on the option he/she chooses for HMSC 4120 (more detailed information regarding the two options will be discussed during Week 2).

1. Selection, Approval, and Confirmation of Practicum Site Assignment

Selection & Approval of Practicum Location (50 points). All practicum sites must be approved prior to the due date of the “Confirmation of Practicum Location” assignment. To confirm that you have found a location and have been approved by the supervisor, you will be required to submit information about the site and provide the contact information for the supervisor of your practicum. This portion of the assignment will require you to complete a Qualtrics survey via the Dropbox in Brightspace/D2L by the due date/time to receive approval of
your site. It is highly recommended that you contact potential site(s) early. You will be competing with other students from related disciplines seeking practicum sites as well. Most organizations accept only a limited number of interns. Being early is also a sign of professionalism. Most, if not all, supervisors do not look favorably upon being approached at the last minute.

**Confirmation of Practicum Site (50 points).** By the end of the semester it is expected that you have located and confirmed a practicum site that fits your career aspirations after college. Practicum sites may include community-based social services, Head Start programs, public schools, child care and child development centers, faith-based organizations providing services to children and families, state and government agencies, college campuses, health care & family wellness programs, etc. If you have a question about whether a site is appropriate, email the instructor. It is important you locate a practicum site you find most interesting to ensure you have a rewarding learning experience that may also lead to a paid employment position after graduation. Once the practicum site has been selected and approved (assignment listed above), practicum site supervisors will also complete a survey via Qualtrics to be submitted to the instructor by the due date/time.

Practicum experiences, like any other activity that exposes an individual to the general public, have always presented a risk that one might come in contact with a contagious disease or virus. Currently, the most notorious risk is exposure to COVID-19. Symptoms common to COVID-19 include fever, cough, chills, muscle pain, sore throat, and shortness of breath. By participating in the practicum experience, you acknowledge and accept the risks associated with potentially being exposed to a contagion, including COVID-19. You agree to follow the site’s and university’s health and safety protocols, including any disclosure and distancing requirements. Practicum sites are not owned or controlled by the university and therefore outside its ability to manage and minimize exposure risk. The university cannot ensure the practicum site is free of contagions. You should monitor your own personal health status and determine whether the practicum environment is in your best interest this semester.

**OR**

2. **Alternative Practicum Site Assignment**

**Alternative Practicum Site Assignment (100 points).** Students choosing Option 2 (completing extensive coursework during HMSC 4120, rather than completing hours at a practicum site) will complete the alternative practicum site assignment and submit via the Brightspace/D2L Dropbox by the due date/time.

**Extra-Credit (optional).** An opportunity to earn extra-credit will be given during the semester. Extra credit may not be announced ahead of time and cannot be made up if missed.

