School of Human Sciences
HMS 353.502 (HDFS 3353)-Parenting
Spring 2020

Instructor: Lynsey Cortines, M.S.  Course Time & Location: HMS 353 is an online course,
Office: EDAN 119B  Office Hours: T, 9:30-11:30; W, 12:30-2:30; F, 9:30-10:30
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, 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 24-48 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:
Practical approach to the process of parenting with a focus on effective parenting
strategies from infancy through adolescence.

HMS 353 “Parenting” (3 credits). Students will receive extensive course content
information via online content modules equivalent to 150 minutes per week for 15
weeks and includes a two-hour final exam. In addition, students have significant
weekly reading assignments from the course textbook. Students in the course will
engage in a variety of assignments which can include, but are not limited to, course
content exams, in-class or online discussions, academic papers, presentations,
reflection papers or journals, and quizzes. For every hour a student spends
engaging with the course content, they spend at least two hours completing
associated activities and assessments.

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.

Prerequisites: None

Live Text/Watermark Assignment: HMS 353 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.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
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 and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:
1. Learners will identify social and 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 this course, the student will:
1. Analyze the impact of the parenthood decision on individual and family relationships.
2. Gain an understanding of parent-child relationship throughout the family life cycle.
3. Gain an understanding of desirable accomplishments by parents and children throughout the life cycle.
4. Apply theoretical concepts to practical applications in the area of family relations.
5. Gain an understanding of the importance of self-esteem and its development in the family setting.

III. Certification Competencies:
Family Life Educator Certification:
Information from this class should be retained to use for review purposes for the Certified Family Life Education exam (CFLE). Please visit the NCFR for more information. The content in this course (HMS 353) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 2, 3, 5, and 7). There are a total of ten content areas in all—but primarily only five are covered in this course:

**Area I:** Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

**Area II:** Internal dynamics of families – an understanding of family strengths and weaknesses and how family members relate to each other.

**Area III:** Human growth and development across the lifespan – an understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.

**Area V:** Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

**Area VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

Specific to Teacher Certification:
The course prepares students seeking certification in Family Consumer Sciences to meet TExES Standard III. Notes from this class should be retained for review purposes for the TExES.

**Standard III:** Human Development, Education, and Services - the family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.

Educator Standards for Family & Consumer Science Composite 6-12:
These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: [https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**Standard I.** Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards: 1.2k, 1.3k, 1.11s, 1.12s, 1.20s)

**Standard II.** Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and
management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 21.k, 2.2k, 2.3k, 2.4k, 2.6k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8, 2.9, 2.10s, 2.11s, 2.12, 2.18s, 2.19s, 2.20s, 2.21)

**Standard III. Human Development, Education, and Services:** The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Specific Sub-Standards: 3.1k, 3.2k, 3.3k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s)

**IV. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

1. HMS 353 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, exams, and course information. Students who have technical difficulties accessing the course homepage, assignments/discussions, or exams 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, discussions, and exams will be posted on the course homepage. The homepage includes tools for class assignments, discussion board questions, exams, and grades which will be posted in Brightspace/D2L. All exams will be accessible online. Students may also contact the instructor and/or other students via e-mail tool.

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

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

The course is graded on a letter grade basis (A-F). There are tentatively 580 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/discussions/exams, 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/exam 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:

**Course Content Exams- 300 points (3 x 100 points).** Students will take a total of 3 exams relating to course content throughout the semester. These exams are like traditional course exams. Students will have 120 minutes to complete each exam. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m. (SLOs/PLOs Addressed: 1, 2, 3, 4, & 5)

Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason with documentation. Students should notify the instructor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.

**Course Activities-(160 points).** There will be five general course activities throughout the semester for which you will receive a grade. These may be discussion board posts/Dropbox assignments where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. All course activities are to be submitted by the due date/time for credit. No credit will be given for course activities posted incorrectly. (SLOs/PLOs Addressed: 1, 2, 3, 4, & 5)

**Researched Infographic-(100 points).** For this assignment you will choose a concept from the course that was covered in your text. These topics are wide ranging and include but are not limited to, cultural influence, nurturing close relationships, supporting various types of growth & development of children, divorce, gay & lesbian families, etc. Chapters 12-17 are especially helpful for this assignment. The modules covering chapters 12-17 will open following the introduction to infographics assignment and stay open for the remainder of the semester. Once you choose your topic you will then create an infographic on that topic that illustrates how developmentally appropriate parenting changes in relation to the child’s age. You must include at least three ages of the child’s development as broken down in your book (birth to 2 years, 2-5 years, school aged children, early adolescents, late adolescents/young adults). (SLOs Addressed: 2 & 3; PLO 4)

You may use your text as the primary resource for the infographic, but you may also include other scholarly sources as well. All sources MUST BE CITED (including your text) in APA format at the bottom of the infographic.

Your audience for the infographic are parents who have children and should be visually appealing. This infographic should communicate researched academic information to parents in an easy to read and engaging way.

