Syllabus – HDFS 5352: Family Studies

School of Human Sciences
3 Credit Hours
Family Studies HDFS 5352
Spring 2024

Instructor: Jennifer Cantu, Ph.D, CFLE
Office: HMS N 107
Office Phone: (936) 468-2060
Student Hours: Mondays 1:30-3:30pm, and Tuesdays, Wednesdays, and Thursdays from 11:30am-12:30pm.
Email: cantujl2@sfasu.edu

I'm always happy to meet with you via Zoom or phone if you cannot physically come to my student hours. You may also set up an appointment to meet with me outside of these hours.

Course Information

Course Description: To develop an understanding of structures, roles, and relationships in the family.

Course Justification: Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper. Students in the course will engage in a variety of assignments which can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 3 hours completing associated activities and assessments.

Course Delivery Modality: This course uses online asynchronous course delivery.

Course Goals

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.

Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).
Program Learning Outcomes

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

Course Objectives (Student Learning Outcomes)
Upon completion of this course, students should be able to:

1. Apply theoretical models to aid in understanding family dynamics and relationships
2. Compare and contrast various family lifestyles and multicultural variations of family system
3. Understand and describe the psychosocial and economic factors that influence the course of marriage and family life
4. Explain communication patterns and problems in family relationship
5. Assess the impact of divorce and remarriage among family members
6. Review and analyze the research literature in regard to topical issues that impact the individual, family, and society.

Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on Brightspace):

Please Note: Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via e-mail.

General Course Discussions (35% of course grade):

There will be four course discussions throughout the semester worth 20 points each. Discussion questions will require you to think about and respond on course content topics, such as family diversity, communication, singlehood, and family education. These discussions may require you to log-in and participate several times throughout the week or module, so carefully read the directions and due dates for each discussion. Discussions will be graded on the quality of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people to respond to.

Students must post discussion response directly to the discussion board by due date/time for credit. Do not e-mail discussion board responses to the instructor. No credit will be given for e-mail responses. In order to fully engage in discussion, a student must post a response to the discussion question and also reply to 2 other students in the discussion board to obtain full credit. Students will receive 16 points for their post and 4 points for their responses to another student.

Late posts to the discussion board will not be accepted for points. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to turn in a post late for any of these reasons.
Literature Review Poster:

Student will select an issue and topic involving current family issues that impacts current family life and develop an academic poster on the topic. As a general guide, you will primarily use the SFA library and apply years 2011-2022 to gather published research journal articles and published research reports. You will be provided a template for your poster, but you are welcome to create your own as well. Posters should be developed in Microsoft PowerPoint or Publisher. You must use APA formatting and styling for your poster.

This assignment will have several parts which are outlined below:

**Poster Topic (5% of course grade):** (see course calendar for due date) Students will first identify a problem or topic that is relevant to family life in which they have an interest. Examples include adult caregiving, parenting, health, marriage, death, or aging.

When submitting a topic, you will provide a title for the research poster. The title should be able to explain IVs and DVs (Independent Variables and Dependent Variables) that are being researched. Examples include:

- How does parental income affect children’s emotion?
- What are the associations between parental death and children’s adjustment at school?
- How does parental income affect children’s school performance?
- How do different parenting styles affect children’s behavior?

This assignment will be submitted to the Dropbox at assigned due date and you will receive feedback on if the topic is acceptable for the project or not. You may choose to collect data for the poster (quantitative research) or you may choose to do a poster on a review of the literature.

**Poster Rough Draft (25% of course grade):** (see course calendar for due dates)

*Rough Draft for Peer Feedback Submission (30 points):* Students will turn in a rough draft of their poster to a classmate (assigned by the instructor) for review in a discussion group designated by the instructor. Partners and instructions for providing the rough draft and feedback will be outlined in the course content. The rough draft should include a title, introduction, a literature review and at least one reference. Be sure to follow the guidelines to be used for the final research paper below.

*Rough Draft Peer Review (40 points):* Students will review the rough draft they receive, provide detailed feedback to the student using guidelines provided by the instructor, and return it to the student with feedback.
Rough Draft for Professor Feedback Submission (30 points): Students will review their peer feedback, make any changes they feel necessary and then submit their rough draft to the Dropbox for the instructor to review. Be sure your rough draft includes a title, introduction, a literature review, and at least one reference. Follow the guidelines to be used for the final research paper below. Instructor will then provide additional feedback on the rough draft.