**VI. Tentative Course Outline/Calendar:**
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced on the course homepage.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Course Module &amp; Book Readings</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 24⁷⁻²⁸th</td>
<td>Welcome to the Course</td>
<td>Course Module 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug. 3¹⁻⁴th</td>
<td>What is a Practicum</td>
<td>Course Module 2</td>
<td>“Pleased to Meet You”: Introduction Due Monday, Aug. 3¹⁻⁴th, by noon (12:00 p.m.)</td>
</tr>
<tr>
<td>3</td>
<td>Sept. ⁷ᵗ⁻¹¹th</td>
<td>Setting Professional Goals</td>
<td>Course Module 3</td>
<td>Feelings About Practicum Discussion Due Monday, Sept. ⁷ᵗ, by noon (12:00 pm.)</td>
</tr>
<tr>
<td>4</td>
<td>Sept. ¹⁴ᵗ⁻¹⁸th</td>
<td>Career Preparation</td>
<td>Course Module 4</td>
<td>Goals for Practicum Discussion Due Monday, Sept. ¹⁴ᵗ, by noon (12:00 pm.)</td>
</tr>
<tr>
<td>5</td>
<td>Sept. ²¹ᵗ⁻²⁵th</td>
<td>First Steps to Finding a Location</td>
<td>Course Module 5</td>
<td>Career Analysis Assignment due Monday, Sept. ²¹ᵗ, by noon (12:00 pm.)</td>
</tr>
<tr>
<td>6</td>
<td>Sept. ²⁸ᵗ⁻²ᵗ²nd</td>
<td>Professionalism &amp; Interviewing Employers</td>
<td>Course Module 6</td>
<td>Agency/Organization Investigation Assignment due Monday, Sept. ²⁸ᵗ by noon (12:00 p.m.) Begin Interviews with Professionals Assignment Professional Meeting with Professor as scheduled</td>
</tr>
<tr>
<td>7</td>
<td>Oct. ⁵ᵗ⁻⁹th</td>
<td>Professionalism &amp; Branding</td>
<td>Course Module 7</td>
<td>Continue Interviews with Professionals Assignment Professional Meeting with Professor as scheduled</td>
</tr>
<tr>
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<td>8</td>
<td>Oct. 12th-16th</td>
<td>Professionalism &amp; Family Life Education</td>
<td>Course Module 8 Read Text pgs. 27-41</td>
<td>LinkedIn Profile Assignment due Monday, Oct. 12th by noon (12:00 p.m.) Continue Interviews with Professionals Assignment Professional meeting with Professor as scheduled</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 19th-23rd</td>
<td>Introduction to Ethics</td>
<td>Course Module 9 Read Text pgs. 1-16 &amp; 42-44</td>
<td>Professional Meeting with Professor as scheduled</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 26th-30th</td>
<td>Ethics &amp; Family Life Education</td>
<td>Course Module 10 Read Text pgs. 17-21</td>
<td>Interviews with Professionals Assignment Due Monday, Oct. 26th by noon (12:00 p.m.)</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 2nd-6th</td>
<td>Case Study Analysis</td>
<td>Course Module 11 Read Text pgs. 19-26</td>
<td>Ethics Case Study Small Group Discussion board. Step 1 of Discussion due Thursday, Nov. 5th by noon (12:00 p.m.)</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 9th-13th</td>
<td>Securing a Practicum Location/Paperwork for Practicum</td>
<td>Course Module 12</td>
<td>Ethics Case Study Small Group Discussion board. Steps 2 &amp; 3 of Discussion due Monday, Nov. 9th by noon (12:00 p.m.)</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 16th-20th</td>
<td>Resumes, Cover Letters, &amp; Interviews/Submitting Paperwork</td>
<td>Course Module 13</td>
<td>Written Case Study Reflection Paper due Monday, Nov. 16th by noon (12:00 p.m.) Confirmation of Location Student Survey/or Alternative Practicum Site Assignment due Monday, Nov. 16th by noon (12:00 p.m.)</td>
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<td></td>
<td>Nov. 23rd-27th</td>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
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</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Nov. 30th- Dec. 4th</td>
<td>Course Wrap Up &amp; Review</td>
<td>Course Module 14</td>
<td>Site Supervisor Approval Survey due Friday, Dec. 4th by noon (12:00 p.m.)</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 7th- 11th</td>
<td>Final Thoughts</td>
<td>Course Module 15 Final Discussion</td>
<td>Final Thoughts Discussion due Thursday, Dec. 10th by noon (12:00 p.m.)</td>
</tr>
</tbody>
</table>

VII. Readings (Required):

LiveText Statement:

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

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

VIII. 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 such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. 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.

IX. Student Ethics and Other Policy Information: These policies may be found at 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; and/or;
- 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; and/or,
- 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.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--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. 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.
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.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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_Eval-
uation-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
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.

X. Other Relevant Course Information:

Class attendance and participation are crucial. Students are responsible for checking the course
homepage on a regular basis; recommendation is at least once a day to stay current with all class
work and information. All coursework must be completed and submitted by the due date/time
for credit. Missed assignments cannot be made up and no extra credit assignments will be given
at the end of the semester after the final exam date.