You may choose the platform you use to create your infographic. There are many free options available, though for most you have to register an account. Options include Infogr.am, Easelly, Piktochart, & Visme. Please note that not submitting this assignment in infographic format (ex: as a paper, PowerPoint, or any other format other than infographic) is unacceptable and will result in an automatic “0” for the assignment.
**IMPORTANT:** The Researched Infographic Assignment must be posted in LiveText/Watermark and the D2L Dropbox no later than Friday, April 17th, by 11:59 p.m. A student’s failure to submit the assignment in both Livetext/Watermark and D2L Dropbox by the due date/time will result in zero points for the assignment.

**Student Introduction- (20 points).** Students must post introductions to the class through the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly.

**Field Trip Opportunity (optional):** A local field trip opportunity will be provided to students for the Spring 2020 semester (limited spaces will be available). The location, date/time, and number of spaces available for the field trip will be announced to the class on the course homepage. Students who attend the field trip will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. Information will be provided to the class via the course homepage regarding the specific grade replacement for HMS 353. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. **IMPORTANT:** ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count. **You will be responsible for your own transportation to the field trip site.**

**Extra Credit (optional):** Opportunities to earn extra-credit will be given during the semester. These assignments 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.

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week of January 15th</td>
<td>Introduction and overview of course (Module 1)</td>
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<td>Week of January 20th</td>
<td>No Class (1/20) Martin Luther King Jr. Holiday</td>
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<td>Student Introductions due January 21st by 11:59 p.m.</td>
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<td>Chapter 1-Parenting is a Process (Module 2)</td>
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<td>Week of January 27th</td>
<td>Chapter 2-Cultural Influences (Module 3)</td>
<td>20</td>
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<td>Cultural Reflections Discussion due January 31st by 11:59 p.m.</td>
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<tr>
<td>Week of February 3rd</td>
<td>Chapter 3-Learning to Parent (Module 4)</td>
<td>Theory Quiz due February 7th by 11:59 p.m.</td>
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<tr>
<td>Week of February 10th</td>
<td>Chapter 4-Becoming a Parent (Module 5)</td>
<td>Licensing Parents Assignment due February 14th by 11:59 p.m.</td>
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<td>Week of February 17th</td>
<td>Chapter 5-Nurturing Close Family Relationships (Module 6)</td>
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<td>Week of February 24th</td>
<td>Chapter 6-Supporting Children’s Growth (Module 7)</td>
<td>Exam I (Feb. 24-Mar. 1) Chapters 1, 2, 3, 4, 5, 6 Exam I is available beginning at 8:00 a.m. on Feb. 24th and will close at 11:59 p.m. on Mar. 1st.</td>
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<tr>
<td>Week of March 2nd</td>
<td>Chapter 7-Parenting Birth to Two Years (Module 8)</td>
<td>Introduction to Infographics Assignment due March 6th by 11:59 p.m.</td>
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<td>Week of March 9th</td>
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<td>Spring Break!!!</td>
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<td>Week of March 16th</td>
<td>Chapter 8-Parenting Two-Five Years (Module 9)</td>
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<td>Chapter 9-Parenting Elementary School Children (Module 10)</td>
<td>Interview a Parent Assignment due March 20th by 11:59 p.m.</td>
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<td>Week of March 23rd</td>
<td>Chapter 10-Parenting Early Adolescents (Module 11)</td>
<td>Researched Infographic Dropbox opens</td>
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<td>Week of March 30th</td>
<td>Chapter 11-Parenting Late Adolescents &amp; Young Adults (Module 12)</td>
<td>Exam II (Mar. 30-Apr. 5) Chapters 7, 8, 9, 10, 11 Exam II is available beginning at 8:00 a.m. on Mar. 30th and will close at 11:59 p.m. on Apr. 5th.</td>
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<tr>
<td>Week of April 6th</td>
<td>Chapters 12 &amp; 13-Parenting and Working &amp; Parents by Adoption (Module 13)</td>
<td>No Class (4/09-4/10) Easter Break</td>
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| Week of April 13th | Continue Chapters 12 & 13 | Researched Infographic due April 17th by 11:59 p.m.  
(Researched Infographic must be submitted to both D2L Dropbox and LiveText/Watermark) 100 |
| Week of April 20th | Chapters 14 & 15-Parenting When Unmarried & Parenting in Divorced Families (Module 14) |
| Week of April 27th | Chapters 16 & 17-Gay & Lesbian Families & Parenting in Challenging Times (Module 15) |
| Week of May 4th | (Module 16) | Final Exam (May 4 and 5) Chapters 12, 13, 14, 15, 16, 17  
Final Exam is available beginning at 8:00 a.m. on May 4th and will close at 11:59 p.m. on May 5th. 100 |

**VII. Readings (Required):** You may purchase digital copies if available.

b. Some lectures require online readings. In these cases, online links to articles are provided to you in D2L.

**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

Daily login to the course is vital for success in this course and is expected from all students. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students missing classes, other than university-sponsored trips, may contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. If participating in university-sponsored events, announcements in mySFA constitute official notification. 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.

**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 within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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_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 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 Martin at 936-468-1740 or snyderke1@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.

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.