Final Literature Review Poster (35% of course grade): 100 points (see course calendar for due dates) Students will submit a final digital research poster using the required sections below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>10</td>
<td>Provide a brief abstract on the content of your poster. You should state the purpose of the literature review or what the study will examine or explore. Your identified problem usually provides some insight to what you want to examine or the purpose of your research.</td>
</tr>
<tr>
<td>Background/Literature Review</td>
<td>20</td>
<td>Students will explain how current family issues connect to their problem/purpose. This section highlights an identified problem that will help your reader better understand or conceptualize your research topic. In this section, the poster should review recent literature and a minimum of six article must be used in the literature review.</td>
</tr>
<tr>
<td>Method</td>
<td>20</td>
<td>In this section the poster should explain where the articles were found, how the student chose the articles &amp; what inclusion criteria were used.</td>
</tr>
<tr>
<td>Analysis &amp; Results</td>
<td>20</td>
<td>In this section, the poster should address themes that emerged as the literature was reviewed. What was common among the literature, what differences did you see, how is your research question answered?</td>
</tr>
<tr>
<td>Research Conclusion/Discussion</td>
<td>20</td>
<td>Students are required to make 3 or more recommendations based upon the literature they have reviewed. The recommendations must be based on recent research on your topic and should be geared towards multiple stakeholders. Examples of stakeholders could include parents, schools, communities, and government. You may also choose to explain what the current research says about the long-term impact of your recommendations.</td>
</tr>
<tr>
<td>References</td>
<td>10</td>
<td>A minimum of six references must be used (excluding your textbook) in your reference page. You must use correct APA formatting in your reference list. If the reference list will not fit on the poster, you should provide a separate paper with your references.</td>
</tr>
</tbody>
</table>

**NOT PROVIDING AN APA FORMATTED REFERENCE LIST WILL RESULT IN AN AUTOMATIC 50 POINT DEDUCTION FOR THE ASSIGNMENT**

Notes on the poster:
Because the references are critical to ensuring in-text citations and information presented is valid, failure to provide relevant resources to support your research poster will result in a zero earned for the final submission. The only acceptable references are published research journal articles and published research reports.

- DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”.

- If you do go to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization then this can be used.

When using scholarly material for your poster, DO NOT quote—but instead summarize in your own words and then apply correct APA in-text citations (e.g., simply note author and year published either before, during, or after a given sentence).

Late Assignment Statement:
Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Artificial Intelligence (AI) Statement:
The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools to generate content for assignments in this class is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed. You may use AI to help you with spelling, grammar, and formatting. Examples include Microsoft Word Spelling and Grammar, Grammarly, or Cite This For Me.

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

Use of Technology:
Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use Brightspace (BRIGHTSPACE) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access, access to Brightspace, and an SFA email account that you check often are essential parts of the course.

Required Technology:
• Working computer
• Reliable internet
• Camera & speakers
• Brightspace access
• SFA email

Important notes about Brightspace:

1. HDFS 5352 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.
2. Course content is delivered via class online content modules, Dropbox assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments (or download the app and set it to send you notifications). Neglecting to check Brightspace is NOT a valid excuse for not knowing course information.
3. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.
4. Most assignments that you will upload to Brightspace should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
5. Upon turning in an assignment to Dropbox, Brightspace will send you a confirmation email. You should check to make sure that your submissions are successful and that you submit the correct file for the assignment.
6. The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

Attendance:
While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in Brightspace or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned.

Technical Support:
If at any point during the course you experience technical difficulties in Brightspace, please:

1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

Re-taking the Course:
If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

Evaluation & Assessments (Grading):
The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100-point scale, but will be weighted according to the percentages below.

A = 89.5% - 100%
B = 79.5% - 89.4%
C = 69.5% - 79.4%
D = 59.5% - 69.4%
F = 0% - 59.4%

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>SLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Course Activities</td>
<td>Discussion #1 – Family Strengths</td>
<td>25</td>
<td></td>
<td>1,2,3,4,5</td>
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<tr>
<td></td>
<td>Discussion #2 – Communication</td>
<td>25</td>
<td></td>
<td></td>
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<td></td>
<td>Discussion #3 – Singlehood</td>
<td>25</td>
<td></td>
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<td></td>
<td>Final Course Reflection – Stress</td>
<td>25</td>
<td></td>
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<tr>
<td></td>
<td>TOTAL COURSE DISCUSSIONS</td>
<td>100</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Literature Review Poster</td>
<td>Poster Topic</td>
<td>100</td>
<td>5%</td>
<td>6</td>
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<tr>
<td>Rough Draft</td>
<td>Peer Feedback Submission</td>
<td>30</td>
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<td></td>
<td>Feedback to Peer</td>
<td>40</td>
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<td></td>
<td>Professor Submission</td>
<td>30</td>
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<td></td>
<td>TOTAL ROUGH DRAFT</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Final Poster</td>
<td>Final Literature Review Poster</td>
<td>100</td>
<td>35%</td>
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<tr>
<td>TOTAL</td>
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<td>100%</td>
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Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in BRIGHTSPACE for you to use to keep track of your standing. BRIGHTSPACE also auto-calculates your weighted grade for you throughout the semester.
### Tentative Course Outline

**NOTE:** Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to BRIGHTSPACE Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!! At the discretion of the instructor, assignments, due dates, & readings may change.

<table>
<thead>
<tr>
<th>Module &amp; Description</th>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>1</td>
<td>Jan 18-21</td>
<td>Getting Started/Intimate Relationships Overview</td>
<td>Reading #1</td>
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<td>Reading #2</td>
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<td>IRF Ch. 9</td>
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<tr>
<td>Module 1</td>
<td>1</td>
<td>Jan 22-28</td>
<td>Cultural Diversity/Family Theories</td>
<td>IRF Chs. 1, 2, &amp; 3 Reading #3</td>
<td>Discussion #1: Family Strengths</td>
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<td>Reading #4</td>
<td></td>
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<tr>
<td>Module 2</td>
<td>2</td>
<td>Jan 29-Feb 4</td>
<td>Communication/Conflict</td>
<td>Reading # 5</td>
<td>Research Topic Due</td>
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<td>Feb 4</td>
<td></td>
<td>Reading # 6</td>
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<td>Reading #7</td>
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<td></td>
<td>IRF Chs. 13 &amp; 14</td>
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<tr>
<td>Module 3</td>
<td>3</td>
<td>Feb 5-11</td>
<td>Intimacy/ Gender Roles &amp; Power</td>
<td>Reading # 8</td>
<td>Rough Draft for Peer Due</td>
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<td>Reading #9</td>
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<td>IRF Chs. 6, 7, &amp; 8</td>
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<tr>
<td>Module 4</td>
<td>4</td>
<td>Feb 12-18</td>
<td>Dating/Marriage</td>
<td>Reading #10</td>
<td>Peer Feedback Due</td>
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<td></td>
<td></td>
<td>IRF Chs. 4 &amp; 5</td>
<td>Discussion #3: Singlehood</td>
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<tr>
<td>Module 5</td>
<td>5</td>
<td>Feb 19-25</td>
<td>Economic Resources</td>
<td>Reading # 11</td>
<td>Rough Draft for Professor Due</td>
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<td>Reading #12</td>
<td></td>
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<td></td>
<td>IRF Ch. 11</td>
<td></td>
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<tr>
<td>Module 6</td>
<td>6</td>
<td>Feb 26-Mar 3</td>
<td>Parenting/Aging</td>
<td>IRF Chs. 12 &amp; 10 PFDI Parts I, III, IV, VI Reading #13</td>
<td>Final Poster Due</td>
</tr>
<tr>
<td>Module 7</td>
<td>7</td>
<td>Mar 4-6</td>
<td>Stress &amp; Family Challenges</td>
<td>Reading # 14</td>
<td>Final Course Reflection: Stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IRF Chs. 15 &amp; 16</td>
<td>CLOSES WED March 6</td>
</tr>
</tbody>
</table>

### Course Readings (Required & Purchased): You may purchase digital copies if available.


### Course Readings (Required): The following are all available without purchase either as Open Educational Resources or via the SFASU library resources.


**Reading #1**


**Reading #2**


**Reading #3**


**Reading #4**


**Reading #5**


**Reading #6**


**Reading #7**


**Reading #8**

Reading #9


Reading #10


Reading #11


Reading #12


Reading #13


Reading #14


**Course Evaluations:**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information:

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Student Code of Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a
non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-
1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- Student Wellness and Well-Being
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

Resources

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- On-campus Resources:
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
Other Relevant Course Information:

**CFLE approved program statement:** SFASUs undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program ([https://www.ncfr.org/cfle-certification/cfle-approved-programs](https://www.ncfr.org/cfle-certification/cfle-approved-programs)). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

1. If you transfer hours toward your major at SFA or if you substitute any major coursework.
2. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.

**Background Check Statement:** 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.